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A Field Research on the Relationship Between Organizational Commitment and Subjective Well-Being: Basic and Secondary Education Teachers in Tatvan/Bitlis *

Örgütsel Bağlılık ile Öznel İyi Oluş İlişkisi Üzerine Bir Alan Araştırması: Bitlis Tatvan'daki Temel Eğitim ve Ortaöğretim Öğretmenleri

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ÖZ

Örgütsel bağlılık ve öznel iyi oluş halleri çalışanın iş hayatına olumlu/olumsuz yansımalar getirmektedir. Bu durum Koronavirüs sürecinde daha anlamlı hale gelmektedir.

Bu çalışmanın amacı Örgütsel Bağlılık ile Öznel İyi Oluş arasındaki muhtemel olumlu ilişkiyi Bitlis İli Tatvan İlçesinde Milli Eğitime bağlı Temel Eğitim ve Ortaöğretim kurumlarında inceleyerek burada çalışan öğretmenler özelinde genel olarak da kamuda ortaya koymaktır. Bu amaca yönelik olarak literatür taraması yapıldıktan sonra nicel araştırma yöntemlerinden tarama yöntemi kullanılmıştır. Sonuç olarak Bitlis İli Tatvan ilçesindeki temel ve orta öğretim öğretmenlerinden oluşan katılımcılara ait demografik özelliklerin ve alt gruplarında oransal olarak kısmen farklılıklar olmakla birlikte her demografik özellik ve alt gruplarında örgütsel bağlılık ve öznel iyi oluş anlamlı şekilde yüksektir.

ABSTRACT

Organizational commitment and subjective well-being bring positive or negative reflections on the working life of the employee. This situation becomes more meaningful during the coronavirus process.

The aim of this study is to examine the probable positive relationship between organizational commitment and subjective well-being in the basic and secondary education institutions affiliated to the National Education in the Tatvan District of Bitlis Province, and to reveal it among the teachers working there and in the public in general. For this purpose, after literature review, the scanning method, one of the quantitative research methods, was used. As a result, although there are partial differences in the demographic characteristics and subgroups of the participants consisting of primary and secondary education teachers in Tatvan District of Bitlis Province, organizational commitment and subjective well-being are significantly higher in each demographic feature and subgroups.

1. Introduction

Today, with the changes in globalization and environmental

factors, the field of competition has undergone staggering changes. These changes have allowed employers to appreciate the human factor and therefore pay attention to

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human resources research. Public institutions and private companies are starting to allocate a large budget to this area with the aim of maximizing the use of existing work energy (Demir and Ozturk, 2011: 2). Retaining this well-trained workforce and making commitments is extremely important for competitive advantage. The concept of organization expresses our commitment to something we care about more than ourselves and the obligations we have to fulfill (Ardic and Col, 2008: 157-174).

The reasons why organizational commitment has become an important issue for organizations are: a. Job satisfaction, absenteeism, morale and sense of duty, b. Leaving, returning to work, withdrawing and job seeking activities, c. Attitudinal, emotional and cognitive structures such as autonomy, responsibility, participation, performance, d. Personal characteristics of employees and e. Organizational commitment that individuals have (Balay, 2000).

Subjective well-being is one of the most important study subjects of an individual's life. It is seen as an emotional reaction to events, along with the positivity aspect of psychology, which sees one's life as valuable. In the sense of the subject, it is possible to state that positive emotions are experienced at their maximum level, negative emotions are at their minimum level and that they enjoy life (Diener, 1984; Myers and Diener, 1995; Dogan, 2013: 56-54).

Individuals who frequently experience positive feelings have high subjective well-being levels, whereas individuals who experience negative feelings have low subjective well-being levels. Studies show that people with a high level of subjective well-being not only enjoy life but are more successful in interpersonal relationships (Diener and Seligman, 2002: 81-84; Doğan and Eryılmaz, 2013: 107-117)

In the study, questionnaires were applied to the relationship between organizational commitment and subjective well-being of primary and secondary education teachers in Tatvan District of Bitlis Province. First, a literature review was conducted, then the results of the survey technique, which was created for the purpose of scanning and data collection as a quantitative research method, were explained in tables.

2. Conceptual Framework

2.1 Organizational commitment

Organizational commitment brings together the ability of the organization to benefit from the characteristics of talented people. Increasing the commitment of the people working in the organization to the organization has an important place in organizational commitment, and it also provides solutions to the problems (Ince and Gul, 2005). Here, the leaders in the organization also have important duties because there is a positive relationship between the leadership perception of the employees and the organizational commitment (Ozturk, 2016: 31).

Since organizational commitment is a dynamic subject, many different definitions have been made. If we give an example of definitions on the subject in our article:

Organizational commitment; psychological state that binds the person (Allen and Meyer, 1990, 1-18; Karatas and Gules, 2010, 74-89), rewards and payments within the individual and organization (Mottaz, 1987: 541-558; Karatas and Gules, 2010: 74-89), is the attitude and behavior of the person towards his/her job (Buluç, 2009: 5-34).

Organizational commitment, which is the employee's internalization and approval of the workplace, has an important place in the continuation of organizations (Ozturk and Cınarbay, 2020: 649). The fact that the employees here develop positive feelings towards the work as well as their on-the-job skills also affect the continuity process. The positive occurrence of emotions also strengthens the existing organizational structure (Ozturk and Ozdogan, 2022: 1-2)

Allen and Meyer categorized organizational commitment as continuance commitment, affective commitment and normative commitment.

Affective commitment is closely related to the emotional response related to the organizational environment (Balay, 2000) and is the state of the individual who works in a workplace and wants to stay in the workplace with her own preferences (Meyer and Allen, 1997). Affective commitment involves individuals working in the organization accepting the goals and values of the organization and making an effort (Gul, 2002: 35-55).

Continuance commitment is the continuation of the employee in the organization due to gains if she stays in the organization or losses if she leaves the organization (Balay, 2000). Continuance commitment is the state of being aware of the cost of leaving the organization, believing that the cost of leaving the organization will be high, or of the cost of continuing to be a member of the organization. The individual's desire to stay in the organization depends on the total investment he has made in the organization, what he will lose after leaving the organization, and the limited availability of alternative possibilities (Ada, Alver and Ath, 2008: 487-518).

Normative commitment creates the responsibility and ethical dimensions of commitment to the organization and reflects the feeling of obligation of employees to stay in the organization. The commitment of the employee to the organization depends on the sense of social responsibility and the sense of staying in the organization as a responsibility. Normative commitment represents a different dimension from the other two types of commitment because people assimilate staying in the organization because they think it is right (Dogan and Kılıç, 2007: 37-61). The person's pre-organizational socialization experience and post-organizational socialization experience affect the individual's normative commitment (Allen and Meyer, 1990: 1-18; Bozkurt and Yurt, 2013: 121-139). The key to normative commitment is that employees feel obliged to stay in the organization (Iscan and Atılhan, 2004: 181-201).

2.2. Subjective well-being

Subjective well-being is an indicator of the individual's evaluations and emotional reactions to events. Therefore, subjective well-being means experiencing maximum positive feelings and minimal negative feelings and getting a high degree of satisfaction from life. Experiencing a lot of positivity and negativity is an indicator of the emotional aspect of subjective well-being. Therefore, self-confidence, enthusiasm, joy, etc. Emotions have a positive effect. Anger, hatred, sadness, guilt, fear, etc. feelings create a negative situation in the person's life. Those with a high sense of subjective well-being experience more positive feelings and fewer disturbing situations (Diener and Seligman, 2002; Dogan and Eryılmaz, 2013: 107-117). The aim of guidance and psychological counseling is to increase the happiness and quality of life of the individual, and indirectly their well-being. At this point, what exactly means the state of well-being of the person? In other words, well-being is still being investigated (Turkmen, 2012: 41-73)

The level of enjoyment from life of the individual with high subjective well-being increases in direct proportion. Subjective well-being, which is intertwined with psychology, brings the concept of happiness to the fore for the individual. The aim here is that the individual is in a state of complete happiness (Ozturk and Karakus, 2021: 212-213)

There are many factors that affect the subjective well-being of individuals, and personality traits are one of these factors. Although personality is generally defined as discovering the underlying causes of the individual's internally lived behaviors and experiences, when the institutional and empirical studies on personality are examined, it is seen that many definitions of personality are made. Each theory and theorist deals with and defines personality in the context of its own theoretical structure. For example, according to Alport, personality is a fact that takes place in the inner structure of the individual and directs the emotions and ideas of the individual. According to Rogers, personality is an organized sense of self that is shaped by an individual's experiences. According to Freud, personality is an unconscious, implicit and unknown whole. According to Skinner, one of the important representatives of behaviorism, it is unnecessary to define personality as a structure (Eryılmaz and Ogulmuş, 2010: 189-203).

The subjective well-being concept; It is an assessment of individual satisfaction and life satisfaction in the current situation. This assessment is based on a comparison of voluntary criteria. In other words, the domain of subjective well-being is characterized by focusing on a person's assessment rather than on specific criteria that researchers consider important (Sezer, 2011: 74-85). Psychological well-being, which is another approach to explaining subjective well-being, is to activate one's potential in a meaningful way in the face of difficulties (Sarı and Cakır, 2016: 222-229).

3. Method

In this study, the ethical rules of research and publication were complied with and the Board decision dated 02.03.2021 and numbered 21/2-I was taken from the Ethical Principles and Ethics Committee of Bitlis Eren University. Afterwards, the study started with the permission of the relevant institution and the relevant scales were applied to the participants in May 2021. An official response was received with the petition regarding the number of participants in the study and it was reported as N=1031.

Study Hypotheses: H1= There is a possible positive relationship between organizational commitment and subjective well-being. H2= Organizational commitment and subjective well-being vary according to the demographic characteristics of employees.

Survey technique, one of the quantitative research methods, was used in our research. The universe of our study includes 1031 people from Bitlis-Tatvan basic education and secondary education teachers and administrators. When the population size is known regarding the appropriate sample size in the research, the formula used to calculate the sample size of 'n' is $n = \frac{Nt^2pq}{d^2(N-1) + t^2pq}$ (Palavan and Acar, 2016: 17; Büyüköztürk et al.). Since N= 1031, p= 0.50, q=0.50, t=1.96, d= 0.05 here, and when these values are put in place, the number of samplings was 419, while in our study, more n=425 teachers were reached.

In the research, we used three different scales. The first stage is the demographic scale and consists of six questions. The second stage is the organizational commitment scale and consists of twenty-seven questions. The third stage is the subjective well-being scale and consists of thirty-six questions.

The Organizational Commitment Scale was developed as 8 adaptation and identification, 11 as internalization and totally consists of 27 questions. This scale was developed by Balay (2000). Internal consistency was 0.82. Considering the reliability title, the agreement was calculated as 0.87. Internalization was 0.92 and another identification was 0.87. (Tavas and Ozturk, 2016: 1532-1542).

Subjective well-being is a 36-item scale. It was developed by Tuzgol- Dost (2004) by applying it to university students. It was developed by Ozen (2005) in the high school form and its validity and reliability were studied.

4. Findings

When the Demographic Characteristics Table (Table 1) is examined; In age distribution, the majority of them are 50.6% (n=215) between the ages of 26-35, in the distribution of educational status, the majority of them are undergraduate graduates with 89.6% (n=381), in gender distribution the majority are women with 56.9% (n=242), and in professional experience distribution the majority is % 39.8 (n=169) 1-5 years, mostly 79.8% (n=339) in the distribution of titles are teachers and in marital status distribution the

majority are married with 62.1% (n=264).

Table 1. Demographic Characteristics

		Frequency	Valid percentage
Age	25 years and under	73	17,2
	26-35 years old	215	50,6
	Ages 36-45	89	20,9
	46-50 years old	28	6,6
	51 years and older	20	4,7
	Total	425	100
Educational status	Associate degree	13	3,1
	Licence	381	89,6
	Graduate	31	7,3
Gender	Male	183	43,1
	Woman	242	56,9
Professional experience	1-5 years between	169	39,8
	Between 6-10 years	126	29,6
	Between 11-15 years	54	12,7
	16 years and above	76	17,9
Title	Teacher	339	79,8
	Administrator	86	20,2
Marital status	Married	264	62,1
	Single	161	37,9

When we look at the Relationship between Demographic Characteristics and Organizational Commitment table:

For each demographic and its subgroups, the level of *Organizational Commitment* is high,

In terms of age participation status, those between the ages of 40-50 had the least commitment, and those between the ages of 26-35 had the highest commitment.

In terms of education participation status; as the level of education increases, organizational commitment also increases significantly,

In terms of gender participation status, organizational commitment is higher in men than in women,

In terms of marital status participation, married people have a higher level of commitment than singles,

In terms of professional experience participation status, those who are between 11-15 years of experience have the lowest commitment rate, and those who are 16 years of experience and above have the highest commitment rate,

In terms of title participation, it is seen that the commitment rate of the administrators is higher than the commitment rate of the teachers.

Table 2. The Relationship between Demographic Characteristics and Organizational Commitment

Demographic Information	Frequency	None	Less	moderately	a lot	totally agree	
Age	25 years	73	%1,9	%5,7	%18,9	%31,6	%42
	26-35 years	215	%4	%5,9	%14,9	%34,4	%40,8
	36-45 years	89	%5,2	%7,3	%17,2	%32,8	%37,5
	46-50 years	28	%3,3	%11,6	%30,9	%28,5	%25,7
	51 years	20	%5	%6,8	%20		%39,4
	Total	425	%3,8	%7,4	%20,3	%31,2	%37
Educational status	Associate	13	%12,5	%13	%25,9	%21,2	%27,4
	Licence	381	%3,5	%9,3	%27,4	%27,8	%32,1
	graduate	31	%5	%6,8	%20	%28,8	%39,4
	Total	425	%7	%9,7	%24,4	%25,9	%32,9
Gender	Woman	183	%10,1	%12,5	%23,8	%20	%32,8
	Male	242	%5	%6,8	%20	%28,8	%39,4
	Total	425	%7,4	%9,1	%18,5	%24,6	%40,6
Marital status	married	264	%2,6	%4,7	%17,5	%32,8	%42,5
	single	161	%5,2	%7,3	%17,2	%32,8	%37,5
	Total	425	%3,3	%6,1	%17,4	%32,8	%40,4
Professional experience	1-5 years	169	%4	%5,9	%14,9	%34,4	%40,8
	6-10 years	126	%1,9	%5,7	%18,9	%31,6	%42,9
	11-15 years	54	%6,4	%15,1	%21,7	%25,2	%31,6
	16 year and	76	%1,6	%6,8	%16	%22,6	%53,9
	Total	425	%3,3	%8,2	%17,6	%28,4	%42,5
Title	Teacher	339	%4	%5,9	%14,9	%34,4	%40,8
	Executive	86	%2,8	%3,8	%15,6	%29,5	%48,3
	Total	425	%3,4	%4,8	%15,2	%31,9	%44,5

In summary, the organizational commitment of the participants is generally high for each demographic characteristic and subgroups. On the other hand, in terms of

age, commitment is higher in those between the ages of 26-35 and lower in those between the ages of 46-50. In terms of education level, commitment increases significantly as the

education level rises. In terms of gender commitment is higher in men than in women. In terms of marital status commitment is higher in married than singles. In terms of professional experience, it is seen that the commitment is

lower than the others in the 11–15 year period, and the commitment of the administrators in terms of title is higher than the teachers.

Table 3. The Relationship between Demographic Characteristics and Subjective Well-Being

Demographical Information		Frequency	Not at all Appropriate	Somewhat Appropriate	Moderately Appropriate	Mostly Appropriate	Completely Appropriate
Age	25 years and under	73	%1,4	%5,9	%17,5	%34,7	%40,6
	26-35 years	215	%5	%6,4	%16,5	%23,8	%48,3
	36-45 years	89	%2,8	%6,1	%16,3	%24	%50,8
	46-50 years	28	%1,9	%5,3	%17,6	%35,1	%40,1
	51 years and above	20	%2,1	%4,5	%13,2	%28,3	%51,9
	Total	425	%2,6	%5,6	%16,2	%29,1	%46,3
Educational Status	Associate degree	13	%16,7	%8,3	%25,3	%16,7	%33,3
	Licence graduate	381	%2,9	%8,9	%17,3	%20,7	%50,1
	graduate	31	%0	%6,5	%19,4	%19,4	%54,8
	Total	425	%6,5	%7,9	%20,6	%19	%46
Gender	Woman	183	%4,9	%3,9	%21,9	%30,6	%38,8
	Male	242	%3,3	%11,2	%22	%19,1	%44,4
	Total	425	%4,1	%7,5	%22	%24,8	%41,6
Marital Status	married	264	%2,3	%9,1	%20,9	%19,4	%48,3
	single	161	%4,3	%8,1	%12,4	%22,4	%52,8
	Total	425	%3,3	%8,6	%16,6	%20,9	%50,5
Professional experience	1-5 years	169	%3,6	%7,7	%10,7	%21,4	%56,5
	6-10 years	126	%4	%10,3	%13,5	%21,4	%50,8
	11-15 years	54	%1,9	%7,4	%27,8	%18,5	%44,4
	16 year and above	76	%1,2	%9,2	%32,9	%18,4	%38,2
	Total	425	%2,6	%8,6	%21,2	%20	%47,4
Title	Teacher	339	%3,3	%7,4	%14,8	%19,8	%54,7
	Executive	86	%2,3	%14	%29,1	%23,3	%31,4
	Total	425	%2,8	%10,7	%22	%21,5	%43

When we look at the Demographic Characteristics and Subjective Well-Being Relationship table: Each demographic feature and subgroup has a high level of subjective well-being.

In terms of age participation status; subjective well-being is highest in those aged 51 and above, while it is lowest in those aged 26-35 compared to other subgroups,

In terms of education participation status; as the level increases, subjective well-being increases,

In terms of gender participation status; subjective well-being is higher in women and lower in men,

In terms of marital status participation status; subjective well-being is higher in singles and lower in married people,

In terms of professional experience participation; subjective well-being decreases as professional experience increases,

In terms of title participation status; teachers' subjective well-being is significantly higher than that of administrators. In summary, subjective well-being of participants is high for all demographic characteristics and subgroups. On the other hand, in terms of education level, subjective well-being increases significantly as the level of education increases, subjective well-being also increases significantly in terms of gender. Subjective well-being is higher in women than in men, subjective well-being in terms of marital status is higher in singles than in married people. As professional experience increases in terms of professional experience, subjective well-being decreases. In terms of teachers, it is seen that subjective well-being is higher than that of administrators.

The IBM SPSS t-test results of the two-choice demographics questionnaire (title, marital status, and gender) are shown in the tables below.

When Table 4 is examined, it shows a significant difference according to the organizational commitment perceptions of teachers and administrators ([423]= -2,100; p<0.50). Perceptions of administrators towards organizational commitment (X=3.95) are more positive than teachers' perceptions of organizational commitment (X=3.77). The subjective well-being perceptions of teachers and

administrators also do not show a significant difference according to their titles ([423]= -.115; p<0.50). Administrators' perceptions of subjective well-being (X=4.05) are more positive than teachers' perceptions of subjective well-being (X= 4.04).

Table 4. T-Test Results of Organizational Commitment and Subjective Well-Being Scale Scores by Title

Variables	Groups	N	X	ss	t test		
					tsd	p	
Organizational Commitment	Teacher	339	3,77	0,7451	-2,100	423	,036
	Administrator	86	3,95	0,6247			
Subjective Well-Being	Teacher	339	4,04	0,7060	-,115	423	,909
	Administrator	86	4,05	0,6554			

Table 5. T-Test Results of Organizational Commitment and Subjective Well-Being Scale Scores by Marital Status

Variables	Groups	N	X	ss	st test		
					tsd	p	
Organizational Commitment	Married	264	3,80	,7339	-,440	345	,660
	Single	161	3,83	,7131			
Subjective Well-Being	Married	264	4,04	,6830	-,115	423	,908
	Single	161	4,05	,7174			

Table 6. T-Test Results of Organizational Commitment and Subjective Well-Being Scale Scores by Gender

Variables	Groups	N	X	ss	t testi		
					tsd	p	
Organizational Commitment	Woman	183	3,71	,7458	-2,412	423	,016
	Man	242	3,88	,7033			
Subjective Well-Being	Woman	183	4,05	,6939	,100	423	393.226
	Man	242	4,04	,6979			

When Table 5 is examined, organizational commitment perceptions of teachers and administrators do not show a significant difference according to their marital status ([345]= -.440; p<0.50). Singles' perceptions of organizational commitment (X=3.83) differ from married people's organizational commitment perceptions (X). = 3.80) is more positive. The subjective well-being perceptions of teachers and administrators also do not show a significant difference according to their marital status ([423]= -.115; p<0.50). The subjective well-being perceptions of singles (X=4.05) are more positive than the subjective well-being perceptions of married people (X= 4.04).

When Table 6 is examined, organizational commitment perceptions of teachers and administrators show a significant difference according to gender ([425]= -2,412; p<0.50). Perceptions of male participants towards organizational commitment (X=3.88) are more positive than female participants' perceptions of organizational commitment (X= 3.71). Subjective well-being perceptions of the participants also show a significant difference according to gender ([425]= 0.10; p<0.50). Subjective well-

being perceptions of female participants (X=4.05) are more positive than male participants' subjective well-being perceptions (X= 4.04).

Correlation (Table 7) and regression (Table 8) analyzes of our study were performed in the tables.

According to the Pearson correlation analysis given in Table 7, it is seen that there is a strong positive (r=,677; p<05) relationship between teachers' behaviors on the relationship between organizational commitment and subjective well-being.

Although there are different classifications in the literature, it is generally interpreted as (.00-.30) weak, (.31-.49) moderate, (.50-.69) strong, (.70-.100) very strong relationship. (Tavşancıl, 2006).

Since the significance value in Table 8 is less than p<05, the regression model established is significant. According to the results of the regression analysis for the prediction of the relationship: It is seen that the organizational commitment of the teachers has a positive and moderately significant effect on the subjective well-being relationship.

Table 7. Organizational Commitment and Subjective Well-Being Correlation Results

		örg_bağ_ort	öznel_iyi_ort
örg_bağ_ort	Pearson Corr.	1	0,677**
	Sig. (2-tailed)		0,000
	N	425	425
öznel_iyi_ort	Pearson Corr.	0,677**	1
	Sig. (2-tailed)	0,000	
	N	425	425

** . Correlation is significant at the 0.01 level (2-tailed).

The R^2 value expressed as the explanatory power of the model was calculated as ,459 ($R= ,677$; $R^2= ,459$; $p<05$). This value shows that 45.9% of the subjective well-being variable (variance) is explained by the independent variable in the model, namely organizational commitment. Beta coefficient of the independent variable included in the regression model = ,677 ($p<05$). Accordingly, organizational commitment has a significant effect on subjective well-being as $p<05$.

Table 8. Regression Analysis on the Prediction of Organizational Commitment and Subjective Well-Being

Independent Variable	Dependent Variable	B	Std. Hata	(β)	t	P	R	R^2	F	p
Organizational Commitment	Subjective Well-Being	1,574	,133	,677	11,82	,00	,677	,459	358,30	,001

5. Conclusion

In the Bitlis-Tatvan primary and secondary education teachers and administrators universe (N=1031), n=425 people participated in our scales. Due to the COVID-19 epidemic, the participation rate on our scales is around 40%. Tables were created by analyzing the relationship between organizational commitment and subjective well-being of primary and secondary education teachers and administrators in the Bitlis-Tatvan district with age, education, gender, professional experience and title demographic characteristics.

In this study, which was carried out as stated in the method section, after the necessary literature review was conducted and the necessary permissions were obtained, the analyzes of the hypotheses were made. Scales of demographic characteristics, subjective well-being, and organizational commitment were administered to the participants in May 2021. Our hypotheses in our study are as follows; H1= There is a possible positive relationship between organizational commitment and subjective well-being. H2= Organizational commitment and subjective well-being vary according to the demographic characteristics of employees.

Organizational commitment is high for all demographic characteristics and subgroups of the participants. On the other hand, in terms of education level, commitment increases significantly as the education level rises, commitment in terms of gender is higher in men than in women, commitment in terms of marital status is higher in married people than in singles, commitment is lower in those between 11-15 years of professional experience, commitment in terms of title is higher in managers. more than teachers.

Subjective well-being was high for all demographics and subgroups of participants. On the other hand, in terms of education level, subjective well-being increases

significantly as the level of education increases, subjective well-being increases subjective well-being is higher in women than in men, subjective well-being in terms of marital status is higher in singles than in married people, as professional experience increases in terms of professional experience, subjective well-being decreases. In terms of teachers, it is seen that subjective well-being is higher than that of administrators.

Organizational commitment and subjective well-being of the participants are generally high for all demographic characteristics and subgroups. However, participation rates for both cases differ according to demographic characteristics. From here, Hypothesis 1-H1, which indicates a possible positive relationship between these two cases, and H2, which indicates that these two cases vary according to the demographic characteristics of the employees, are confirmed.

Organizational commitment and subjective well-being are significantly higher in each demographic characteristic and subgroups, although there are partial differences in the demographic characteristics and subgroups of the participants consisting of primary and secondary school teachers in the Tatvan district of Bitlis Province.

As a result, as one's education level rises, so does one's organizational commitment and subjective well-being. In terms of education level, organizational commitment and subjective well-being increase as the education level increases. In terms of gender, organizational commitment is high in men, low in women, and subjective well-being is high in women and low in men. In terms of marital status, organizational commitment is higher in married people, while subjective well-being is higher in singles. In terms of professional experience, as professional experience increases, organizational commitment generally increases, while subjective well-being decreases as experience increases. While organizational commitment in terms of title

is higher in managers, subjective well-being is higher in teachers.

The results of the correlation and regression analyzes we received in the IBM SPSS program are as follows; According to the correlation analysis, it is seen that there is a strong and positive relationship between the behaviors of the teachers on the relationship between organizational commitment and subjective well-being.

As a result, it is clear from the demographic characteristics of education, gender, marital status, professional experience and title that groups with high organizational commitment and groups with high subjective well-being are not the same groups. This shows that there is a partially inverse relationship between organizational commitment and subjective well-being, which is generally in the same direction proportionally. Organizational commitment and subjective well-being are high in the context of participants for each demographic characteristics and subgroups, but when we go into detail, an inverse relationship is observed on the basis of demographic characteristics.

Although the organizational commitment and subjective well-being levels of the participants are high in terms of their demographic characteristics and subgroups, the reverse connection that emerges as we go into detail remains as a subject to be investigated with its reasons in new studies.

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