Topic Trend Analysis of Postgraduate Theses on Organizational Commitment in the Field of Education

Eğitim Alanında Örgütsel Bağlılık Konulu Lisansüstü Tezlerin Konu Trend Analizi

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Abstract

Purpose: The purpose of this research is to conduct topic trend analyses of postgraduate theses addressing the subject of "organizational commitment" in education.

*Design/Methodology/*Approach: In the study, the document review method was used to describe and interpret the tendencies of the theses in depth. The data required for the research was generated from the theses with the help of a form created by the researcher. Of the 403 theses scanned this way, 45 were doctoral, and 358 were master's.

Findings: As a result of the analyses, it was determined that the first theses on the subject were completed in 2004. Foundation universities were ahead in the number of master's theses, but doctoral theses in foundation universities were almost nonexistent. In addition, it was observed that in nearly all the theses designed in relational screening, teachers and principals were preferred as the sample group, and primary and secondary schools were selected as the study field. The main factors affecting organizational commitment discussed in the theses were classified as "organizational climate," "individual factors," and "manager." These factors were distributed evenly in the theses.

Highlights: Organizational commitment is a fundamental concept for educational organizations. It is essential to examine how the subject of "organizational commitment" is addressed in the field of education in postgraduate theses whose scientific validity and reliability have been approved in terms of depth and scope.

Öz

Çalışmanın amacı: Bu araştırmanın amacı, eğitim alanında "örgütsel bağlılık" konusunu ele alan lisansüstü tezlerin konu trend analizlerini yapmaktır.

Materyal ve Yöntem: Çalışmada, tezlerin eğilimlerinin derinlemesine betimlenebilmesi ve yorumlanabilmesi için doküman incelemesi yöntemi kullanılmıştır. Araştırma için gerekli veriler, araştırmacı tarafından oluşturulan bir form yardımıyla tezlerden üretilerek elde edilmiştir. Bu şekilde taranan toplam 403 tezin 45 tanesi doktora, 358 tanesi ise yüksek lisans çalışmasıdır.

Bulgular: Yapılan analizler neticesinde, konu hakkında ilk tezlerin 2004 yılında tamamlanmış ve o yıldan itibaren genel olarak tez sayısının artış trendinde olduğu, yüksek lisans tez sayıları dikkate alındığında vakıf üniversitelerinin ön planda oldukları, buna karşın vakıf üniversitelerinde tamamlanmış doktora tezlerinin yok denecek kadar az olduğu tespit edilmiştir. Ayrıca neredeyse tamamına yakınının ilişkisel tarama şeklinde desenlenen tezlerin büyük bir çoğunluğunda örneklem grubu olarak öğretmenlerin ve okul müdürlerinin tercih edildiği, tezlerin yine büyük bir bölümünde ise çalışma sahası olarak ilk ve orta öğretim okullarının tercih edildiği görülmüştür. Literatür de dikkate alındığında tezlerde konu edilen örgütsel bağlılığı etkileyen ana faktörler "örgütsel iklim", "bireysel faktörler" ve "yönetici" olarak sınıflandırılmıştır. Buna göre hem yüksek lisans hem de doktora tezlerinde bu faktörlerin dengeli olarak dağıldığı söylenebilir..

Önemli Vurgular: Örgütsel bağlılık eğitim örgütleri için oldukça önemli bir kavramdır. Derinlik ve kapsam konusunda bilimsel olarak geçerlilikleri-güvenilirlikleri onaylanmış lisansüstü tez çalışmalarında eğitim alanında "örgütsel bağlılık" konusunun nasıl ele alındığının incelenmesi önem arz etmektedir.

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INTRODUCTION

A qualified workforce is one of the essential elements that companies should consider when planning for the future (Şerbetçi, 2003). According to Eskandaricharati (2013), high employee motivation and business commitment are essential for businesses to continue their existence. Organizational commitment means a person's emotional responses to the characteristics of the organization they work for. Employees' organizational commitment is significant for business success (Kara, 2019; Majid & Afifa, 2017). According to Steers (1981), organizational commitment includes individuals' desire to take an active role in the success of their organization and the achievement of its goals beyond passive loyalty to the organization. Therefore, organizational commitment is a broad concept that includes employees' voluntary participation in activities that will move the company forward, and it means more than just the emotional bond established with the company. According to Uygur (2009), employees must believe in the organization's goals in order for organizational commitment to occur. This way, the employee strongly desires to work to benefit the organization. Organizational commitment is determined by the employees' relationship with the organization and is a psychological behavior that ensures their continued stay in the organization (Özdevecioğlu, 2003). Demir and Öztürk (2011) defined organizational commitment as individuals giving more importance to the organization's interests than other factors. According to Reichers (1985), the desire to stay in the organization results from organizational commitment.

Organizational Commitment

The literature examines organizational commitment as "attitudinal commitment" by organizational behavior researchers and "behavioral commitment" by social psychologists. The literature examines organizational commitment as "attitudinal commitment" by organizational behavior researchers and "behavioral commitment" by social psychologists. In general, attitudinal commitment is used in the sense of organizational commitment. Attitudinal commitment is a transactional relationship in which individuals bind themselves to the organization in return for some moral rewards and benefits (Mowday et al., 1979). Attitudinal commitment can be evaluated as the overlap between the goals and values of the employee and the goals and values of the institution (Woods, 2007). There is a positive relationship between the benefits that employees provide for the organization and the degree of organizational commitment (İnce & Gül, 2005). In attitudinal commitment approaches, commitment dimensions that include emotional, continuity, and normative elements come to the fore.

Although there are different classifications in the literature, one of the most accepted classifications is the Allen and Meyer approach. According to this approach, organizational commitment is addressed in three groups: "emotional," "continuance," and "normative (moral)" commitment (Allen & Meyer, 1990; Meyer et al., 1993). The "emotional commitment" concept emerges from the employee forming an emotional bond with the organization (Demirel, 2008). Emotional commitment is the emotional closeness the employee feels towards the organization. Employees with high emotional commitment work happily in the organization by integrating their values with the values of the organization (Çetin, 2004). Continuity commitment means the employee knows the costs of leaving the job and the organization. In this type of commitment, employees stay in the organization because they need it (Meyer et al., 1993). Continuity commitment occurs due to employees' fear of losing their careers, social status, and living standards, which they have worked hard for years, in the event of leaving the organization (Yalçın & İplik, 2005). Normative (moral) commitment is when the employee feels obliged to continue working (Shurbagi & Zahari, 2014). Moral commitment is defined as the situation in which employees see themselves as responsible and obliged to the organization, feel morally indebted to their organization for various reasons, and believe that they must continue working in order to pay their debts (Çetin, 2004; Gürkan, 2006). According to Allen and Meyer (1990), employees are primarily expected to have a high emotional commitment (Yalçın & İplik, 2005). Those who explain organizational commitment with behavioral commitment define it according to the employee's behavioral habits. In other words, behavioral commitment develops in the person's behavior rather than the organization (Paine, 2007). When an employee adopts a behavior within the organization and makes it a habit, there is a behavioral commitment (Mowday et al., 1982). Membership initiation ceremonies of some social clubs, military institutions, or religious orders can be examples of establishing such a commitment.

Factors Affecting Organizational Commitment

Individual Factors

Demographic characteristics such as employees' age, gender, education level, and seniority are the main factors affecting organizational commitment. In addition, employees' psycho-social characteristics, motivations, and work values are also evaluated among the factors affecting organizational commitment (Balay, 2000, pp. 55-61). As seniority and age in the organization increase, the employee's benefits and organizational commitment will increase (Yalçın & İplik, 2005, p. 400). As the employee's level of education increases, organizational commitment tends to decrease due to higher expectations and increasing new job opportunities (Yalçın & İplik, 2005, p. 400).

Factors related to the job and the role

The job's content, scope, and descriptions are the essential components of the factors related to the job and role. In addition, the organization's management style, the reward system, the learning opportunities offered to the employees, and the workload are added to these factors (Özdevecioğlu, 2003, p. 115).

Factors Related to Work Experience and Working Environment

According to Allen and Meyer (1990), the degree of organizational commitment of new employees can vary even in 6 months. A positive correlational relationship exists between the length of time employees stay in the organization and their degree of organizational commitment. However, a negative correlational relationship exists between the length of time spent in the same position and organizational commitment (Balay, 2000, p. 58). This factor group also examines employee-manager relationships, organizational climate, and organization reliability and job satisfaction. Job satisfaction is one of the most critical factors determining organizational commitment (Özdevecioğlu, 2003, p. 116). Employees who are unsatisfied with their jobs either intend to leave or may be disinterested in their jobs. Job satisfaction refers to the attitude that an employee develops towards their job, while organizational commitment refers to the attitude that an employee develops towards their organization (Human Resources, 2001a).

Factors Related to Organizational Structure

The organization's image and corporate structure are the most critical factors for organizational commitment. Flexible working hours, a fair and satisfactory wage system, accessible career opportunities, and unionization are also thought to positively affect organizational commitment (Özdevecioğlu, 2003, p. 116).

Purpose of the Research and Sub-Problems

Business science deals with every aspect of social life. This situation brings with it contact with other branches of science. It is possible to see the most concrete examples of this, especially in theses. These are comprehensive scientific studies with scientific depth whose validity and reliability have been approved by expert academics. These also make meaningful suggestions for solving social problems thanks to the new information they produce (Efilti Atay, 2018, p. 1407).

For this reason, it is essential to address social problems in theses (Çakır, 2017, p. 315; Yılmaz et al., 2017: 138). Organizational commitment strongly correlates with behavioral results (İnce & Gül, 2005). The more positive attitudes of those working in schools towards the educational community, the more vital education and training will be.

For this reason, organizational commitment is also a fundamental concept for educational organizations (Bolat & Bolat, 2008). There is a solid and positive relationship between organizational commitment and employee retention. Organizational commitment and employee turnover rate are negatively related (Steers, 1977). Examining how "organizational commitment" is addressed in postgraduate theses whose scientific validity and reliability have been approved in depth and scope is essential. Therefore, the main problem of this research is formed as follows: "What are the topic-trend analyses of postgraduate theses addressing the subject of 'organizational commitment' in the field of education?" Topic-trend analysis aims to evaluate scientific studies published in the relevant field from various aspects (Law & Cheung, 2008: 81). The results obtained by the topic-trend analysis conducted on a large sample will shed light on new scientific research by defining gaps related to the research topic (Lara-Rodriguez et al., 2019, p. 261). In this study, answers will be sought to the following sub-problems within the scope of the research problem:

1) What is the distribution of theses addressing the subject of 'organizational commitment' in the field of education by year?
2) What is the distribution of theses by the universities where they were produced?
3) What are the sample groups examined in the thesis?
4) What are the fields of study in theses?
5) What are the methods discussed in the thesis?
6) What are the main factors affecting organizational commitment?
7) What are the concepts examined about organizational commitment in theses?

METHOD/MATERIALS

This research used the document review method to describe and interpret the trends of postgraduate theses dealing with "organizational commitment" in business administration. In the document review, analyses are made in line with the problems addressed in the research (Yıldırım & Şimşek, 2016).

Sample of the Research

The data used in the research were obtained from theses reached as a result of the search made by typing "organizational commitment" in the thesis title section and "Education and Training" in the subject section in the search engine of the National Thesis Center of the Council of Higher Education in February 2024. Of the 403 theses scanned this way, 45 were doctoral, and 358 were master's studies.

Data Collection Tool

The data required for the research were produced from these using a form created by the researcher. The form includes the theses' identities and the research sub-problems created by scanning the relevant literature.

Validity and Reliability Studies

The validity and reliability of this research are directly proportional to the validity and reliability of the theses examined (Tavşancıl & Demiray, 2013). These scientific researches are officially approved by an academic jury of at least three people and

the Council of Higher Education. Therefore, it is assumed that there will be no doubt about their validity and reliability. However, in this study, the theses were also evaluated separately by the researcher and another academician who is an expert in mathematics education. Then, the statistical agreement of the data obtained as a result of two different evaluations was examined (Şimsek & Yıldırım, 2011). The agreement rate of the data recorded in an Excel file was calculated using the formula of Miles and Huberman (1994) [Reliability = Consensus / (Consensus + Disagreement)] and was determined to be 87%. This rate of above 70% shows that the study is reliable (Miles & Huberman, 1994). Finally, the researcher and the expert reached a consensus for the cases where there was inconsistency.

Data Analysis

In this study, where the subject trend analyses of the theses used in the research were conducted, the descriptive analysis technique was used. According to Şimşek and Yıldırım (2011), in descriptive analysis, similar data are analyzed within the framework of specific themes and concepts. The data obtained from the research were recorded in an Excel file. Then, the necessary analyses were made within the framework of new themes created by considering the sub-problems. The results were given in the form of tables and interpreted.

FINDINGS

The findings obtained from theses according to the determined criteria are discussed in this section in the order of subproblems. The findings regarding the answer to the question of the first sub-problem, "What is the distribution of theses addressing the subject of 'organizational commitment' in the field of education by year?" are given in Figure 1.
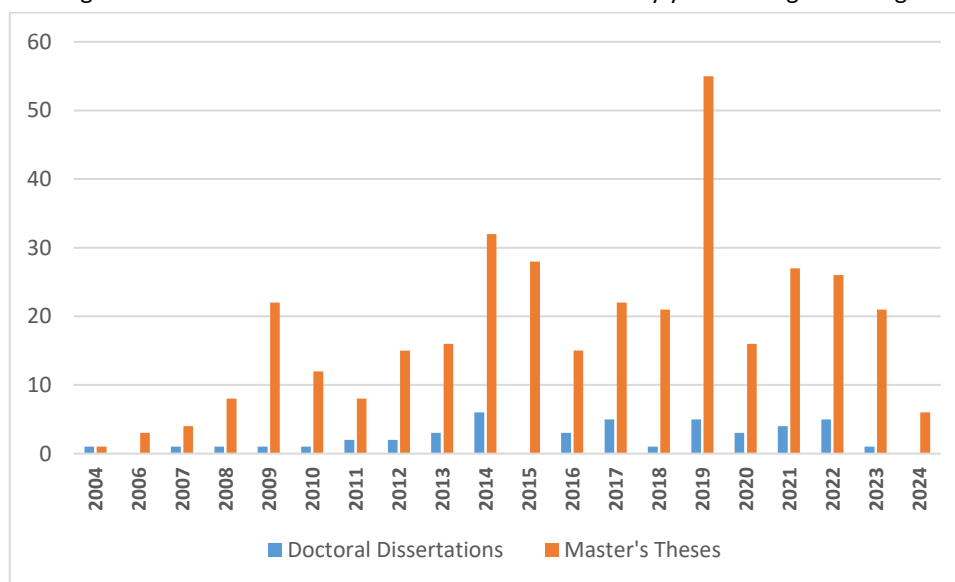
Figure 1. Number of Theses Written by Year

When the distribution of theses by year is examined, it can be said that the first studies (2 theses) addressing the subject of 'organizational commitment' in the field of education were conducted in 2004, and the number of theses gradually increased in the following years and varied between 10 and 30 between 2009 and 2023.

The findings regarding the answer to the second sub-problem, "How are these distributed according to the universities where they were produced?" are presented in Figure 2 and Figure 3.
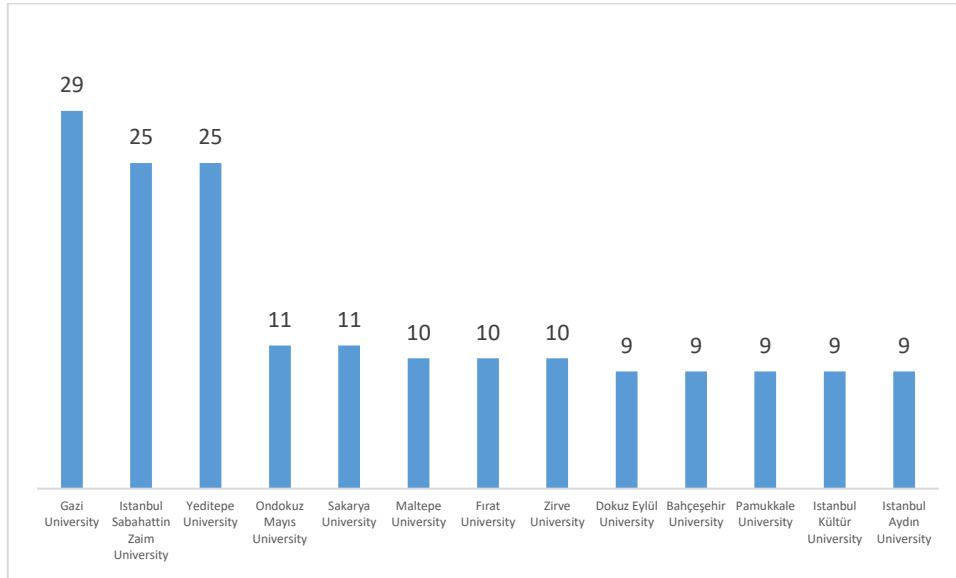
Figure 2. Distribution of Master's Theses by University

Figure 2 shows the universities that have produced at least nine master's theses on the subject. When the distribution of theses by university is examined, it is seen that Gazi University is in first place with 29 theses. The second place is shared by two foundation universities, Yeditepe and Istanbul Sabahattin Zaim, with 25 theses each. The ranking given in the graph also draws attention to the weight of foundation universities such as Maltepe, Zirve, Istanbul Kültür, and Istanbul Aydın University on this list.

The distribution of doctoral dissertations completed on the subject by the university is given in Figure 3.
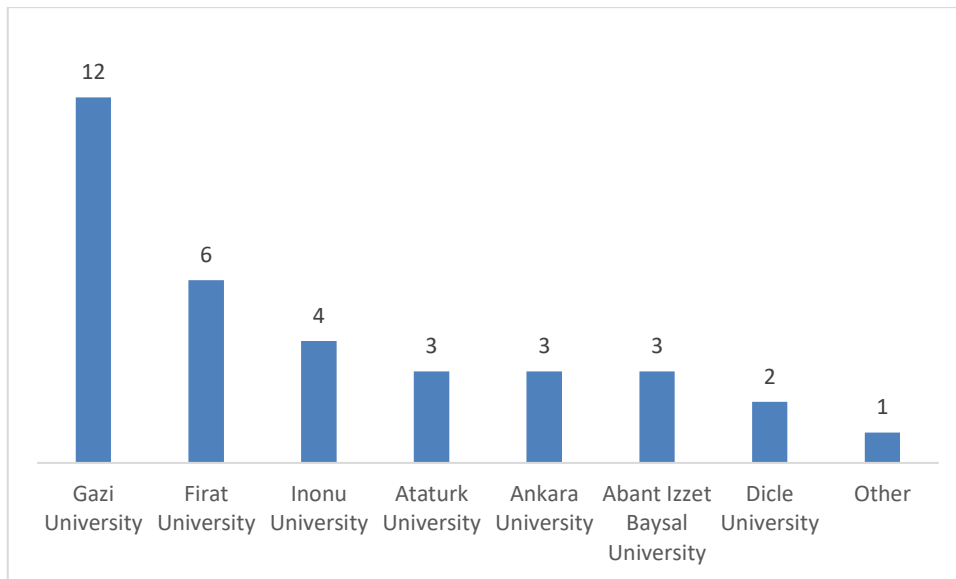
Figure 3. Distribution of Doctoral Dissertations by University

Graph 3 shows the distribution of 45 doctoral dissertations completed by the university; Gazi University is again ahead of other universities with 12 theses. Another striking point is that no foundation university is included in this list.

The findings regarding the answer to the third sub-problem, "What are the Sample Groups examined in the theses?" are given in Table 1.

Table 1. Sample Groups Examined in Theses

Sample Groups	Doctoral Dissertations		Master's Thesis		Grand Total	
	f	%	f	%	f	%

Teachers	31	68,9	245	68,4	276	68,5
School Principals-Teachers	9	20,0	83	23,2	92	22,8
Academician	3	6,7	15	4,2	18	4,5
School Principals	1	2,2	12	3,4	13	3,2
Ministry of National Education Experts	1	2,2	1	0,3	2	0,5
University Students			1	0,3	1	0,2
Education Inspectors			1	0,3	1	0,2
Grand Total	**45**	**100**	**358**	**100**	**403**	**100**

According to Table 1, the sample group examined in the thesis is predominantly teachers. Therefore, 68.5% of the theses addressing the subject of "organizational commitment" in education are studies examining the organizational commitment status of teachers. This situation is similar in master's degree (68.4%) and doctoral degree (68.9%) studies. In addition, it was determined that 92 theses (22.8%) were studies examining the effect of school principals' attitudes on teachers' organizational commitment. The weight of master's theses addressing this sample group (23.2%) is higher than doctoral dissertations (20%). On the contrary, doctoral dissertations addressing academics (6.7%) are proportionally higher than master's theses (4.2%). In addition, there are no doctoral dissertations addressing university students or inspectors.

The findings regarding the answer to the fourth sub-problem, "What are the fields of study of the theses?" are given in Table 2.

Table 2. Fields of Study of Theses

	Doctoral Dissertations		Master's Thesis		Grand Total	
Working Fields	f	%	f	%	f	%
Primary and Secondary Schools	27	60,0	163	45,5	190	47,1
Primary Schools	7	15,6	88	24,6	95	23,6
High Schools	6	13,3	40	11,2	46	11,4
Universities	3	6,7	16	4,5	19	4,7
Secondary Schools	1	2,2	13	3,6	14	3,5
Vocational High Schools			11	3,1	11	2,7
Preschool Education Institutions			10	2,8	10	2,5
Private Education Institutions			10	2,8	10	2,5
Private Schools			6	1,7	6	1,5
Ministry of National Education	1	2,2	1	0,3	2	0,5
Grand Total	**45**	**100**	**358**	**100**	**403**	**100,0**

According to Table 2, studies examining employees' organizational commitment in primary and secondary education institutions are dominant at 47.1%. The study fields where the research is conducted show a proportionally balanced distribution according to doctoral and master's theses. However, it is striking that no doctoral dissertations have been conducted in vocational high schools, preschool education institutions, or private schools.

The findings regarding the answer to the question of the fifth sub-problem, "What are the methods discussed in the theses?" are given in Table 3.

Table 3: Methods Considered in Theses

Methods	Doctoral Dissertations		Master's Thesis		Grand Total	
	f	%	f	%	f	%
Relational Scanning	42	93,3	322	89,9	364	90,3
Case Study	1	2,2	27	7,5	28	6,9
Relational Scanning (Mediation Role)	2	4,4	6	1,7	8	2,0
Meta-analysis		0,0	2	0,6	2	0,5
Scale Development		0,0	1	0,3	1	0,2
Grand Total	**45**	**100**	**358**	**100**	**403**	**100,0**

Table 3 shows the methods used in these. Accordingly, it is seen that 90.3% of the studies were designed as relational screening, that is, studies examining the effect of another independent variable on organizational commitment. It was determined that only 6.9% of the theses were case studies, that is, studies investigating how the organizational commitment status of the sample group in question changes according to various demographic characteristics. In 8 theses completed using another relational screening method, the mediating role of a third variable in the relational situation between two variables was examined. Table 3 shows that 372 theses use the relational screening method and the mediating role. This number corresponds to a rate of 92%, which shows that the relational screening method was preferred in almost all the theses. In addition, no doctoral study has used meta-analysis and scale development methods.

The findings regarding the answer to the question "What are the main factors affecting organizational commitment in theses?" addressed in the sixth sub-problem are given in Table 4. As seen in Table 3, only 375 theses of relational screening type were considered.

Table 4: Main Factors Affecting Organizational Commitment

Affecting Factors	Doctoral Dissertations		Master's Thesis		Grand Total	
	f	%	f	%	f	%
Organizational Climate	16	36,4	126	38,1	142	37,9
Individual Factors	11	25,0	115	34,7	126	33,6
Manager	17	38,6	90	27,2	107	28,5
Grand Total	**44**	**100**	**331**	**100**	**375**	**100**

The main factors affecting "organizational commitment" are classified as "organizational climate," "individual factors," and "manager" within the framework of the literature. Accordingly, the main factors affecting organizational commitment are distributed evenly in Table 4.

The findings regarding the answer to the question "What are the concepts examined about organizational commitment in theses?" addressed in the seventh sub-problem are given in Table 5, Table 6, and Table 7.

The concepts included under the classification of "organizational climate," which is one of the main factors affecting "organizational commitment" in theses, are shown in Table 5.

Table 5: Concepts in the "Organizational Climate" class

Organizational Climate				mod	f

Mobbing	19	19
Organizational Justice	14	14
Organizational Cynicism	12	12
Organizational Silence	11	11
Organizational Culture	8	8
Work-Life Quality, Organizational Support	7	14
Organizational Trust	5	5
Organizational Health, Participation in Decision Making	4	8
Organizational Alienation, Organizational Citizenship, Organizational Identity, Organizational Happiness	3	12
Effective School, Career Management, Learning Organization, Organizational Synergy, Rotation	2	10
Organizational Politics, Job Security, Schools' Openness to Change, Physical Conditions, Job Difficulties, Organizational Innovation Management, Space Arrangements, Professionalization, Schools' Innovativeness, Organizational Structure, Organizational Opposition, Work Integration, Organizational Identification, Organizational Ethics, Corporate Reputation, Organizational Power Sources, Working Styles, Inclusive Education, Organizational Stress, Organizational Internal Image, School's Architectural and Historical Features, Organizational Hypocrisy, In-Service Education, Working Time, Social Support Levels, Structural Empowerment, Organizational Forgiveness, Bureaucratization, Organizational Value Perceptions	1	32
Total		142

According to Table 5, one of the most important variables affecting organizational commitment in theses and included under the classification of "organizational climate" is "mobbing" since the concept of mobbing was addressed in 19 theses. The frequency of concepts such as Organizational Justice, Organizational Cynicism, and Organizational Silence is also striking. In addition, concepts such as Organizational Politics, Job Security, Openness of Schools to Change, Physical Conditions, Job Difficulties, Organizational Innovation Management, Space Arrangements, Professionalization, Innovation of Schools, Organizational Structure, Organizational Opposition, Integration with Work, Organizational Identification, Organizational Ethics, Corporate Reputation, Organizational Power Sources, Working Styles, Inclusive Education, Organizational Stress, Organizational Internal Image, Architectural and Historical Features of School, Organizational Hypocrisy, In-Service Training, Working Time, Social Support Levels, Structural Empowerment, Organizational Forgiveness, Bureaucratization, Organizational Value Perceptions have been addressed in only one thesis each.

Table 6: Concepts in the "Individual Factors" class

Individual Factors	mod	f
Job Satisfaction	33	33
Burnout	16	16
Motivation	7	7
Emotional Intelligence, Personality Traits, Positive Psychological Capital	4	12
Procrastination, Success, Psychological Contract, Democratic Attitude, Resistance to Change	3	15
Conflict Styles, Decision Making, Psychological Empowerment, Communication Skills, Attitudes Towards Distance Education	2	10

Anger Level, Emotion Management Competencies, Procrastination, Self-Esteem, Teamwork Perceptions, Job Performance, Autonomy, Involuntary Presence at Work, Psychological Well-Being, Entrepreneurship, Status, Emotional Labor Behaviors, Positive Psychological Capital, Identity, Prejudices, Creativity, Self-Efficacy Beliefs, Moral Value, Image, Crisis Management Skills, Psychological Capital, Loneliness, Classroom Management Skills, Values, Trait Anxiety, Counterproductive Behavior, Informal Communication, Attitudes Towards Refugee Students, Professional Identity, Education Belief, Whistleblowing, Spirituality, Collective Efficacy	1	33
Total		126

According to Table 6, the most critical variable examined about organizational commitment under the classification of "individual factors" is "job satisfaction," included in 33 theses. The concept of "burnout," the subject of 16 theses, comes second. The concepts such as Anger Level, Emotion Management Competencies, Procrastination, Self-Esteem, Teamwork Perceptions, Job Performance, Autonomy, Involuntary Existence at Work, Psychological Well-Being, Entrepreneurship, Status, Emotional Labor Behaviors, Positive Psychological Capital, Identity, Prejudices, Creativity, Self-Efficacy Beliefs, Moral Value, Image, Crisis Management Skills, Psychological Capital, Loneliness, Classroom Management Skills, Values, Trait Anxiety, Counterproductive Behavior, Informal Communication, Attitudes Towards Refugee Students, Professional Identity, Believing in Education, Whistleblowing, Spirituality, Collective Efficacy were included in only one thesis.

Table 7: Concepts in the "Individual Factors" class

Managers	mod	f
Leadership Styles	63	63
Favoritism, Types of Power	5	10
Management of Differences	4	4
Performance Management	3	3
Humor Styles, Empowerment, Power Distance, Human Resources Management, Trust in Leader	2	10
Career Management, Talent Management Perceptions, Transparency Practices, Accountability Practices, Managerial Discourses, Managerial Strength, Strategic Human Resources Management, Managerial Competence, Innovative Management, Influence Tactics, Participation in Decision Making, School Principal	1	17
Total		107

. According to Table 7, the most critical variable examined together with organizational commitment under the classification of "manager" is the concept of "Leadership Styles," which is included in 63 theses (approximately 58%). It has been determined that variables such as Favoritism, Types of Power, Management of Differences, Performance Management, Humor Styles, Empowerment, Power Distance, Human Resources Management, Trust in Leader, Career Management, Perceptions of Talent Management, Transparency Practices, Accountability Practices, Managerial Discourses, Managerial Strength, Strategic Human Resources Management, Managerial Competence, Innovative Management, Influence Tactics, Participation in Decision Making, School Principal are included in the theses once or twice.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this study, which examines in depth the theses that deal with the subject of 'organizational commitment' in the field of education, a total of 403 studies were examined. The first theses on the subject were completed in 2004, and the number of theses has generally been on the rise since that year. When the number of completed master's theses on the subject is taken into consideration, it is seen that foundation universities are at the forefront. In contrast, doctoral dissertations completed in foundation universities are almost nonexistent. Therefore, it can be concluded that doctoral dissertations, which offer the opportunity for in-depth study, should be conducted more, especially in foundation universities.

In most of these, teachers and school principals were chosen as the sample group. Based on this, communication between administrators and teachers is an important research topic for studies examining organizational commitment in education. On the other hand, the fact that there are fewer theses with academics, university students, and public employees such as inspectors or education experts working at other levels of the field of education can give ideas to those who write theses on this subject.

Primary and secondary schools are preferred as the study areas in many theses. Here again, the studies conducted in primary schools are more striking. It has been revealed that the studies are conducted at least in vocational high schools, preschool education institutions, and private education institutions. In addition, the absence of any doctoral studies based on these institutions can be noted as a valuable finding. This situation can also be evaluated as an essential result for master's and doctoral students who want to research this subject.

Almost all the theses are studies designed in the form of relational screening, that is, examining the effect of another independent variable on organizational commitment. Theses and case studies constitute a small part of the research, which are also accepted as a relational screening method and examine the mediating role of a third variable in the relational situation between two variables. However, theses in which meta-analysis and scale development methods are preferred are almost nonexistent.

The use of independent variables discussed in theses is essential in indicating the areas covered by the research and ensuring that other researchers understand the importance and contributions of the thesis. Therefore, knowing how frequently variables affecting organizational commitment in education are used in theses is necessary for those who want to conduct studies in similar fields. Therefore, when the literature is also taken into consideration, the main factors affecting organizational commitment discussed in these are classified as "organizational climate," "individual factors," and "manager." Accordingly, it can be said that these factors are distributed evenly in both master's and doctoral dissertations. One of the most important variables affecting organizational commitment in theses and included under the "organizational climate" classification is "mobbing." In addition, the frequency of concepts such as organizational justice, organizational cynicism, and organizational silence is also striking in theses. It is seen that the most critical variables examined together with organizational commitment under the "individual factors" classification are the concepts of "job satisfaction" and "burnout." The most crucial variable examined about organizational commitment under the "Manager" classification is "Leadership Styles".

Statements of publication ethics

I hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Ethics Committee Approval Information

This study does not require approval from the ethics committee.

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