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Perceptions of Vocational High School Teachers on Organizational Commitment

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ABSTRACT

This research tries to determine the perceptions of vocational high school teachers about organizational commitment. In this context, it is aimed to determine the internal and external factors affecting the organizational commitment of vocational high school teachers and to determine the effects of administrators on teachers' organizational commitment. The universe of the research consists of teachers working in vocational high schools in Battalgazi and Yeşilyurt districts of Malatya in the 2022-2023 academic year. 21 teachers working in the same districts participated in the research. The Phenomenology design of qualitative research was used as the research method. The data were collected with a semi-structured interview form with 4 questions aiming to reveal the internal and external factors affecting the organizational commitment of vocational high school teachers and analyzed with descriptive analysis technique. In the results of working; It has been determined that the school management's attitude, the harmony of the teacher staff and the school branch harmony come to the fore among the in-school factors affecting the commitment. While the culture lesson teachers talk about the disadvantages they experience in vocational high school due to their branches; on the other hand, vocational course teachers emphasized the advantages of their branches. While it was determined that the most positive factors affecting the teachers' commitment levels out of school, social activities, related parents and the positive image of the school outside, it was determined that individual problems arising from their private lives, financial dissatisfaction and loss of professional reputation also negatively affected their commitment of teachers; It has been determined that the situation teachers expect most is to be valued. In addition, it was concluded that administrators should always have a positive view of events.

Key Words: Organizational Commitment, Teacher, Vocational High School

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ÖZET

Bu araştırma, meslek lisesi öğretmenlerinin örgütsel bağlılığa ilişkin algılarını tespit etmeye çalışmaktadır. Bu kapsamda, meslek lisesi öğretmenlerinin örgütsel bağlılıklarını etkileyen iç ve dış etmenlerin belirlenmesi ve yöneticilerin öğretmenlerin örgütsel bağlılığı üzerindeki etkilerinin tespit edilmesi amaçlanmaktadır. Araştırmanın evrenini 2022-2023 eğitim öğretim yılında Malatya'nın Battalgazi ve Yeşilyurt ilçelerindeki meslek liselerinde görev yapan öğretmenler oluşturmaktadır. Araştırmaya aynı ilçelerde görev yapan 21 öğretmen katılmıştır. Araştırma yöntemi olarak nitel araştırmanın fenomenoloji deseni kullanılmıştır. Veriler, meslek lisesi öğretmenlerinin örgütsel bağlılıklarını etkileyen iç ve dış etmenleri açığa çıkarmayı hedefleyen 4 soruluk yarı yapılandırılmış bir görüşme formu ile toplanmış ve betimsel analiz tekniği ile analiz edilmiştir. Çalışma sonucunda; bağlılığı etkileyen okul içi faktörlerden okul yönetiminin tutumu, öğretmen kadrosunun uyumu ile okul branş uyumunun ön plana çıktığı tespit edilmiştir. Kültür dersi öğretmenleri meslek lisesinde branşlarından dolayı yaşadıkları dezavantajlardan bahsederken; meslek dersi öğretmenlerinin ise branşlarının sağladığı avantajları vurgulamışlardır. Öğretmenlerin bağlılık düzeylerini, okul dışı etkileyen faktörlerden olumlu olarak en çok sosyal faaliyetler, ilgili veli ve okulun dışardaki olumlu imajı olduğu belirlenirken, kendi özel hayatlarından kaynaklanan bireysel sorunlar ile maddi tatsızlık ve mesleki itibar kaybının da bağlılıklarını olumsuz etkilediği belirlenmiştir. Öğretmenlerin; en çok beklenti içinde oldukları durumun kendilerine değer verilmesi olduğu tespit edilmiştir. Ayrıca yöneticilerin olaylara bakış açısının daima pozitif yönlü olması gerektiği sonucuna ulaşılmıştır.

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Introduction

Educational institutions have a great role to play in shaping the future of societies. As teachers should be professionally successful; they should be at the desired level in terms of personal, social and cultural aspects. Only in this way will they be able to benefit their country and society. Undoubtedly, the biggest responsibility in the training of teachers who are devoted to their homeland and nation rests with the Ministry of National Education. It is vital to convey this feeling to teachers working at all levels, from kindergarten to higher education. Teachers need to work hard, love their jobs, devote themselves to this sacred profession, and aim to perform their duties in the best possible way by making great efforts. It is obvious that achieving these goals will only be possible with a high sense of organizational commitment. Therefore, in order to create and develop a permanent and sustainable organizational commitment in educational institutions, all stakeholders, from the ministry organization to school administrators, from academicians to teachers, have a great responsibility. Everyone should contribute to the development of organizational commitment behavior in schools with practical solutions.

Organizations have an important place in developing and changing societies. An organization can be defined as a group of people who come together to achieve a common goal (Taşkın and Dilek, 2010). It is very important for organizations to have loyalty behavior of their employees in reaching their goals and maintaining their existence (Öztürk, 2019).

It is known that the first research on organizational commitment behavior belonged to Whyte in the 1950s (Brown, 1969). It is stated that organizational commitment is influenced by many different disciplines, especially psychology, sociology, management and behavioral sciences, and therefore there is no definitive definition agreed upon (Schwenk, 1986). Organizational commitment is an effective link between the individual and the organization, and it can be defined as spending overtime and making some sacrifices in order for the organization to achieve its goals and be more successful (Porter, 1974). In this definition, two critical points stand out for individuals:

- 1) Desire to put forth extra performance so that the organization can achieve its goals,
- 2) Have a strong desire to continue as part of the organization.

According to Wiener (1982) and Brewer (1996), organizational commitment is the person's internalization of the goals and values of the organization and acting accordingly. According to Reichers (1986), the sense of loyalty that a person feels towards the organization; According to Çırpan (1999:55), it is a process in which the goals of the organization and the goals of the individual become increasingly similar and integrated; According to Ölçüm (2004: 90), the individual's love for his job and his psychological commitment to the organization; According to Çöl (2004), the name of the harmonious work between the individual and the organization; According to Eren (2015), it refers to an individual's effort for organizational success and devotion to the organization. Allen and Meyer (1990) stated that there are many definitions of the concept of organizational commitment because of many factors affecting commitment. Balay (2000) and Cetin (2004) stated these factors as; demographic characteristics and economic, social and cultural factors.

Organizational commitment is a concept which is also emphasized in the field of education. For the success of schools and students, the existence of teachers with a sense of dedication to their profession and the institution they work for is very important (Erdem & İşbaşı, 2001). The intensity of this feeling called organizational commitment and its reflections on the organization can also vary from person to person (İlişen, 2017).

It is seen that individuals with high organizational commitment behavior have a higher contribution to the success of the organization and more ownership of the organization in all aspects compared to individuals with low level of commitment. However, it is known that individuals with a high level of commitment establish better relationships with other employees of the organization and have higher job satisfaction rates (Yalçın and İplik, 2005: 396). For this reason, determining the organizational commitment levels of employees is extremely important for organizations.

Sub-Dimensions and Classifications of Commitment

Etzioni (1975), one of the pioneers of the classifications on organizational commitment, mentions three types of commitment classification 1) Moral commitment: It means internalizing the goals of the organization and at the same time being compatible with the management. 2) Calculatory commitment: It is a commitment based on a relationship of interest between the organization and its employees. Individuals show loyalty to their organizations because of the rewards they will earn in return for their performance. 3) Alienating commitment: The person does not feel psychologically attached to the organization, but continues to be a member (cited in Balay, 2000).

According to Mowday (1982), commitment is classified as attitudinal and behavioral. Attitudinal commitment shows the integration of the individual with the corporate goals and the work determination in the light of these goals. From a behavioral point of view, it indicates the individual's commitment to behavioral activities (cited in Çöl, 2004).

O'Reilly and Chatman (1986), who interpret organizational commitment as the psychological fit between a person and his/her institution, show this in three types:

a) Compliance commitment: In this type of commitment, there is the attraction of receiving the reward and the repulsion of being punished.

b) Identification commitment: It is the individual's establishing a harmonious relationship with other members of the organization. Being a member of such an organization is a source of pride for the individual.

c) Internalization commitment: It completely includes the harmony between individual and organizational norms. It is the reconciliation of the individual's inner world and the value system of other members of the organization.

According to Meyer and Allen (1991), the dimensions of commitment in terms of organization are listed in three ways:

1) Emotional commitment: Employees of the organization continue to remain a part of the organization lovingly and willingly;

2) Continuance commitment: Employees continue to stay in the organization due to their imperative needs;

3) Normative commitment: Employees of the organization prefer to remain a part of the organization because they feel morally obliged.

To summarize these three types of organizational commitment in one word, they can be evaluated as “desire” (emotional), “need” (continuity) and “must” (normative) (Meyer and Allen, 1991). Organizational commitment; In particular, attitudinal commitment has also been interpreted with the multiple commitment approach (Okçu, 2011). This approach argues that various factors within the organization can create different levels of commitment. According to this, employee; may show varying levels of commitment to his/her job, organization, manager, administrative staff, colleagues and the society served (Reichers, 1986; Koçak, 2014).

In Wiener's (1991) classification, commitment consists of two separate theoretical structures as instrumental commitment and organizational commitment. instrumental commitment; while defining utilitarian, calculating, self-interested; Organizational commitment represents motivation based on values and morale. In short, instrumental motivational activities benefit the individual, while organizational commitment activities include institutional orientations (cited in Balay, 2000).

When the classifications related to the concept of organizational commitment are reviewed, it is seen that different namings are generally made. However, it is understood that these namings represent the organizational commitment and commitment levels of individuals.

In summary; While Etzioni classifies organizational commitment as moral commitment, calculative commitment and alienating commitment; Mowday, attitudinal commitment-behavioral commitment; O'Reilly and Chatman conformity commitment, identification commitment and internalization commitment; Meyer and Allen affective commitment, continuance commitment and normative commitment; Wiener, on the other hand, made a classification as instrumental commitment-organizational commitment.

Organizational Commitment in Educational Organizations

Educational institutions are social organizations organized to respond to the educational needs of societies. The common goal of these organizations is to help individuals improve themselves cognitively, emotionally and behaviorally and to prepare them for the future by raising their education level. Ensuring organizational commitment is vital for educational organizations to achieve these missions (Doğruöz and Özdemir, 2018).

Many national and international studies have been conducted from past to present in terms of their relations with different variables related to the concept of organizational commitment in the field of education. Some examples of studies in the literature, especially in the field of education, in the last five years can be listed as follows: The effects of stress and organizational commitment on teacher performance (Laily, and Wahyuni, 2017); The effects of leadership styles and organizational commitment on job satisfaction (Banjarnahor, 2018); The effects of mentoring on organizational commitment in new teachers (Hong, and Matsko, 2019); The effects of organizational justice on organizational commitment in secondary school teachers (Jameel, 2020); Effects of personality on organizational commitment (Utami, 2021); The effects of performance management and teacher performance on organizational commitment (Van Waeyenberg, 2022).

Examples of domestic studies: The effects of organizational silence and organizational justice on organizational commitment (Önder, 2017); The effects of organizational burnout on organizational commitment (Köylü and Gündüz, 2018); The effects of organizational cynicism on organizational commitment (Çillik, 2019); The effects of ethical leadership on organizational commitment (Metin, 2020); The effects of the Covid-19 process on organizational commitment (Özgenel, 2021); The effects of leadership styles on organizational commitment (Demir, 2022).

Educational institutions play a critical role in the development of states and their citizens and in achieving a prosperous quality of life (Hoy, 2010). The success of the administrative structure and the loyalty of teachers to their institutions have a very important place in the realization of these roles (Shaw, 1992). Professional qualifications, knowledge and experience of teachers should not be seen as the only criteria for schools to achieve their goals. (Börü and Boyacı, 2016). The sense of belonging that teachers feel to their institutions has a direct effect on the realization of the desired goals (Firestone, 1993).

Ensuring commitment in educational institutions is more important than non-educational institutions. The main purpose of vocational high schools, which is one of the educational institutions, is to meet the need for qualified intermediate staff in the labor market. To meet this need in Turkey, It is thought important that the organizational commitment of vocational high school teachers and in reaching the desired level of vocational education as in many other fields. While the transformation of such a critical sense of commitment into behavior requires a difficult process, its loss can be just as easy.

Based on these findings, the aim of this research is to determine the attitudes of teachers working in vocational high schools in the central districts of Malatya in the 2022-2023 academic year regarding their organizational commitment behaviors and to try to examine the results. For this purpose, the following questions were asked to the teachers and their answers were received.

1. What are the factors that affect your organizational commitment within the school?
2. What are the factors that affect your organizational commitment outside of school?
3. What are your views on the effects (positive or negative) of school administrators and senior management on your organizational commitment?
4. What are your thoughts on moving to a different profession other than teaching (in equal economic and social conditions)? Can you explain with the reasons?

Methodology

This research is a qualitative study to examine the perceptions of vocational high school teachers about organizational commitment. Phenomenology design was used in the study. Focusing on phenomena that are aware of but do not have an in-depth and detailed understanding is called the phenomenology design (Yıldırım and Şimşek, 2008, p. 228). The meanings that people attribute to facts may differ. The purpose of the phenomenological design; It is to be able to clearly reveal the situations that cause people to perceive these phenomena differently (Sönmez and Alacapınar, 2011: 81). In this study, an individual and situation-based approach was adopted.

The study group of the research consists of teachers working in vocational high schools in the central districts of Malatya in the 2022-2023 academic year. The teachers to be included in the study group were determined through interviews until data saturation was reached. In this context, the number of participants determined using the criterion sampling method consists of a total of 21 teachers, ten of which are culture lesson teachers and eleven vocational lesson teachers. The most striking criterion in the criterion sampling method is that the determined situation is sufficient in terms of giving information (Marshall, 1996). Criterion sampling should consist of individuals, objects and situations that have qualities related to the problem situation (Büyüköztürk, 2012).

Participants

Information about the participants is given in Table 1.

Table 1. Demographic characteristics of the participants

	Culture Lesson Teacher	Vocational Lesson T.	Total
Female	5	5	10
Male	5	6	11

Data Collection Tools

The researchers prepared the semi-structured draft interview form by taking the opinions of the teachers and two field experts. Semi-structured interview forms were applied through face-to-face interviews.

Data Collection and Analysis

Descriptive analysis technique was applied in this research. Participant opinions were coded as P1, P2, P3,...P21. According to the demographic characteristics of the participants, Culture Teachers (CT), Vocational Teachers (VT); Male teachers were coded as (M) and female teachers (F). Then, each participant's opinion was examined independently from each other and themes were formed by classifying similar opinions. The opinions of the participants were placed on the theme closest in meaning. Since there are participant opinions with content that can be placed on more than one theme; It is seen that the number of opinions is higher than the number of participants. The data obtained by the interview technique were digitized and expressed in frequency format. Expert opinions were consulted to determine the reliability of qualitative analyzes. The formula developed by Miles and Huberman (1994) was used to determine the reliability of the research ($\text{Percent of Agreement} = \frac{\text{Consensus (Na)}}{(\text{Agreement (Na)} + \text{Disagreement})} \times 100$). In qualitative research, reliability is ensured when the percentage of agreement regarding the evaluation is 90% or more (Saban, 2004, p. 467). Consensus percentage was found 92 and disagreement percentage was found 08. The research appears to be reliable.

Findings

Within the scope of the research, The question “*what are the factors that affect your organizational commitment within the school?*” was asked and the result of the analysis of the participant opinions is presented in Table 2:

Table 2. In-School Factors Affecting Commitment

Theme	Sub-theme	Code	n
In-School Factors Affecting Commitment	Positive	Colleagues' harmony	16
		In-school communication	11
		Student quality	10
		Physical characteristics of the school	8
		School branch compatibility	7
		School management	7
		School climate	4
		Teachers' dedication	4
		Safe school environment	1
		Participation in decision	1
	Negative	School branch mismatch	7
		Disinterested Student	6
Total			82

When Table 2 is examined, it is seen that the theme of "In-school factors affecting commitment" consists of two sub-themes, "positive" and "negative", and opinions on the more positive sub-theme come to the fore. When the "positive" sub-theme was examined, it was observed that the participants mostly commented on the harmony of colleagues (n=16), followed by in-school communication (n=11), student quality (n=10), physical characteristics of the school (n=8), school branch compatibility (n=7) and school management (n=7). The negative sub-theme was coded as school branch mismatch (n=7) and disinterested student (n=6). Some participant opinions regarding these codes are as follows:

(P2, CT, M): “The fact that the school administration greets and chats with the teachers and shares their problems increases our commitment to the school. Their helping us when we are in a very difficult situation increases our sense of commitment. However, the indifference of vocational high school students to culture lessons negatively affects our commitment.” (Positive: School management, Negative: Disinterested student, school branch mismatch)

(P9, CT, F): “The harmonious work of the teaching staff and the physical structure of the school increase my motivation. In addition, students do not like many other culture courses and unfortunately they come to philosophy class with negative feelings. Most of the time I exhaust myself trying to motivate them. As a result, my commitment to my school is being eroded.” (Positive: Colleagues' harmony, physical characteristics of the school, Negative: Disinterested Student, school branch mismatch)

(P5, VT, F): “Working as a vocational teacher in a Vocational High School has a positive effect on my work and school commitment.” (Positive: School branch compatibility)

(P7, VT, M): “Students generally like my course and me. Being a teacher of a favorite subject in a vocational high school increases my commitment to the school.”(Positive: Student quality, school branch compatibility)

According to the opinions of the teachers, it is seen that the school management's attitude, the harmony of the teacher staff and the school branch harmony come to the fore among the in-school factors that increase commitment. While the culture lesson teachers talk about the disadvantages they experience in vocational high school due to their branches; Vocational course teachers, on the other hand, emphasize the convenience of the advantages provided by their branches.

The researchers asked the participants, "What are the factors that affect your organizational commitment outside of school?". The answers given are themed as follows.

Table 3. *Out-of-School Factors Affecting Commitment*

Theme	Sub-theme	Code	n
Out-of-School Factors Affecting Commitment	Positive	Social activities	19
		Parents’ interest	10
		The popularity of the school	5
		Spiritual satisfaction	3
		Transportation	2
	Negative	Graduate success	2
		Individual problems	2
		financial dissatisfaction	2
		Loss of professional reputation	1
		Social environment	1
		Parents’ indifference	1
		Tranportation	1
Total			49

When Table 3 is examined, “out-of-school factors affecting commitment” are grouped under positive and negative sub-themes. It is seen that there are equal numbers of opinions on both sub-themes. In the positive sub-theme, the most prominent codes were listed as social activities (n=19), parents’ interest (n=10) and the popularity of the school (n=5). In the negative sub-theme, it was coded as individual problems (n=2), financial dissatisfaction (n=2), and loss of professional reputation (n=1). Some participant opinions regarding these codes are as follows:

(P4, VT, F): “Parents' interest in the school and their students is the most important external factor. Their interest connects me to the school more. Hearing the good news and comments of my school outside of school is one of the factors that increase my commitment. School staff, administrators, teachers, being in social activities together outside of school is another factor that increases my commitment.” (Positive: Parents’ interest, popularity of the school, social environment)

(P10, CT, F): “The fact that my additional course fee is lower than my other colleagues sometimes affects my motivation negatively. Meeting administrators and teachers in social activities outside of school increases my commitment.” (Negative: financial dissatisfaction, Positive: Social environment)

(P11, CT, M): The fact that we come to school with our financial concerns and financial problems and not getting paid for our efforts are among the factors that are effective outside of school. (Negative: Financial dissatisfaction)

According to the results obtained from these data, the teachers stated the most positive opinion in the direction of social activities, the interested parents and the positive image of the school outside of the factors that affect their commitment outside of school. In addition, they think that individual problems arising from their private lives, financial dissatisfaction and loss of professional reputation negatively affect their commitment.

The researchers asked the participants, "What are your views on the effects (positive or negative) of school administrators and senior management on your organizational commitment?". The received responses were analyzed as follows.

Table 4. The Effects of School Administrators and Senior Management on Commitment

Theme	Sub-theme	Code	n
The Effects of School Administrators and Senior Management on Commitment	Positive	Solution-oriented and constructive attitude	10
		Smiling face and sincerity	8
		Wording	6
		Support and reward	6
		Disciplined and fair management	6
		Decision making	4
		Trust	3
		Understanding	3
		Make you feel valued	2
	Negative	Oppressive and insecure attitude	4
		Wording	3
		Unfairness	3
		Management	2
		Insufficient personal rights	1
		Unqualified managers	1
		Insufficient support and reward	1
		Lack of trust	1
Total			64

Opinions on the effects of school administrators and senior management on commitment were tried to be explained in two sub-themes as positive and negative. In the positive sub-theme, half of the participants expressed a solution-oriented and constructive attitude (n=10). The other opinions are listed as smiling face and sincerity (n=8), wording (n=6), support and reward (n=6), disciplined and fair management (n=6). Negative sub-themes are oppressive and insecure attitude (n=4), wording (n=3), unfairness (n=3), management (n=2), insufficient of personnel rights (n=1), unqualified managers (n=1),

insufficient support and reward (n=1), and lack of trust (n=1). Some teachers' opinions on this theme are as follows:

(P1, VT, M): The smiling face and sincerity of our school administrators are very important to us. It is very effective on my commitment that my school principal makes me feel confident and valued in all matters. (Positive: Smiling face and sincerity, trust, making you feel valuable)

(P2, CT, M): The wordings of our school administrators greatly affect my commitment to the school. We may have administrators who use the wrong wording from time to time, and this negatively affects my commitment to the school. (Negative: Wording)

(P15, VT, F): Every positive and negative action of senior managers affects my commitment. While the right wording increases my commitment; Using the wrong style reduces my commitment. (Positive: Wording, Negative: Wording)

(P16, VT, F): School administrators only manage the situation without taking too much risk, trying to save the day reflect negatively on us, I think that school administrators should not treat teachers who do or do not do their job well. (Negative: Management, unfairness)

(P12, CT, M): The school administration, especially the school principal, has a hundred percent influence on my organizational commitment. Solution-oriented and constructive managerial behaviors motivate us positively. Even if the school's facilities and financial situation are weak, if the wording of administration is good, all problems are overcome. (Positive: Solution-oriented and constructive attitude, wording)

According to the results obtained from these data, it is seen that the situation that teachers expect the most from school administrators and senior management is to be valued. In addition, teachers think that administrators' perspective on events should always be positive. They are of the opinion that with a fair, constructive and correct wording, all difficulties will be overcome and their commitment to the school and their profession will increase.

The researchers asked the participants, "What are your thoughts on switching to a different profession (in equal economic and social conditions) other than teaching?". The answers given are themed as follows.

Table 5. *Would you like to move on to a different profession other than teaching?*

Theme	Sub-theme	Code	n
Would you like to move on to a different position other than teaching?	I want	Loss of reputation	6
		Physical attrition	4
	I don't want	Love of profession	11
		Spiritual satisfaction	2
		Continuous improvement	2
		Occupational predisposition	1
		Total	26

"Would you like to move on to a different profession other than teaching?" The views on the question were tried to be explained in two sub-themes: I want and I don't want.

“I want” sub-theme is divided into codes as loss of reputation (n=6) and physical attrition (n=4). In the sub-theme “I don't want”, more than half of the participants expressed their love of profession (n=11). The other opinions were listed as spiritual satisfaction (n=2), continuous improvement (n=2) and professional improvement (n=1). Some teachers' opinions on this theme are as follows:

(P17, VT, M): If it will be under equal economic and social conditions, I would not consider moving to other professions. I love my job and I learn new things while teaching. (I don't want: Love of profession, continuous improvement)

(P21, CT, M): I'm glad I became a teacher. I don't want to move on to another profession, no matter how much money it has. (I don't want: Love of profession)

(P15, VT, F): I would like to work as an engineer. Because I graduated from university as an engineer. I also think that engineering will be less tiring than the teaching profession. (I want: Physical attrition)

(P18, CT, F): Because I love the teaching profession and I want to constantly update my branch, I am competent in this job, economic conditions are secondary to me and I have no intention of moving on to another profession. (I don't want: Love of profession, continuous improvement, professional predispositon)

(P16, VT, F): Although the teaching profession is sacred, I would like to work in a different institution or private sector because it does not see sufficient value in society. (I want: Loss of reputation)

According to these data, it is seen that more than half of the teachers love their profession and will not change for money. However, it is also seen that there are those who are alienated from the teaching profession due to loss of reputation and physical attrition.

As a result of the analyzes made, it is understood that the biggest effect on the organizational commitment of teachers is provided by school administrators. Especially teachers who love the principal and trust his sincerity stated that their commitment to their school has increased. They are of the opinion that school principals, whose wording and approach are admired, contribute very positively to organizational commitment. In this context, teachers emphasized that appointing qualified administrators is of vital importance for the success and peace of schools. In addition, they frequently mentioned the positive effects on their commitment of all school personnel coming together for various activities outside of school.

Discussion

Organizations, which are aware of the importance of organizational commitment in reaching the goals of organizations, make great efforts to increase the level of commitment of their employees. In this study, it was aimed to determine the factors affecting the organizational commitment behaviors of vocational high school teachers. One-on-one interviews were held in the field with teachers working in Battalgazi and Yeşilyurt, two of the central districts of Malatya. The findings that emerged at the end of the research were interpreted, compared with other researches, and the following conclusions were reached.

Among the in-school factors that may affect teachers' organizational commitment:

- It has been observed that factors such as management, cooperation and communication, professional development, respect and trust among teachers, student discipline, school culture, school climate, student quality and workload come to the fore. It is possible to say that these factors can affect teacher commitment positively and negatively (Koçak, 2015, Gedik and Üstüner, 2014). It is possible to say that the positive school culture and climate have a positive effect on teachers as well. Findings obtained in the research Kurşun and Yılmaz (2021); It coincides with the studies conducted by Korkmaz (2011).

We can classify the out-of-school factors that may affect teachers' organizational commitment as follows:

- Social and economic factors: Teachers' social and economic status, family life and quality of life may affect their organizational commitment.
- Professional factors: Teachers' professional development, career plans, job satisfaction and working conditions may affect their organizational commitment.
- Communal factors: Teachers' social position, political and cultural environment, their perceptions of colleagues and society can affect their organizational commitment.
- Management factors: The management understanding, policies and practices of the school where teachers work can affect their organizational commitment.
- Non-work factors: Teachers' hobbies, social activities, health status and personal lives can affect their organizational commitment.

These data are also included in the studies conducted by Atalay (2022), Aydın and Basım (2017), and Erten (2018).

When the opinions of school management and senior management on the organizational commitment of teachers are examined, it is stated that a positive school management and senior management can increase teachers' commitment to their work, help them do their work more efficiently and enable students to receive better education. In this context, good management can improve teachers' working conditions, listen to and appreciate teachers' opinions and encourage teachers' participation. This may lead teachers to feel more motivated and therefore more committed to their work (Cohen and Golan, 2007). On the other hand, a negative school management and senior management can reduce teachers' organizational commitment and cause job dissatisfaction, willingness to leave, and decreased job performance. An inadequate management may exhibit a management style that does not care about teachers' opinions, does not support and acts critically. This can reduce teachers' motivation and cause job dissatisfaction (Devos, 2013).

Finally, when the opinions of the teachers about moving on to a different profession were examined, it was determined that the majority of the teachers did their job without any financial concerns, with spiritual pleasure and professional love, and they tried to do their duties with the philosophy of lifelong learning (İşeri, 2019). In addition, it has been determined that some teachers want to change their profession due to loss of reputation in the society and financial difficulties. Similar results were obtained in different studies (Kozikoğlu and Senemoğlu, 2018; Bozbayındır, 2019).

Result

Suggestions to be made in line with the results obtained in the research are presented below:

Strengthening communication: Keeping the communication channels open between teachers and staff by school administrators and taking into account their opinions and suggestions can increase organizational commitment. Managers should make employees feel that they are valuable members of the organization, encourage them to participate in the decision taken, and maintain a healthy communication within the organization, which should be the main methods to ensure organizational commitment.

Providing a supportive environment: Providing teachers with the support they need, making efforts to solve their problems, and working to increase teachers' self-confidence can help increase their organizational commitment.

Providing opportunities: Providing teachers with access to learning and development opportunities can increase their organizational commitment. These opportunities can be provided through professional development seminars, conferences, training programs, mentoring and coaching. Teachers should be convinced that organizational commitment behavior will have positive results not only for the organization but also for themselves.

Ensuring justice: The sense of justice is an important factor that increases teachers' organizational commitment. Acting with the principle of equality, making clear and consistent decisions, and adopting a transparent management approach can increase teachers' organizational commitment.

Making improvements: In order to increase teachers' organizational commitment, it is important to regularly evaluate the effects of changes made by school administrators and senior management and make necessary improvements.

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