



■ Orijinal Makale / Original Article ■

### Investigation of the Relationship Between Organizational Commitment and Job Satisfaction of Physical Education and Sports Teachers

Beden Eğitimi ve Spor Öğretmenlerinin Örgütsel Bağlılık ve İş Tatminleri  
Arasındaki İlişkinin İncelenmesi

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### Abstract

The purpose of this study is to examine the relationship between the organizational commitment levels of physical education and sports teachers and their job satisfaction. Personal Information Form, Organizational Commitment Scale and Job Satisfaction Scale were used as data collection tools in the study. The universe of the study consists of Physical Education and Sports Teachers working in Ankara; the sample consists of a total of 298 teachers working in schools affiliated with the Ministry of National Education in Çankaya district. Data were analyzed using SPSS 29.0 statistical program; quantitative research method was adopted. The obtained data were subjected to normality test and then evaluated with t-test, ANOVA and correlation analysis. According to the analysis results, it was determined that gender, age and professional seniority variables created significant differences on organizational commitment and job satisfaction, but no significant difference was found according to the income status variable. In addition, it was determined that there is a positive and significant relationship between organizational commitment and job satisfaction. In line with these findings, it can be stated that the demographic characteristics of teachers are effective factors on organizational commitment and job satisfaction. The research suggests that management policies should be restructured in line with these variables in order to increase the efficiency of Physical Education and Sports Teachers working in educational institutions.

**Key Words:** Physical education, sports, job satisfaction, organizational commitment.

### Öz

Bu araştırmanın amacı, beden eğitimi ve spor öğretmenlerinin örgütsel bağlılık düzeyleri ile iş tatmini arasındaki ilişkiyi incelemektir. Çalışmada veri toplama aracı olarak Kişisel Bilgi formu, Örgütsel Bağlılık Ölçeği ve İş Tatmini Ölçeği kullanılmıştır. Araştırmanın evrenini Ankara ilinde görev yapan Beden Eğitimi ve Spor Öğretmenleri; örneklemini ise Çankaya ilçesinde Millî Eğitim Bakanlığı'na bağlı okullarda görev yapan toplam 298 öğretmen oluşturmaktadır. Veriler, SPSS 29.0 istatistik programı kullanılarak analiz edilmiş; nicel araştırma yöntemi benimsenmiştir. Elde edilen veriler normallik testine tabi tutulmuş ve ardından t-testi, ANOVA ve korelasyon analizleri ile değerlendirilmiştir. Analiz sonuçlarına göre, cinsiyet, yaş ve mesleki kıdem değişkenlerinin örgütsel bağlılık ve iş tatmini üzerinde anlamlı farklılıklar oluşturduğu belirlenmiş, gelir durumu değişkenine göre ise anlamlı bir farklılık bulunmamıştır. Ayrıca, örgütsel bağlılık ile iş tatmini arasında pozitif yönlü ve anlamlı bir ilişki olduğu saptanmıştır. Bu bulgular doğrultusunda, öğretmenlerin demografik özelliklerinin örgütsel bağlılık ve iş tatmini üzerinde etkili faktörler olduğu ifade edilebilir. Araştırma, eğitim kurumlarında görev yapan Beden Eğitimi ve Spor Öğretmenlerinin verimliliğini artırmak amacıyla, yönetim politikalarının bu değişkenler doğrultusunda yeniden yapılandırılmasını önermektedir.

**Anahtar Kelimeler:** Beden eğitimi, spor, iş tatmini, örgütsel bağlılık.

## 1. INTRODUCTION

Organizational commitment is a multidimensional concept that represents the psychological commitment that employees develop towards their organizations. This construct, which includes emotional feelings, perceived obligations and rational evaluations, has an important place in explaining employees' loyalty to the organization and their motivation to stay at work. This concept has been examined in a large body of literature, especially in the context of reducing turnover rates and increasing organizational productivity (Meyer & Allen, 1997; Mowday, Steers, & Porter, 1979; Griffeth & Hom, 2001; Allen et al., 2003).

Organizational commitment is classified into three dimensions: affective, continuance, and normative commitment. According to Meyer and Allen (1991), affective commitment reflects the sense of belonging that employees feel towards their organizations, continuance commitment refers to the perceived cost of leaving the organization, and normative commitment is based on individuals' perceptions of moral obligation to remain with the organization. In the literature, it has been revealed that organizational culture, perceived support, job security, and social norms affect all three types of commitment (Singh, 2007; Başar & Gökmen, 2024; Al-Hussami et al., 2011).

Job satisfaction refers to an individual's overall affective reaction to their job and work experiences (Locke, 1976). It is influenced by several factors, including working conditions, collegial relations, salary, and career opportunities (Spector, 1997; Robbins & Judge, 2019). Job satisfaction is not only an individual emotional state, but also directly related to employee performance, motivation and desire to stay in the organization (Pawirosumarto et al., 2017). Transformational leadership, positive organizational culture, professional development opportunities and a supportive work environment stand out as important factors that increase job satisfaction (Dewi & Amar, 2019; Al-Sada et al., 2017).

The relationship between organizational commitment and job satisfaction has been frequently researched in the literature and it has been revealed that these two variables mutually affect each other. As job satisfaction increases, the level of organizational commitment also increases, and this increase strengthens organizational stability by reducing turnover intentions (Güleç & Samancı, 2018; Hassan & Kandeel, 2022). It is understood from the studies that this relationship is more evident especially in the dimension of emotional commitment and that intermediate variables such as leadership styles, organizational culture and emotional intelligence shape this interaction (Yiing & Ahmad, 2009; Othman et al., 2024).

The interaction of these two concepts is of critical importance in the education sector, especially among Physical Education and Sports Teachers. Teachers' job satisfaction and organizational commitment levels directly affect both individual performance and student achievement. Research shows that low job satisfaction negatively affects teacher productivity and organizational loyalty, which may lead to a decrease in the quality of education (Mouloud et al., 2016; Aygün, 2021). In addition, it is emphasized that factors such as leadership styles, school climate and organizational support are determinants of teachers' job satisfaction and commitment levels (Lopes & Oliveira, 2020; Suharyati & Harijanto, 2019).

In this context, the aim of this study is to examine the relationship between organizational commitment levels of Physical Education and Sports Teachers and their job satisfaction. The research analyzes the effects of organizational commitment (affective, continuance and normative dimensions) on job satisfaction by addressing the differences in line with demographic variables. It is aimed that the findings to be obtained will contribute to both increasing teacher motivation and developing managerial strategies in educational institutions.

### Purpose and Importance of the Study

The main purpose of this study is to examine the relationship between organizational commitment levels and job satisfaction of physical education and sports teachers. In this context, the effects of demographic characteristics of teachers such as gender, age, working time and income status on organizational commitment and job satisfaction were evaluated. The research aims to understand how these two important structures affect each other by statistically revealing the relationship between teachers' organizational commitment and job satisfaction.

Teachers' motivation, commitment and job satisfaction are among the determining factors in improving the quality of the education system. In this context, revealing the relationship between physical education and sports teachers' organizational commitment and job satisfaction is instructive for human resources management and school administration in educational institutions. The findings of the study provide a scientific basis for policy development processes to increase teachers' productivity and job satisfaction. In addition, understanding the role of demographic variables in this process enables the development of strategies specific to teacher groups with different characteristics. In this context, the research contributes to theoretical knowledge and provides guidance in the applied field.

In this context, the following main hypotheses were supported:

- H1: Gender variable has a significant difference on physical education teachers' organizational commitment levels and job satisfaction.
- H2: Age variable has a significant difference on physical education teachers' organizational commitment and job satisfaction levels.
- H3: There is a significant positive relationship between physical education teachers' organizational commitment levels and job satisfaction.

## 2. MATERIALS AND METHODS

### Universe and Sample of the Study

The population of the study consists of physical education and sports teachers working in various schools in Ankara. This population includes teachers with diverse demographic characteristics and varying lengths of professional experience.

The sample of the study consists of physical education teachers working in schools affiliated with the Ministry of National Education in the Çankaya district of Ankara, selected through stratified sampling.

### Data Collection Tools

Personal Information Form, Organizational Commitment Scale and Job Satisfaction Scale prepared by the researchers were used as data collection tools.

**Personal Information Form:** It consists of four demographic questions: gender, age, working period and income status.

**Organizational Commitment Scale:** In the study, the 18-item Organizational Commitment Scale developed by Meyer et al. (1993) was used to measure organizational commitment. The statements in the scale are in the form of a 5-point Likert scale ("Strongly Disagree" = 1 to "Strongly Agree" = 5). The scale includes three sub-dimensions: affective commitment (Items 1–6), continuance commitment (Items 7–12), and normative commitment (Items 13–18). Items 3, 4, 5, and 13 are reverse-coded. The Cronbach's Alpha values calculated for this study's sample were found to be 0.84 for affective commitment, 0.76 for continuance commitment, and 0.81 for normative commitment, indicating acceptable internal consistency. These values are consistent with those reported in the original study.

**Job Satisfaction Scale:** The 5-item Turkish version ( $\alpha = .79$ ) of the General Job Satisfaction Scale developed by Brayfield and Rothe (1951), adapted by Özsoy and Ardic (2017), was used in this study. In our sample, the Cronbach's Alpha coefficient was found to be 0.80, indicating good internal consistency.

### Data Collection

In this study, 317 participants were reached by online survey method. During the analysis phase, 19 missing participants were identified and the sample size was continued as 298.

### Analysing the Data

The data obtained as a result of the research were analysed in SPSS 29.00 statistical package programme and the margin of error was taken as 0.05. In this research, personal characteristics were analysed by frequency analysis. In the analysis of the data, it was examined whether the data showed normal distribution and parametric analyses were applied in line with the results. Descriptive analyses, t-test, one-way analysis of variance were used in the statistics of the data, and Pearson correlation analysis was used for the relationship between Physical Education Teachers' organisational commitment and its sub-dimensions; emotional commitment, continuance commitment, normative commitment and job satisfaction.

### 3. FINDINGS

#### Research Model

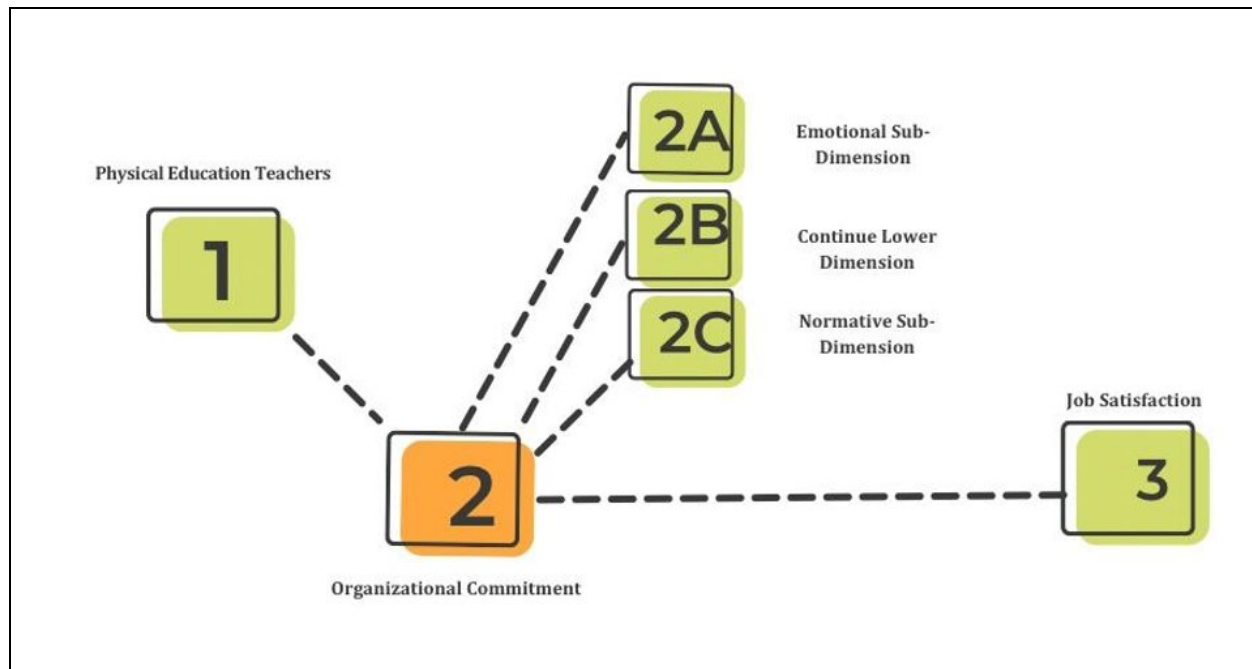


Figure 1 presents the model explaining the relationship between organisational commitment and job satisfaction of physical education teachers.

**Table 1.** Demographic Characteristics of the Participants

Variable	Category	n	%
Gender	Male	155	52.0
	Female	143	48.0
Age	21-23 Years	90	30.2
	24-27 Years	75	24.2
	28 Years And Above	133	44.6
Work Experience	1-4 Years	95	31.9
	5-9 Years	110	36.9
	10 Years And Above	93	31.2
Economic Status	Low	78	26.2
	Medium	155	52.0
	High	65	21.8

Table 1 presents the demographic characteristics of the participants. The sample consisted of 298 physical education teachers, of whom 52.0% (n = 155) were male and 48.0% (n = 143) were female. Regarding age distribution, 30.2% (n = 90) of the participants were between 21 and 23 years old, 24.2% (n = 75) were between 24 and 27 years old, and 44.6% (n = 133) were 28 years or older. In terms of work experience, 31.9% (n = 95) had 1 to 4 years of experience, 36.9% (n = 110) had 5 to 9 years, and 31.2% (n = 93) had 10 years or more. Regarding economic status, 26.2% (n = 78) of participants reported low economic status, 52.0% (n = 155) reported medium, and 21.8% (n = 65) reported high economic status.

**Table 2.** T Test Results of Physical Education Teachers' Organisational Commitment Sub-Dimensions and Job Satisfaction Scale Scale Scores According to Gender Status Variable

Variables	Gender	n	Mean	Standard Deviation	T	p
<b>Organisational Commitment</b>	<b>Woman</b>	143	30.59	1.254	6.523	<b>.021*</b>
	<b>Male</b>	155	31.63	1.458		
<b>Emotional Dimension</b>	<b>Woman</b>	143	40.29	1.336	5.452	<b>.028*</b>
	<b>Male</b>	155	40.43	3.854		
<b>Continuation Dimension</b>	<b>Woman</b>	143	41.59	1.232	5.369	<b>.041*</b>
	<b>Male</b>	155	41.77	2.364		
<b>Normative Dimension</b>	<b>Woman</b>	143	40.21	3.478	5.025	<b>.033*</b>
	<b>Male</b>	155	41.33	3.685		
<b>Job Satisfaction</b>	<b>Woman</b>	143	30.13	3.127	5.751	<b>.019*</b>
	<b>Male</b>	155	40.87	3.216		

Table 2 shows that there are significant differences between organisational commitment, affective dimension, continuation dimension, normative dimension and job satisfaction of physical education teachers according to gender variable.

**Table 3.** Anova Test Results of Physical Education Teachers' Organisational Commitment Sub-Dimensions and Job Satisfaction Scale Scale Scores According to Age Status Variable

Variables	Age	n	Mean	Standard Deviation	F	p	Significant difference
<b>Organisational Commitment</b>	21-23 <sup>a</sup>	90	27.43	3.145	8.035	<b>.041*</b>	<b>a-c b-c</b>
	24-27 <sup>b</sup>	110	28.36	3.129			
	28 and above <sup>c</sup>	93	25.41	3.128			
<b>Emotional Dimension</b>	21-23 <sup>a</sup>	90	29.25	5.568	.756	.365	-
	24-27 <sup>b</sup>	110	33.98	7.874			
	28 and above <sup>c</sup>	93	30.21	6.365			
<b>Continuation Dimension</b>	21-23 <sup>a</sup>	90	38.32	5.697	9.199	<b>.033</b>	<b>b-a</b>
	24-27 <sup>b</sup>	110	41.51	6.901			
	28 and above <sup>c</sup>	93	39.13	5.874			
<b>Normative Dimension</b>	21-23 <sup>a</sup>	90	25.87	6.021	7.385	.432	-
	24-27 <sup>b</sup>	110	29.48	6.930			
	28 and above <sup>c</sup>	93	26.63	6.101			
<b>Job Satisfaction</b>	21-23 <sup>a</sup>	90	40.29	9.541	6.064	<b>.019*</b>	<b>a-b a-c</b>
	24-27 <sup>b</sup>	110	40.43	11.425			
	28 and above <sup>c</sup>	93	41.59	10.854			

When Table 3 is examined, significant differences were found between the organizational commitment and attendance sub-dimensions of physical education teachers according to their age variable among individuals over the age of 21-23, 24-27 and 28. It was found that there were significant differences between job satisfaction and age among individuals over the age of 21-23, 24-27 and 28. However, no significant difference was found between the emotional and normative dimensions.

**Table 4.** Anova Test Results of Physical Education Teachers' Organisational Commitment Sub-Dimensions and Job Satisfaction Scale Scale Scores According to the Working Duration Variable

Variables	Working Time	n	Mean	Standard Deviation	F	p	Significant difference
<b>Organisational Commitment</b>	1-4 years <sup>a</sup>	95	31.26	7.652	6.523	<b>.039*</b>	<b>a-c</b>
	5-9 years <sup>b</sup>	110	33.09	6.854			
	10 years and over <sup>c</sup>	93	30.56	7.630			
<b>Emotional Dimension</b>	1-4 years <sup>a</sup>	95	38.54	9.851	6.102	.224	
	5-9 years <sup>b</sup>	110	39.85	8.037			
	10 years and over <sup>c</sup>	93	38.98	8.621			
<b>Continuation Dimension</b>	1-4 years <sup>a</sup>	95	41.52	10.033	8.652	.128	
	5-9 years <sup>b</sup>	110	43.50	9.587			
	10 years and over <sup>c</sup>	93	41.93	9.399			
<b>Normative Dimension</b>	1-4 years <sup>a</sup>	95	37.41	8.036	6.547	.078	
	5-9 years <sup>b</sup>	110	38.09	8.918			
	10 years and over <sup>c</sup>	93	37.87	8.034			
<b>Job Satisfaction</b>	1-4 years <sup>a</sup>	95	43.12	11.036	3.420	<b>.047*</b>	<b>a-b</b>
	5-9 years <sup>b</sup>	110	44.52	12.409			
	10 years and over <sup>c</sup>	93	43.86	11.253			

When Table 4 is examined, a significant difference was found between the organizational commitment and job satisfaction of physical education teachers with the working period variable and between those who worked for 1-4 years, 5-9 years and those who worked for more than 10 years. However, no significant difference was found between the emotional, continuation and normative dimensions in the organizational commitment sub-dimensions.

**Table 5.** Anova Test Results of Physical Education Teachers' Organisational Commitment Sub-Dimensions and Job Satisfaction Scale Scale Scores According to Income Status Variable

Variables	Income Status	n	Mean	Standard Deviation	F	p	Significant difference
<b>Organisational Commitment</b>	Bad <sup>a</sup>	78	33.86	8.562	8.523	.163	-
	Medium <sup>b</sup>	155	35.11	11.235			
	Good <sup>c</sup>	65	33.97	9.403			
<b>Emotional Dimension</b>	Bad <sup>a</sup>	78	41.56	6.236	7.145	.211	-
	Medium <sup>b</sup>	155	42.59	7.368			
	Good <sup>c</sup>	65	41.67	6.903			
<b>Continuation Dimension</b>	Bad <sup>a</sup>	78	29.21	5.035	7.863	.362	-
	Medium <sup>b</sup>	155	31.03	5.916			
	Good <sup>c</sup>	65	30.42	5.132			
<b>Normative Dimension</b>	Bad <sup>a</sup>	78	39.47	7.098	6.036	.385	-
	Medium <sup>b</sup>	155	40.03	7.654			
	Good <sup>c</sup>	65	39.85	7.036			
<b>Job Satisfaction</b>	Bad <sup>a</sup>	78	44.01	9.203	8.162	.138	-
	Medium <sup>b</sup>	155	45.71	10.068			
	Good <sup>c</sup>	65	42.06	9.503			

When Table 5 is examined, it is seen that there is no difference between organisational commitment, affective, continuation, normative dimension and job satisfaction according to the income status variable of physical education teachers.

**Table 6.** Correlation Test Results of Physical Education Teachers' Organisational Commitment Sub-Dimensions and Job Satisfaction Scale Scale Scores

Variables		1	2	3	4	5
1. Organizational Commitment	R	—	.65**	.12	.58**	.60**
2. Affective Dimension	R		—	.45**	.08	.67**
3. Continuance Dimension	R			—	-.30**	.10
4. Normative Dimension	R				—	.40**
5. Job Satisfaction	R					—

According to Table 6, significant positive correlations were found between organizational commitment and the affective dimension ( $r = .65, p < .01$ ), normative dimension ( $r = .58, p < .01$ ), and job satisfaction ( $r = .60, p < .01$ ). There was no significant correlation between organizational commitment and continuance dimension ( $r = .12, p > .05$ ). The affective dimension showed significant positive correlations with the continuance dimension ( $r = .45, p < .01$ ) and job satisfaction ( $r = .67, p < .01$ ). The normative dimension did not correlate significantly with the affective dimension ( $r = .08, p > .05$ ), but showed a significant negative correlation with the continuance dimension ( $r = -.30, p < .01$ ) and a significant positive correlation with job satisfaction ( $r = .40, p < .01$ ). No significant correlation was found between the continuance dimension and job satisfaction ( $r = .10, p > .05$ ). Overall, job satisfaction was positively and significantly correlated with the affective dimension ( $r = .67, p < .01$ ) and organizational commitment ( $r = .60, p < .01$ ).

#### 4. DISCUSSION AND CONCLUSION

This study examined the relationship between physical education teachers' organisational commitment levels and job satisfaction. In the study, demographic information of physical education and sports teachers (gender, age, working time, income status) variables were taken into consideration. When the findings of the study were examined; it was determined that there were significant differences between organisational commitment, affective dimension, continuation dimension, normative dimension and job satisfaction according to the gender variable of physical education teachers. It was determined that there were significant differences between organisational commitment, continuation dimension and job satisfaction according to age variable. However, there was no significant difference between affective and normative dimensions.

It was found that there were significant differences between organisational commitment and job satisfaction according to the working time variable. However, no significant difference was observed between affective, continuance and normative dimensions. There was no significant difference between organisational commitment, affective, continuance, normative dimension and job satisfaction according to income status variable. When the relationships between the organisational commitment sub-dimensions of physical education teachers and Job Satisfaction Scale were examined, it was seen that there were significant positive relationships between organisational commitment and emotional dimension ( $r, p < .01$ ), normative dimension ( $r, p < .01$ ) and job satisfaction ( $r, p < .01$ ). No significant relationship was found between organisational commitment and continuation dimension ( $p > .05$ ). There were significant positive relationships between the affective dimension, continuance dimension ( $r, p < .01$ ) and job satisfaction ( $r, p < .01$ ). While there was no significant relationship between the normative dimension and the affective dimension ( $p > .05$ ), the normative dimension had a significant negative relationship with the continuation dimension and a significant positive relationship with job satisfaction ( $r, p < .01$ ). No significant relationship was found between the continuation dimension and job satisfaction ( $p > .05$ ). Significant positive relationships were found between job satisfaction variable, emotional dimension and organisational commitment ( $r, p < .01$ ). These results show that employees' sense of belonging and moral responsibility are important in increasing job satisfaction, while continuance commitment is not a determinant in this process.

When the literature was examined, many studies overlapping with the findings of our study were found. For example, differences between gender variables and the role of job satisfaction in achieving trust and commitment in educational environments were highlighted in a study analysing the link between job satisfaction and organisational trust among physical education and sports teachers (Aygün, 2021). Karaca (2009) did not find a significant difference between genders in the overall questionnaire in which he



examined the views of teachers working in primary schools on their organisational commitment. However, a significant difference was found only in the dimension of continuance commitment among the organisational commitment dimensions of teachers according to their gender. The study revealed that female teachers' views on continuance commitment were at a higher level compared to male teachers.

The relationships found in these studies can be attributed to the varying impacts that work environment and individual characteristics have on organizational commitment. For instance, the negative effect of organizational stress experienced by school principals on their commitment (Bertan, 2012) and the strong relationship between job stress and burnout among teachers (Aydoğan, 2008) indicate that stress factors directly influence employees' commitment levels. Increased stress may lead employees to develop negative attitudes toward their work and reduce their organizational commitment. The finding by Kubat et al. (2022) that transformational leadership positively affects organizational commitment suggests that leadership style enhances employees' motivation and sense of belonging. Particularly, physical education and sports teachers may be more responsive to leadership approaches, which in turn strengthens organizational commitment.

Regarding age, different studies have shown various effects of age on commitment dimensions (Hackett et al., 1994; Meyer et al., 1993; Türkoğlu, 2011). This suggests that experience and maturity can increase employees' affective and normative commitment. Older employees may exhibit higher commitment due to greater perceived costs of leaving the job and stronger feelings of responsibility toward the organization.

Overall, factors such as job stress, leadership style, and age highlight the significant role of individual and environmental characteristics in the process of organizational commitment. Therefore, stress management, effective leadership practices, and age-appropriate support mechanisms within organizations may be effective strategies to enhance employee commitment.

Wong and Tong (2014) reached results supporting this idea in their study and concluded that there is a positive relationship between working time and organisational commitment. In the study conducted by Budak (2008), it was found that there was a significant difference between the perceptions of emotional commitment according to the length of service in the school. Işık (2009) found that the relationship between continuance commitment, normative commitment and professional seniority was not statistically significant, while a significant relationship was found between emotional commitment and professional seniority. In the affective commitment factor, teachers with 6-10 years of seniority had lower averages compared to other teachers. Erdaş (2009) also concluded that length of service in teaching did not make a significant difference in organisational commitment. In another study related to income status, in terms of job satisfaction dimensions, as age increases, satisfaction levels in wages, additional opportunities and working conditions also increase (Tekingündüz & Tengilimoğlu, 2013). These differences may result from the varying expectations and adaptation levels of teachers at different career stages, as well as the accumulation of professional experience that strengthens emotional ties over time.

In their study, Ertürk and Aydın (2016) found that there is a positive and moderate relationship between extrinsic motivation dimension of work motivation perception and affective dimension of organisational commitment ( $r = .48$ ,  $p < .01$ ), normative commitment dimension ( $r = .43$ ,  $p < .01$ ), organisational commitment dimension ( $r = .52$ ,  $p < .01$ ) and a positive and low level significant relationship between continuance commitment ( $r = .27$ ,  $p < .01$ ).

Sabuncuoğlu (2007) conducted a study to investigate the relationship between motivation and organisational commitment with 637 employees working in Turkey's 500 largest enterprises. As a result of the analyses conducted within the scope of the study, it was determined that there was a positive relationship between motivation and affective and normative commitment, and a negative relationship between motivation and continuance commitment.

Ağca and Ertan (2008) conducted a study with 402 employees working in five-star hotels in Antalya. As a result of the analyses, it was determined that there were significant relationships between organisational commitment and work motivation.

According to the results of the study conducted by Sökmen et al. (2013), it was determined that there is a moderate significant relationship between work motivation and employee performance. According to the study conducted by Sökmen (2001), it was concluded that there is a strong significant relationship between work motivation and organisational commitment. In addition, Bilge et al. (2015) found a significant and positive relationship between work motivation levels and organisational commitment levels of employees. This may be because motivation—especially when driven by external rewards or intrinsic satisfaction—encourages a stronger emotional connection and sense of responsibility toward the organization, which

enhances affective and normative commitment while reducing the feeling of being bound solely by necessity.

## 5. LIMITATIONS AND RECOMMENDATIONS

This study is limited to physical education and sports teachers working in schools affiliated to the Ministry of National Education in Çankaya district of Ankara.

### Recommendations;

- ✓ Teachers' commitment to the organisation can be strengthened by developing a fair and transparent reward system that encourages success.
- ✓ Increasing seminars, in-service training and workshops for teachers' professional development can increase both their job satisfaction and organisational commitment levels.
- ✓ Improving internal communication, supporting teamwork and increasing the sense of belonging within the institution can positively affect organisational commitment.

## 6. CONFLICT OF INTEREST AND ETHICS COMMITTEE APPROVAL

**Conflict of interest:** *There isn't conflict of interest among the authors.*

**Financial support:** *There isn't financial support was reported by the authors.*

**Ethics Approval:** *The authors declare that the article complies with national and international research and publication ethics. In case of a contrary situation, the **Journal of Sport and Recreation Research** has no responsibility, and all responsibility belongs to the authors of the article.*

**Ethics Committee Approval:** *This study was approved by the Ethics Committee of Ankara Yıldırım Beyazıt University (Decision Number: 26.09.2024, Decision No: 07/861).*

**Informed Consent:** *Informed consent was obtained for the voluntary participation of the participants.*

## 7. REFERENCES

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