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THE RELATIONSHIP BETWEEN TEACHERS' WORK ENGAGEMENT AND ORGANIZATIONAL COMMITMENT ¹

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Abstract

Purpose of this study to show the views of teachers, who work in the primary, middle and high school of a town in Turkey, about their work engagement and organizational commitment. Research universe is comprised of teacher who working from Denizli-Kale/Turkey Sample of researches comprises of the absolute amount of universe. In this research data collection tool is comprised from three parts. Researchs show us vigor (high energy level and mental vigor), dedication (inspiration, enthusiasm, pride and high fighting emotion for joining new job) and absorption (concentrating, losing track of time) are three sub dimensions of work engagement. Normative (individuals feeling their job is their duty),contunity (the idea which if left job his had less option) and affective (adopting values, goals) are three sub dimension of organizational commitment. The phrase "I do not feel a strong sense of belonging to this organization." has the lowest point in the questionnaire. The common level of work engagement of teachers is higher than organizational commitment level of teachers.

Keywords: *Organizational Commitment, Work Engagement, Teachers*

ÖĞRETMENLERİN İŞLE BÜTÜNLEŞMELERİ İLE ÖRGÜTSEL BAĞLILIKLARI ARASINDAKİ İLİŞKİ

Özet

Bu araştırmanın amacı, Türkiye'deki ilk, ortaöğretim ve liselerde görev yapmakta olan öğretmenlerin örgütsel bağlılık ve işle bütünleşme düzeyleri hakkındaki görüşlerini ortaya koymayı amaçlamaktadır. Araştırmanın evrenini, Denizli ili Kale ilçesinde faaliyet gösteren resmi ilk, ortaöğretim ve liselerde görev yapmakta olan öğretmenler oluşturmaktadır. Araştırmanın örneklemini evrenin tümü oluşturmaktadır. Araştırmada kullanılan veri toplama aracı üç bölümden oluşmuştur. Araştırma bulgularına göre, öğretmenlerin işle bütünleşmede etkili olan ilk üç alt boyut önem sırasıyla; Dinçlik (yüksek enerji seviyesi ve zihinsel dinçlik), adanmışlık (coşku, ilham, gurur ve mücadele duygularıyla bir işe güçlü bir şekilde dâhil olmak), ve içinde olmadır (iş yaparken kişinin işine tamamen konsantre olması, zamanın nasıl geçtiğini anlamaması). Örgütsel Bağlılıkta ise etkili olan ilk üç alt boyut önem sırasıyla; Normatif (kişinin örgütte çalışmayı kendisi için bir görev olarak görmesi), Devamlılık, (örgütten ayrılması halinde daha az seçeneği

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olacağı fikri) ve Duygusal bağlılıktır. (değerlerini, hedeflerini ve amaçlarını benimsemek). Öğretmenlerin işle bütünleşme düzeyleri, örgütsel bağlılık düzeyinden daha yüksektir.

Anahtar Kelimeler: *Örgütsel bağlılık, İşle bütünleşme, Öğretmen.*

1. INTRODUCTION

Education is one of the important stages about formation of society. As education is the whole system in which morality, attitude, information and skills are given. We need institutions for constructing these human being behaviors. To achieve this this, education system needs a institution (school) and staff (teachers) (Çubukcu and others, 2012).

School is a institution which was established to give literacy, basic mathematical skills, abstract formations and opinions to students (Çubukcu and others, 2012). Teacher is the most important point in every school. Arsal defines that; “ teacher is the member of the occupation who teaches specific subejcts to students group or single student”. Teachers have role and responsibilities for education process. If there is a success or failure in a education progress, teachers have additive on this too (Çubukcu and others, 2012). Schools are the organization which come together in common goal event with two or more memberships deliberately coordinated.

While there are a lot of studies about the positive behaviours of employees about organizational commitment, work engagement topic have been used increasingly in recent years. Work Engagement has named differently in literature but it defines the opposite meaning of negative feelings to work. In their studies the writers named the process of integration as; Güneşer (2007) is being hired engaj, to Doğan (2002) work connected whole heartedly, Balci (2010) work addiction, Turgut (2010) work the doors and Ardiñç, Polatçı (2009) work engagement Esen (2011).

Work Engagement refers more than the extent person’s adhering to the job, it is about how much there is, and what is the esence while doing the job (Doğan, 2002). Employees are integrated their work with emotional and cognitive functional. Emotional integration of people have the ability to empathize with colleagues, establish meaningful relationships with managers. Cognitive integration defines the people with really aware of their mission and roles (Esen, 2011).

2. THEORETICAL FRAMEWORK

2.1. Organizational Commitment Definitions

Hasanoğlu (2004) transmitting the concept of organization from Malinowski specifies as follows:

Organization includes people revealed a agreement and togetherness for the sake of some common values and goals. Organization should safe their commitment for increasing their qualities and effects. Because individuals who have good loyalty about organization work more productive, more compatible, more responsible and loyaler so organization costs decrease (Balci and Others, 2012).

Success of organizations are possbile with qualified workers so workers psychological and social requirements should provide for ensuring organizational commitment. Organizational commitment of teachers ensure teachers satisfaction about their work and it effects students personal achievements and school

achievements too. Also effects of organizational commitment influence positive about teachers relationship with students, colleagues and parents of students.(Balci and Others, 2012)

Organizational commitment divided into three;

1-Believe and accept about organization goals and values.

2-Should be willing to struggle for organization.

3- Having high wish for the continuation of membership (Balci and Others, 2012)

When employees are looked oneself into organization some throughputs are obtained.

Balci (2002) specifies these throughputs in that:

1-Individuals seemed oneself into organizations goals and values join active organizations activity.

2- Individuals seemed oneself into organization generally want to remain in organization and contribute organizations attaining the goal.

3-Organizational commitment have a consistent and reverse relationship between employment.

4-In job satisfaction in initial phase the most important reason is quitting job but with time loyalty outweighs than job satisfaction (Bayram 2005; cited Balci, 2005).

2.2. Forms of Organizational Commitment Elements

Affective Commitment. Employee's commitment in which they feel and embrace the goals, value and purpose of the organization within the same proportion. All employers dream people who have high emotional commitment because they are really devote oneself for organization and they have good moral Bayram (2005).

Continuity Commitment. Employees' awareness of the cost in case they leave the work. Employees who are growing commitment to the organization as a result of their investment. A person who sustained organizational commitment has the idea would be to have fewer choices in the separation of organization. Some of these people remain in the organization because they can not find another job. Somebody more than love of work, family issues or situations are compelling reasons, such as being close to retirement Bayram (2005).

Normative Commitment. Employees' ethical feelings for their obligation to stay in the organization. Being aware of working in the organization as a task for him is to feel and to show true commitment to the organization that is affected the calculation of the losses will occur as a result of leaving the organization. Such persons shall conclude that the organization is well behaved themselves and therefore a liability against the organization of working time in their organization Bayram (2005).

2.3. Definitions of Work Engagement

Today, many researches have focused on factors always working on education that will highlight the negative aspects of the foreground. Burnout, stress, conflict concepts are examples. Burnout is characterized by the concept of process integration and vice versa. Burnout is characterized by the concept of work engagement and vice versa. Organizational commitment is strong, and willing to work in an environment

where employees are connected to the work engagement is increasing. Work engagement has a lot of synonyms. Esen (2011) describe integration with work, individuals passion for his institution and his excited, energetic approach. Esen (2011) indicates individuals who work engagement working long duration, volunteer, disciplined and making an effort more than their performance to make real their organizations. Ardic and Polatçı (2009) sub-dimensions are 'energy' instead of emotional exhaustion, 'sense of belonging' instead of desensitisation and 'sufficiency' instead of low personal success in integration with work.

Ardıç and Polatçı who transmitting from Maslach, Schaufeli and Leiter say; individual and business should be compatible perfectly for supplying integration with work. Some particular should make true to supply compatible. Supplying this compatible can be possible with a work which workload, confirming with the decision and emotional control, recognition which processing good and prize system, supportive sense of belonging, justice and law, significant and value.

Strategies of work engagement are viewed two levels by Ardic and Polatçı (2009). They are described personal level and organizational level. Strategies of work engagement in organizational level is more permanent than strategies of work engagement in personal level. Strategies of work engagement in organizational level reinforces idea of fatigue is an important problem and it has to be avoided. Work engagement in personal level consists of changing workers status and providing solution for workers for increasing personal funds and changing individuals idea about work.

For Schaufeli (2002); Work engagement is consisted of with three dimensions

Vigor. It can be explained high energy level and mental vigor. Symptoms of size being disposed to do a job and resisting and going on against difficulty.

Dedication. Involvement in a work with feelings of enthusiasm, inspiration, competition, and the importance of the work you are doing.

Absorption. Total concentration when keeping yourself busy with the work, the happiness comes with it, and the unawareness of the time passing by.

2.4. Organizational Commitment and Work Engagement

There is a close relationship between organizational commitment and work engagement. Gallup Organization who is researched this relationship in America found employees who are integrated with work are loyal for organization about psychological too and excited and willing (Esen, 2011). Esen transmitted from Gostick and Elton (2011) says employees who are integrated with work give everything for organizations goals, showing better performance, they depend organizations success, they take responsibilities. Employees make of their organizations, they make an effort and spend time depend on wish, they have lower stress, their job satisfactions are high, they use lower medical helps, they obtain permission lower than others they are productive and they work in organization long time.

There are some research about relationship between organizational commitment and integration with work. Kavgacı (2014) revealed personal variables direct effects, organizational variables direct effects and organizational variables indirect effects for personal variables positive and meaningful.

Karataş and Güleş (2010) found that teachers have high job satisfaction and loyal for their organization and they say emotional factors is more important for job satisfaction and organization loyalty. Öngel (2014) implies that organizational commitment concepts and work engagement concepts of academicians has a positive relationship. The goal of this research is to view relationship between teachers levels of work engagement and organizational loyalty with different variables. Karataş ve Güleş transmitted from Mahmutoğlu (2010) emphasizes employees manners effect positive organizational commitment and their job satisfactions in personal, organizational and social levels. Sezen (2014) says job satisfaction and organizational commitment has positive and meaningful in high level relationship and age, gender, marital status and year of working in organization reveal differences for his relationship.

In terms of demographic Sezen's research reveals (2014); gender is not important variable in work engagement and organizational commitment because there is not important difference between men and women levels of integration with work. In case of marital status married women have more loyal than single women but levels of work engagement have meaningful differences. Elder women are loyaler than younger women. Also year of working data show meaningful differences too. Teachers who are worked more than five years are loyaler. Researcher will show us effects of gender, age, seniority, year of working for work engagement and organizational commitment.

There are a lot of researches about organizational commitment. Yılmaz (2009) shows there is meaningful relationship between organizational commitments of teachers and their job satisfactions and their organizational creativities in schools. Karataş and Güleş (2010) reveal teachers of elementary school have high job satisfaction and organizational commitment and emotional factors (time in school, labour) are effective than others in their researchs. Kayır (2013) compares to the other levels of emotional commitment to the organization for their commitment size of school principals has found that higher. Kara (2006) shows that the effect of demographic variables on organizational commitment. Karapostal (2014) for variables such as the personal characteristics of gender, marital status, age, according to seniority variable organizational commitment and transformational, transactional, reveals that there are significant differences between the leadership recognizes freedom perception points. Deniz (2014) shows that the teachers in the affiliated research institutions as the most emotional. Literature has been working on the integration of the different factors that impact on the work. Arı (2011) says work environment should be positive for increasing individuals levels of integration with work. Karataş and Güleş's research transmitted from Sharma ve Bajpai (2010) shows us employees who have high job satisfaction for organization are bounder than employees who have low job satisfaction and they can be dangerous for organization. This research show us organizational commitment is important property for job satisfaction.

The main goal of this study is to determine the relationship between instructors' work engagement and organizational commitment. In order to fulfill these goals, answers to the questions below will be looked for;

1. Instructors' level of engagement with the work and organizational commitment;
 - Gender

- Age
- Seniority
- Marital Status
- Depending upon his/her past experience in the current institution, is it showing a significant difference?

3. METHOD

3.1. Research Model

Purpose of this study to show the views of instructors, who work in the primary, middle and high school of a town in Turkey, about their work engagement and organizational commitment. Screening researchs' goals are exposing peoples attitude, values, beliefs and ideas (Mcmillan and Schumacher, 2001). Also research is relational screening model due to viewing relationship between organizational commitment and integration with work. Associational researches aim revealing relationship between variables with using relationship tests (Balci, 2011)

3.2. Participants

Research universe is comprised of teacher who working from Denizli-Kale/Turkey (working in formal elementary school, secondary school and high school) Sample of researches comprises of the absolute amount of universe. The Project was practiced in between March-April 2015 with allowance from Kale District National Education Directorate. In Kale province of city of Denizli, 294 instructors who work in primary, middle and high school, participated in this study, 282 instructors' data was evaluated from 30 schools. 282 surveys were taken back and 12 surveys were canceled.

When Table 1 examined in detail, it shows us 200 teachers are married (%70.9), 162 participants are teacher (%56,7), 117 participants age gaps (%41.5) 21-30,93 teachers are working 6 and more years (%33) and 234 teachers are working 5 and less year (%53).

Table 1. Participants' Personal Characteritics Database

Category	Variable	Frequency	%
Marital Status	Married	200	70,9
	Single	82	29,1
Gender	Male	162	56,7
	Female	122	43,3
Age	21-30	117	41,5
	31-40	114	40,4
	41 and more	51	18,1
Profession seniority	1-5 year	77	27,3
	6-10 year	93	33,0
	11-20 year	71	25,5
	21 and more	40	14,2
Time in school	1-5 yıl	234	83,0
	6 and more	48	17,0

3.3. Data Collection Tools

In this research data collection tool is comprised from three parts;

1. Personal Information Part. In this part of survey teachers were asked to answer questions about gender, age seniority, marital status ,depending upon his/her past experience in the current institution .

2. Scale of Organizational Commitment. Scale of Organizational Commitment which are provided from Allen and Meyer used for measuring teachers scale of organizational commitment. Scale developed by Allen and Meyer(1990) consist of 18 items used to determine teachers organizational commitment. Karagüzel translated turkish and used his works. Scale was supposed reliable despite using a lot of research Karagüzel tested scales reliable and result shown us scales reliable is $\alpha = 0.884.3,4$ and 6,7 questions were graded opposite. In scale questions' disturibitions according to organizational commitments sub dimensions' are;

- Affective commitment:1-2-3-4-5-6 questions
- Normative commitment:7-8-9-10-11-12 questions
- Continuity commitment:13-14-15-16-17 questions

Scale of Organizational Commitment which using research was taken Balikesir University Institute of Educational Sciences, Social Sciences in the Department of Educational Administration and Supervision Department, "the School Teachers' in the city center and Rural Primary Education Institutions Examination of Different Variables of Organizational Commitment" has the M.Sc. Deniz (2014).

3. Scale of Work Engagement. Employees of the work engagement levels were measured by Utrecht operation Integration Scale (UWES) which was provided by Schaufeli and friends and was translated by Atilla Bal (2009). Scale consists of 17 questions and vigor, commitment and being within dimension, jobs goals and means are told in commitment dimension and fogert everything when working is located in the survey questions.

Work Engagement is divided in to 3 parts in originals scales

- 1,2,3,4,5. 6. questions are stated vigor dimension,
- 7,8,9,10. 12 questions are stated dedicated dimension
- 13,14,15,16,14. 17. questions are stated absorbtion dimension.

Scale of Organizational Commitment which using research was taken Sezen (2011) Sakarya University Institute of Educational Sciences, Educational Sciences Department of Educational Administration and Supervision Department "to investigate the relationship between process integration and business life loneliness level of teachers" has the M.Sc.

Analysis of data and statistical techniques used to analyze the datas arithmetic averages are calculated to determine the relationship between level of organizational commitment and level of integration with work. Besides nonparametric Mann Withney U tests was used to research showing differences gender, martial status, age and time in the school in organiation commitment and integration with work. the non-parametric Spearman Correlation analysis was performed for designating relationship

between work engagement and organizational commitment by Kruskal Wallis H-Testler.

4. RESULT

Participants taking part in the research about "Work Engagement's dimension of Vigor" descriptive statistics of the responses regarding the dimensions are given in Table 2. Has purpose and meaning my job has 3.34 average and it is the highest level. 6. I forget everything around me when working has 2.73 average and it is less.

Table 2. The Descriptive Statistics on the Vigor Dimension of Work Engagement

	N	X	Ss	Agreement
At my work, I feel bursting with energy	282	3,07	0,627	I agree
I find the work that I do full of meaning and purpose	282	3,34	0,652	I totally agree
Time flies when I am working	282	3,13	0,724	I agree
At my job, I feel strong and vigorous	282	3,04	0,710	I agree
I am enthusiastic about my job	282	3,04	0,724	I agree
When I am working, I forget everything else around me	282	2,73	0,755	I agree

Participants taking part in the research about " Work Engagement's dimension of Dedication " descriptive statistics of the responses regarding the dimensions are given in Table 3. "I proud of my job that I do" has 3.28 average and it is the highest level." " I am immersed in my work" has 2.88 and it is the lowest level.

Table 3. The Descriptive Statistics on Dedication Dimension of Work Engagement

Proprofession senioritys	N	X	Ss	Agreement
My job inspires me	282	2,96	,735	I Agree
When I get up in the morning, I feel like going to work	282	2,85	,759	I Agree
I feel happy when I am working intensely	282	2,93	,755	I Agree
I am proud of with my job that I do	282	3,28	,715	I totally agree
I am immersed in my work	282	2,88	,782	I Agree

Participants taking part in the reseach about " Work Engagement's dimension of Absorption" descriptive statistics of the responses' dimensions are given in Table 4 "I get carried away when I am working" phrase has 2.98 average and it is the highest level and "At my work, I always persevere, even when things do not go well" phrase has 2.67 average and it is the lowest level.

Table 4. The Descriptive Statistics on Absorption Dimension of Work Engagement

Proprofession senioritys	N	X	Ss	Agreement
I can continue working for very long periods at a time	282	2,87	,761	I agree
To me, my job is challenging	282	2,83	,818	I agree
I get carried away when I am working	282	2,98	,725	I agree
At my job, I am very resilient, mentally	282	2,99	,735	I agree
It is difficult to detach myself from my job	282	2,67	,773	I agree
At my work, I always persevere, even when things do not go well	282	2,96	,771	I agree

Participants taking part part in the reseach about " Affective Commitment dimension of Oraganizational Commitment" descriptive statistics of the responses regarding the dimensions are given in Table 5 " I really feel as if this organization's problems are my own" phrase has 2.68 avarege and it is the highest level. "This organization has a great deal of personal meaning for me" phrase has 2.07 avarege and it is the lowest.

Table 5. The Descriptive Statistics on Affective Commitment Dimension of Oraganizational Commitment

Proprofession senioritys	N	X	Ss	Agreement
I would be very happy to spend the rest of my career in this organization.	282	2,55	,892	I agree
I really feel as if this organization's problems are my own	282	2,68	,821	I agree
I do not feel like 'part of my family' at this organization	282	2,21	,886	I dont agree
I do not feel 'emotionally attached' to this organization	282	2,08	,819	I dont agree
I do not feel a strong sense of belonging to this organization.	282	2,07	,838	I dont agree
This organization has a great deal of personal meaning for me	282	2,58	,807	I agree

Affective commitment is found to be higher in comparison to other subscales of organizational commitment. It is also noted as the most preferred commitment scale. Study also discovers the instructors' emotional connection and feelings towards the organization that make them feel themselves as a part of a family.

Participants taking part part in the reseach about " Continuance Commitment dimension of Oraganizational Commitment descriptive statistics of the responses regarding the dimensions are given in Table 6." Too much of my life would be disrupted if I leave my organization." 2.85 avarege and it is the highest level and " One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere" phrase has 2.38 avarege and it is the lowest level.

Table 6. The Descriptive Statistics on Continuance Commitment Dimension of Organizational Commitment

	N	X	Ss	Agreement
It would be very hard for me to leave my job at this organization right now even if I wanted to.	282	2,74	,794	I agree
Too much of my life would be disrupted if I leave my organization.	282	2,85	,912	I agree
Right now, staying with my job at this organization is a matter of necessity as much as desire.	282	2,70	,862	I agree
I believe I have too few options to consider leaving this organization.	282	2,49	,917	I dont agree
One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere.	282	2,38	,844	I dont agree
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.	282	2,46	,893	I dont agree

Participants taking part in the research about " Normative Commitment dimension of Organizational Commitment" descriptive statistics of the responses regarding the dimensions are given in Table 7. "Even if it were to my advantage, I do not feel it would be right to leave" has 2.75 average and it is the highest level. " I would not leave my organization right now because of my sense of obligation to it" has 2.33 average and it has the lowest level.

Table 7. The Descriptive Statistics On Normative Commitment Dimension of Organizational Commitment

Proprofession senioritys	N	X	Ss	Agreement
Even if it were to my advantage, I do not feel it would be right to leave	282	2,75	,963	I agree
I would feel guilty if I left this organization now.	282	2,51	,853	I dont agree
This organization deserves my loyalty	282	2,61	,828	I agree
I would not leave my organization right now because of my sense of obligation to it	282	2,33	,802	I dont agree
I owe a great deal to this organization	282	2,48	,865	I dont agree

Teachers organizational commitments averages (2.62) is lower than work engagement averages (2.97) in Table 8. When values researching they are showing Teachers' work engagement sub dimensions are more. Vigor is superlative in work engagement and normative is the superlative in Organizational commitment in sub dimensions' datas. Absorption is the lowest average in work engagement (2.86) and Normative is the lowest in organizational commitment (2.36). Especially vigor scale was highly observed in instructors engagement with the work. Instructors' belief in principles and purpose of their profession and their high pride comes after it was also marked in this study.

Table 8. Mean and Standard Deviation of Teachers Organizational Commitment and Work Engagement Dimensions

Proportions		N	X	s
Work engagement	Vigor	282	3,58	,52
	Commitment	282	2,94	,52
	Absorption	282	2,86	,53
	Comman	282	2,97	,45
Organizational Commitment	Affective	282	2,74	,51
	Continuance	282	2,61	,33
	Normative	282	2,50	,30
	Comman	282	2,62	,28

Kolmogorov-smirnov test was implemented to find statistical technical which should use to decide about is there meaningful differences because of teachers age, martial status.gender in work engagement. KSz results show us distrubition is not normal as far as gender and martial status in answers of work engagement questions (Gender KSz=6,002;p<0,05) ; (Martial Status KSZ=7,521; p<0,05).Therefore Mann Withney U Test was used for answering research questions. Mann Withney U Test results are in Table 9.

Table 9 shows us although instructors' view of work engagement and organizational commitment varies based on gender, marital status seems not to affect this point of scale

When Tablo 9 viewed Mann Withney U test shows us gender reveals meaningful differences in work engagement and organizational commitment. (By the way 132 women and 150 men joined test.) Mean rank uses to find positive side and negative side for gender Work engagement manners in men (150,83) more than work engagement manners in women (130,90). Also mens organizational commitmens (152,92) more than womens organizational commitments (128,52) too. There isnt meaningful differences for matial status between 200 married and 82 single teachers. It is also noted that male and married instructors engage better with their work.

Table.9. Mann Mann Withney U Test Results Difference in Subjects' Gender And Marital Status to Work Engagement and Organizational Commitment

	Category	Variable	n	Sum of array	Average of array	U	Z	p
Work Engagement	Gender	Male	150	226	150,83	85	-2,052	,040
		Female	132	172	130,90			
	Martial Status	Married	200	286	143,45	78	-0,629	,529
		Single	82	112	136,74			
	Gender	Male	150	229	152,92	81	-2,510	,012
		Female	132	169	128,52			

Organizational commitment	Marital Status	Married	200	279	146,92	77	-1,607	,108
		Single	82	119	130,30			

Results in Table 10 show there are not differences as far as age, profession seniority and period of being in the same school in Work engagement. Table 10 shows us teachers ages are not meaningful differences in work engagement as far as Kruskal Wallis H-Test. Average of array of 115 teachers who are ages between 31 and 40 are more than others (Average =169,42). Teachers' work engagement levels' are increasing according to their ages. There is not meaningful differences for profession seniority seniority in work engagement. Teachers with profession seniority seniority 11-20 years have higher average level than others (Average=166.04).

When examine Period of being in the same school teachers in the same school in 6 and more years have higher level of work engagement than teachers with 1-5 years in the same school (Average=152,54).

We can infer from the data that much more time a teacher spends in the same school, the higher level he has about work engagement.

Table 10. Kruskal Wallis H-Test Results Differences in Subjects' Age, Profession seniority, Period of Being in The Same School to Work Engagement

		variables	N	average	X ²	sd	p
		Work Engagement	Age	22-30 age	116	131,72	7,783
31-40 age	115			169,42			
41 and more	51			138,98			
Profession seniority	1-5 year		85	131,82	4,766	3	0,190
	6-10 year		90	140,26			
	11-20 year		68	166,04			
	21 and more		39	141,17			
Period of being in the same school	1-5 year		225	138,70	2,313	1	0,252
	6 and more		57	152,54			

Results in Table 11 show there are not differences as far as age, profession seniority seniority and period of being in the same school for organizational commitment. Table 11 shows us teachers ages are not meaningful differences in organizational commitment as far as Kruskal Wallis H-Test. Organizational commitment of 51 teachers who are ages 41 and more (Average=148,04) are near with Organizational commitment of 116 teachers who are ages between 22-30 (Average=147,81). Organization commitments are high for new teachers and senior teachers. By the way profession seniority years which are 21 and more years' average of organizational commitments less than others (Average=129.19). Terminally when we looked period of being in the same school 6 and more years organizational

commitments' (Average=125,97) are less than 1-5 years organizational commitments (Average=144,02).

Table 11. Kruskal Wallis H-Test Results Differences in Subjects'age, Profession Seniority, Period of Being in The Same School to Work Engagement

Organizational Commitment	Age	Variables	N	Average	χ^2	sd	p
		22-30 old	116	147,81			
		31-40 old	115	132,10			
		41 and more	51	148,04			
	Profession seniority Seniority	1-5 yıl	85	148,18	2,280	3	0,423
		6-10 yıl	90	147,89			
		11-20 yıl	68	132,94			
		21 and more	39	129,19			
	Period of being in the same school	1-5yıl	225	144,02	1,936	1	0,164
		6 and more	57	125,97			

Table 12 shows us relationship between organizational commitment and work engagement is positive and medium level ($r=,056$; $p>,350$). An extremely positive relation between instructors' work engagement and organizational commitment was found in this study. So we can say that instructors' work engagement level can increase proportionally with their organizational commitment.

Table 12. Spearman Correlation Analysis results on identifying relation between Work Engagement and Organization Commitment

			Work Engagement	Organizational Commitment
Spearman's rho	Work Engagement	Correlation Coefficient	1,000	,056
		Sig. (2-tailed)	.	,350
		N	282	282
	Organizational Commitment.	Correlation Coefficient	,056	1,000
		Sig. (2-tailed)	,350	.
		N	282	282

5. CONCLUSIONS AND RECOMMENDATIONS

Researchs show us vigor (high energy level and mental vigor), dedication (inspiration, enthusiasm, pride and high fighting emotion for joining new job) and absorption (concentrating, losing track of time) are three sub dimensions of Work engagement. In the survey teachers confirm the phrase "I find the work that I do full of meaning and purpose" mostly. Normative (individuals feeling their job is their duty), continuity (the idea which if left job his had less option) and affective (adopting values, goals) are three sub dimension of organizational commitment. The phrase "I do not feel a strong sense of belonging to this organization." has the lowest point in the questionnaire. The common level of work engagement of teachers is higher than organizational commitment level of teachers.

Gender contains meaningful differences for male teachers in Organizational commitment and work engagement but there is not meaningful differences in terms of marital status. For his study gender is determinant for teachers' work engagement and organizational commitment level. There are different discoveries in literature about gender effects for work engagement and organizational commitment. Some researchs have meaningful differences about gender (Kurşunoğlu, Bakay and Tanrıöğen 2010; Budak 2009; Ceyhan 2014) but some researchs dont (Sezen, 201, Kavgacı, 2014; Arı; 2011).

Researchs show us there isnt meaningful differences in terms of marital status in work engagement and organizational commitment level. Married peoples counts pretty more than single peoples counts and this is an most important effect for this datas. Married peoples rates more than single peoples rates with this cost. This rate shows married teachers more than single teachers. Results of married teachers loyals are more was reached with literature studies (İnce and Gül 2005; Cengiz 2001).

Researchs show profession seniority is not an important variable in organizational commitment and work engagement. This discovery don't coincide with other discoveries. Profession seniorities effecting commitment was revealed in a lot of research about this topic. The common idea is that profession seniority increase organizational commitment level of employees (Kılıç, 2008; Nartgün and Menep, 2010).

Research show teachers who working between 11-20 years have most rate of work engagement. This period are described the period which teachers specilising with time and getting over noviciate. Integration rates could increase with self confidence and speciality. People who work between 1-5 years reta is high. The reason is that Kale is secondary region and best region to assigment in west.Theachers who know that are loyal school with consciousness of this.

In addition researchs discoveries in literature show increasing work engagement with increasing age. Researchs which were performed 5 country show old workers job satisfactions more than young workers' like Davis (1998) say. Reason of this accord increase with experience as far as Davis. Research confirm this. Organizational commitment increase with age. Emotional commitment is the most important commitment here. Kurşunoğlu, Bakay and Tanrıöğen (2010) researchs promote researchs in literature. Researchs show period of being in the same school does not cause differences in work engagement and organizational commitment. Teachers who work more than 6 years are vigor, dedicated and happy about being part of a school in work engagement; variously commitments of teachers who work between 1-5 years more than teachers who work more than 6 years in organizational commitment.

Teachers have positive and medium level relationship between job satisfaciton and organizational commitment discoveries discoverable in consequence of this research. This result is compatible with related literature. Therefore organizational commitment of employees who have high work engagement are high too. In other words, organizational commitments and work engagement are determinants each others.

As a result teachers suggestions and remarks should consider, their prestige should be increased to increase their work engagement and organizational

commitment. In addition should be provided all teachers attendances to activity, ceremony and congratulation.

Purpose of this study is to show the views of instructors, who work in the primary, middle or high school of a town in Turkey, about their work engagement and organizational commitment. But some different ways will be added to support this quantitative study. For further studies different type of schools (public/private) or different level of schools (primary/middle/high) may be used in a comparative way. Also qualitative study or a mixed study can be accomplished for this topic.

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