



## International Journal of Contemporary Educational Research (IJCER)

[www.ijcer.net](http://www.ijcer.net)

### **The Impact of Organizational Commitment on Trainee Teachers' Job Satisfaction**

Ercan Yılmaz<sup>1</sup>, Yılmaz Kılıç<sup>1</sup>  
<sup>1</sup>Necmettin Erbakan University

#### **To cite this article:**

Yılmaz, E. & Kılıç, Y. (2017). The impact of organizational commitment on trainee teachers' job satisfaction. *International Journal of Contemporary Educational Research*, 4(1), 1-11.

This article may be used for research, teaching, and private study purposes.

Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden.

Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles.

The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material.

## **The Impact of Organizational Commitment on Trainee Teachers' Job Satisfaction**

**Ercan Yılmaz<sup>1</sup>, Yılmaz Kılıç<sup>1\*</sup>**

<sup>1</sup>Necmettin Erbakan University

### **Abstract**

This study aims to explore the relationship between job satisfaction and organizational commitment of the trainee teachers. Teacher job satisfaction and organizational commitment play a significant role in the furtherance of teaching and learning perfectly. Generally, satisfied and committed teachers are more likely to motivate students to learn in the classroom settings. The participants of the research consist of 170 trainee teachers in the province of Bitlis, and its districts (Adilcevaz, Ahlat and Tatvan) in the 2015-2016 academic year. In this study, Minnesota Job Satisfaction Scale and Organizational Commitment Scales were used as data collection tools. The analyses of the data revealed that there was a negative relationship between job satisfaction of the teachers and continuance commitment. The analysis also showed a significant and positive relationship between job satisfaction and normative commitment. However, there was no significant relationship between job satisfaction of teachers and affective commitment sub-dimension of organizational commitment. While the levels of the sub-dimensions of organizational commitment are analyzed, it can be seen that normative and continuance commitment sub-dimensions of organizational commitment affect job satisfaction significantly, but affective commitment sub-dimension has no significant impact on job satisfaction.

**Key words:** Motivation, Job satisfaction, Organizational commitment

### **Introduction**

In recent years, great developments and changes have become in the structure of the organizations in terms of both management and employees. Organizations that are most affected by these changes and developments are educational institutions. Schools have to strive to motivate their employees to keep pace with these changes and developments and to achieve their goals in different ways. According to Armstrong (2009), organizations need helping of employees to fulfill their objectives. Therefore, employees play a crucial role in achieving the organizational goals (Armstrong, 2009). In order for a teacher to be successful in his work, certain priorities must be fulfilled. At the forefront of these priorities are organizational commitment and job satisfaction. Gupta & Gehlawat (2013) state that if institutions such as schools want to reach their goals and raise their achievements, they need to take into account teachers' job satisfaction and organizational commitment. Because it is not possible to be successful without taking the extra support of the teachers (Gupta & Gehlawat, 2013). Luthans (1998) implies that the teacher who has commitment can be identified within the following aspects: (1) there is a reliance towards that organization; (2) the teacher has hard eagerness in order to achieve organization's goals; and (3) there is a strong reliance in the teacher itself in order to receive all of the goals and value of the organization of school (Sari, Siburian & Wau, 2017).

For many educational organizations and administrators, being aware of the organizational commitment or dedication of the occupants is an important element to be successful in finding and researching ways to ensure continuation (Ersözlü, 2012). A certain balance can be established between the social roles of teachers and the social status of the teaching profession; teachers' knowledge about concepts such as "job satisfaction" which can affect the qualities of life as well as the time period they spend in their institutions will be reflected positively on the quality of life of the teachers (Seyhan, 2015). The job satisfaction and commitment of the teachers play an important role in the furtherance of teaching and learning perfect. In general, satisfied and committed teachers are more likely to encourage students to learn in classroom settings.

---

\* Corresponding Author: *Yılmaz Kılıç, kilic0442@gmail.com*

The teachers' commitment to school and satisfaction in business life are important factors for school effectiveness. Teachers have three priorities for the institution that they are working on targets such as the desire to work for the school, the desire to continue to work at school, and the acceptance of the school's educational goals and values (Balay, 2014). The efficiency of the education system and the school's aims in this context depend on the degree to which teachers and school administrators have adopted the aims and values of the school and the education system (Celep, 2000).

### **Job Satisfaction**

Job satisfaction means a satisfactory or positive emotional state stemming from the evaluation of an individual's work or work experience. It is thought to be various factors that affect the job satisfaction levels of the individual. This emerges as a consequence of the perception of how well employees provide things that are important to their work. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself (Locke, 1976; Luthans, 1998). Job satisfaction is a mental state that encompasses all the emotions determined by the degree to which a person fulfills his or her needs related job (Evans, 2001). Job satisfaction can be defined as "the relative strength of an individual's identity and involvement in a particular organization" (Mowday, Steers & Porter, 1982). According to Eren (2011), job satisfaction is the happiness that comes from the status and refers to the profits obtained from work materially and morally and as well as it is pleasure that a person is glad to work with his/her colleagues cooperatively (Kılıç, 2013, p.24).

Job satisfaction has become the focus of organizational behavior researchers. The first underlying reason for this focus on job satisfaction is that positive and negative attitudes towards work can have a strong influence on organizational behavior. In other words, of course, the person will have positive and negative feelings such as joy, sorrow and variety of gains through his/her work life. Employees will have attitudes towards their works or their organizations in the result of such knowledge and emotional accumulation. Job satisfaction which takes place in the center of this attitude is a general structure. With the simplest definition, job satisfaction is the overall attitude, acted by the employees towards organization (Kılıç, 2013, p.24). Job satisfaction is perceived as an important determinant of teachers' organizational commitment and as a factor that contributes to the effectiveness of the school. Job satisfaction represents an employee's overall assessment of his/her job, such as his /her feelings, behavior and attitudes about individual's work experiences (Gupta & Gehlawat, 2013). Job satisfaction is defined as the perception of the individual's job-related values in his work and that these values are in harmony with the needs of the individual. In other words, job satisfaction is the product of an internal assessment that we can consider as a result of feelings, behaviors and general thoughts towards the work itself, the work environment or colleagues (Solmuş, 2004).

### **Organizational Commitment**

When the literature is examined, organizational commitment is defined by different scholars as follows: It means that the identification of employee with his/her organization, goals and desire to continue in the organization to achieve her /his objectives, that is why, identifying oneself with the goals and organization and the willingness to be part of the organization (Robbins, 1998). It is the identity of the employee and the strength of the commitment s/he has with a particular organization (Leong, Fumham & Cooper, 1996). It is a kind of value system that commits staff to the organization and identification with the purpose and values of the organization by desiring to continue to stay in the organization without financial worries (Grisworl, 1983). It implies that the willingness of employee to stay as an active member of the organization (Davis & Newstrom, 1989). Organizational commitment is an expression the determination of the individuals to continue working in the organization.

Organizational commitment is a psychological condition that reflects employees' organizational participation and organizational commitment (Meyer & Allen, 1997). Organizational commitment is a concept that includes employees to embrace goals and objectives of the organization, their efforts for organization to come to a better position, and their willingness to retain their presence in the organization. When it is necessary, the employees can see the interests of the organization superior to their own interests (Allen & Meyer, 1990; Beycioğlu & Uslu, 2013; Çorbacı, 2010; Koç, 2009; Wiener, 1982). The concept of work commitment is often explained in relation to psychological theories that involve self-disciplines, namely spiritual, social, mental and physical (Covey, 1989).

Much research has been done on organizational commitment so far. Low organizational commitment has individual and organizational negative consequences such as delayed work, absenteeism, poor performance and even leaving work (Gül & İnce, 2005). Investigations show that commitment reduces the cost of high turnover rates. It is believed that employees of the organization are more likely to work and to make more self-sacrificing to achieve organizational goals. As a result, organizations are often trying to increase employee commitment to reduce the high cost of employee turnover and to ensure continuity (Meyer & Allen, 2004).

Employee loyalty is seen as an important factor in achieving organizational success (Dick & Metcalfe, 2001). As a matter of fact, every organization wants to increase the commitment of its members because it is desirable that employees to be people who solve problems, not stir up troubles. It is generally accepted that staff who are more productive and accountable have higher organizational commitment (Chow, 1994). Although organizational commitment has a subjective structure that varies according to person, time, and space, there are a number of criteria for determining whether an employee is committed to the organization (İbicioğlu, 2000). These criteria are listed below:

- Adopting the goals and values of the organization
- Being sacrificed for the organization
- Strong desire for continued membership of the organization
- Identification with organization
- Internalization

In the light of the above definitions, organizational commitment's structure has three dimensions and these dimensions include affective, continuance and normative commitment (Allen & Meyer, 1996; Aydın, Sarier & Şengül, 2011; Boehman, 2006; Greenberg, 2005; Karakuş & Aslan, 2009; Turner & Chelladurai, 2005). The result of interest of researchers in a number of disciplines including sociology, psychology and behavioral sciences related to organizational commitment, led to different definitions of organizational commitment (Colakoglu, Culha & Atay, 2010).

### **Affective Commitment**

Affective commitment is defined as an emotional attachment, feeling of belonging and involvement in the organization. Affective commitment is measured by the willingness of the individual to remain with organization. The affective commitment of an employee depends on the positive feelings of the employee towards the organization. Members who are determined at the affective level remain with the organization; because they anticipate their personal employment relationships in line with the organization's goals and values. Development of affective commitment involves identification and internalization (Meyer & Allen, 1984; Beck & Wilson, 2000; Tolentino, 2013; Altun, 2010; Güven, 2006). Affective commitment arises when employees fully own the goals and values of the organization. They are emotionally interested in the organization and feel personally responsible for the level of success of the institution. These individuals usually demonstrate high levels of performance, positive working attitudes and wish to stay with the organization. (Meyer & Allen, 1997).

Affective commitment happens as a result of the combination of the individual's work experience, perceptions, personal characteristics and the positive attitudes developing towards the organization (Mowday et al, 1982). According to Meyer & Allen (1997), affective commitment refers to an emotional orientation that shows individuals are identified with their organizations, are happy to be members of the organization, and are strongly committed to the organization. Affective commitment occurs when the identity of the individual is identified with the organization or the goals of the organization are directed towards the same direction with time (Varoğlu, 1993).

### **Continuance Commitment**

It is an organizational commitment dimension related to situations from which the cost of leaving organization is high or there is no other alternative. An individual committed to organization with continuance commitment feels commitment to need organization and his/her work. In such situations, the individual thinks that he has spent more time and effort so far and thinks it is necessary to continue with the organization (Erdem, 2007; Güven, 2006). Continuance commitment is based on the expenses that individual link towards leaving the organization (Meyer & Allen, 1991). Commitment relies on the benefits that the employee has obtained from the organization. With this kind of commitment, employees firstly decide to stay in organization not to lose the advantages such as income, social benefits and seniority (Tolentino, 2013).

Continuance commitment arises when individuals build their relationship with the organization on what they are gaining in exchange for their efforts and what would be lost if they were to leave (example, pay, benefits, associations). These individuals demonstrate their best performances only when they meet their expectations of the awards. (Meyer & Allen, 1997). Continuance commitment refers to the idea that an occupation will lose his gains such as status and money which he achieved by spending labor, time and effort that s/he has spent in the organization, in the event of separation from the organization (Yalçın & İplik, 2005).

### **Normative Commitment**

Normative commitment is defined as the feelings of obligation of an individual to stay in his/her organization (Meyer & Allen, 1991). On the other hand, the normative commitment is based on obligation and measured by the individual's feelings that s/he must remain with the organization. It is also a reflection of how well one's values and beliefs are in harmony with the core values of the organization (Tolentino, 2013). The employee must feel obliged to be committed to the organization and senses to remain in the organization as a moral imperative. As a principle, the individuals working in the organization dependently want to stay in the organization with the feeling of loyalty due to the possibilities and benefits that the organization has so far offered them (Güven, 2006; Karahan, 2008).

Normative commitment arises when individuals remain with an organization based on expected standards of behavior or social norms. Obedience, cautiousness, and formality are indispensable for these individuals. Research shows that they tend to exhibit the same attitudes and behaviors as those who have affective commitment. (Meyer & Allen, 1997). The level of normative commitment can vary according to differences in individual, family, social and cultural development of employees. Normative commitment can also be seen as a psychological agreement between individuals and organizations (Meyer & Allen, 1997).

### **Purpose of the Study**

The number of the studies on relationship between motivation, organizational commitment and job satisfaction has increased day by day in different areas. It is observed that there were not enough research studies on the trainee teachers in this sense. Especially research done in the local educational and small settlements is very limited. In order to raise the quality of education, the working conditions of the employees, especially the teachers must be improved. The improvement of these conditions depends on some theoretical and hypothetical processes. At the beginning of these processes are the concepts such as "work motivation, organizational commitment and job satisfaction" that can directly affect the performance of the trainee teachers. The intend of this research is to reveal the relationship between the trainee teachers' organizational commitment and job satisfaction. In this study, the answers to the following questions were searched.

1. Is there a relationship between trainee teachers' affective commitment and job satisfaction?
2. Is there a relationship between trainee teachers' normative commitment and job satisfaction?
3. Is there a relationship between trainee teachers' continuance commitment and job satisfaction?

### **Method**

This study, designed in the context of quantitative research approach, is based on correlational survey model. Correlational survey models are research models that aim to determine the covariance and grade among two or more variables (Karasar 2011: 81). Such researches try to answer questions such as "what, where, when, at what interval, at what level, how". The purpose of survey model is usually to draw a picture of the existing situation related to the research topic, and to depict. For this purpose, information in the survey models is usually gathered from a large group by using response options generally determined by researcher. (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2014: 177). Questionnaires were prepared by the researcher and distributed to the trainee teachers who have just started to work in the public schools. In the questionnaires, only sex was given as personal information. In this model, the relationship between job satisfaction and organizational commitment of trainee teachers were examined. The sample for this study consists of 170 trainee teachers working in Adilcevaz, Ahlat, Tatvan and Bitlis center in the 2015-2016 academic year. Data obtained through the questionnaire were analyzed using SPSS 24 for Windows program; the frequencies, percentages and means were calculated, t-Test, regression analysis techniques and inter- correlations were used to analyze data.

Firstly, the percentage distribution of participants by sex was determined. Accordingly, 50.6% of the participants were female and 49.4% were male teachers.

### Measurement Tools

In the present study, Job Satisfaction Questionnaire and Organizational Commitment Questionnaire scales were used as measurement tools. Organizational commitment scale and job satisfaction scale were developed as the Likert type scales. Both of the scales were transformed into five-point Likert scales.

*Minnesota Job Satisfaction Questionnaire:* It was developed by Weiss, Davis England and Lofquist (1967) to measure job satisfaction of teachers. Job satisfaction scale, used by Demirtaş and Kılıç (2016) a-12- item scale, was used in this study. The values of the goodness of fit of the scale are as follows. ( $\chi^2/df=2,23$ ; AGFI= ,876; CFI= ,911; GFI= ,914; NFI= ,852; RMSEA= ,079; SRMR= ,053; TLI= ,891). The 12 MJSQ-short version items are rated on a 5-point Likert scale (1: highly dissatisfied, 2: dissatisfied, 3: neutral, 4: satisfied and 5: highly satisfied). This scale has been used in many researches before and is also a well-known measure of excellent coefficient alpha.

*Organizational Commitment Questionnaire:* It was developed by Allen and Meyer (1993) as three subdimensions (affective, continuance and normative commitment) and adapted to Turkish by Vasti (2000). The scale consists of 18 items. Cronbach Alpha coefficients in the validity and reliability study performed by Wasti (2000) were 0.79 for Affective Commitment, 0.75 for Normative commitment and 0.58 for Continuance commitment. Meyer and Allen's organizational commitment scale was designed as a 5-point Likert scale; "1: strongly disagree", 2: disagree, 3: undecided, 4: agree and 5: strongly agree ". And four items are negative. These negative items must be scored in reverse. This scale was finally adapted to Turkish by Kurşunoğlu, Bakay and Tanrioğlu (2010). Each item has a five-point Likert-type evaluation system. In the study conducted by Kurşunoğlu et al. (2010), Cronbach alpha internal consistency coefficients for the internal consistency of the scale were calculated as: .79 for dimension of affective commitment, .62 for dimension of continuance commitment, and .74 for normative commitment dimension.

### Findings

The below table 1 below shows means and standard deviations of the trainee teachers' organizational commitment levels and job satisfaction.

Table 1. Descriptive Statistics of Organizational Commitment Dimensions and Job satisfaction

Items	N	Mean	SD
Affective Commitment	170	3.0392	.44237
Continuance Commitment	170	2.8451	.76292
Normative Commitment	170	3.1903	.58268
Job Satisfaction	170	3.5497	.73277

Table 1 shows that normative, affective and continuance commitment are important factors for the trainee teachers to be committed their organizations, and these dimensions of organizational commitment have moderate level on satisfaction of the trainee teachers. The job satisfaction perceptions of participants are ( $\bar{x}=3.5497$ ), the mean value of normative commitment is ( $\bar{x}=3.1903$ ), the mean value of affective commitment is ( $\bar{x}=3.0392$ ) and the mean value of continuance commitment is ( $\bar{x}=2,8451$ ). When the scores are examined, it is seen that the highest score belongs to job satisfaction and the lowest score belongs to continuance commitment. This result implies that the trainee teachers are highly satisfied in general point of view.

The below table 2 shows the relationship between the job satisfaction and the sub-dimensions of organizational commitment of the trainee teachers. The results were calculated by Pearson product -moment correlation coefficient and given in Table 2.

Table 2. The relationship between job satisfaction and organizational commitment of the trainee teachers.

	<b>Organizational Commitment</b>			
	Affective Commitment	Continuance Commitment	Normative Commitment	
<b>Job Satisfaction</b>	r	-0,092	-0,147	0,730**
	p	0,233	0,049	0,000

The results in Table 2 show the relationship exists between trainee teachers' job satisfaction levels and the sub-dimensions of organizational commitment. The results reveal a negative relationship between trainee teachers' job satisfaction and continuance commitment ( $r=-0,147$ ,  $p=0,049$ ). And there is a significant positive relationship between job satisfaction and normative commitment ( $r=0,730^{**}$ ,  $p=0,000$ ). A significant relationship between job satisfaction of trainee teachers and affective commitment sub-dimension of organizational commitment doesn't exist.

The below table 3 shows the results of the regression equation testing the effect of organizational commitment on job satisfaction of the trainee teachers.

Table 3. Regression Analysis of Organizational Commitment on Job Satisfaction

Independent Variables	The sub-dimensions of organizational commitment	R	R <sup>2</sup>	F	p	$\beta$	t	p
		Affective Commitment					0,020	0,363
	Continuance Commitment	0,737 <sup>a</sup>	0,543	65,479	0,000	-0,096	-2,124	0,043
	Normative Commitment					0,727	13,574	0,000

**Dependent Variable:** Job satisfaction of the trainee teachers

\*\* $p<0,01$

When the data regarding the teachers' perceptions of the sub-dimensions of organizational commitment to predict job satisfaction variable are examined, it appears that organizational commitment with its sub-dimensions contribute (54.3%) of the variance in the dependent variable of job satisfaction. While the levels of the sub-dimensions of organizational commitment are analyzed, it can be seen that normative and continuance commitment sub-dimensions of organizational commitment affect job satisfaction significantly, but affective commitment sub-dimension has no significant impact on job satisfaction.

The below table 4 shows that perceptions related job satisfaction and organizational commitment of the trainee teachers in terms of gender variable for t-test findings are presented in Table 4.

Table 4. The t test between organizational commitment sub-dimensions, job satisfaction and gender

Factors	Gender	N	Mean	Std.Dev.	t	p
Affective	Male	84	3,0754	.45434	1.054	.293
	Female	86	3.0039	.43006		
Continuance	Male	84	2.9089	.76635	-1.075	.284
	Female	86	2.7829	.75886		
Normative	Male	84	3.1650	.65244	.560	.576
	Female	86	3.2151	.50806		
Job Satisfaction	Male	84	3.4931	.75884	.997	.920
	Female	86	3.6051	.70642		

Table 4 shows that there is no significant difference between sub-dimensions of organizational commitment and job satisfaction statistically in terms of gender variable. In affective and continuance commitment male's scores are higher than female's even a little. On the other hand, in normative and job satisfaction dimensions female's scores are higher than male's scores.

To identify the relationship between trainee teachers' job satisfaction and organizational commitment, a correlation analysis was carried out, the results of which are presented in Table 5.

Table 5. Correlation analysis related all variables

	Job Satisfaction	Affective	Continuance	Normative
Job Satisfaction	1	.309**	-.127	.701**
Affective	.309**	1	.070	.245**
Continuance	-.127	.070	1	-.065
Normative	.701**	.245**	-.065	1
	.000	.000	.366	.398
	.000	.001	.398	.000

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

The above table demonstrates that there is a positive significant correlation between job satisfaction and affective commitment ( $r=.309$ ,  $p\text{-value} > 0.01$ ). The same correlation is valid between job satisfaction and normative commitment ( $r=.701$ ,  $p\text{-value} > 0.01$ ). There is a positive and significant relationship between affective commitment and normative commitment ( $r=.245$ ,  $p\text{-value} > 0.01$ ). There was no found a significant relationship between job satisfaction and continuance commitment.

## Discussion and Conclusion

In this study, job satisfaction perceptions of the trainee teachers ( $\bar{x}= 3,55$ ) are high. Similar results were obtained in the previous studies (Demirtaş, 2010; Erel, 2004; Güçlü & Zaman, 2011; Günbayı, 2000; Mahmutoğlu, 2007; Raza & Nawaz, 2011; Varlık, 2000). Job satisfaction is the first mean value ( $\bar{x}=3.5497$ ), normative is the second mean value ( $\bar{x}=3.1903$ ), affective is the third mean value ( $\bar{x}=3.0392$ ), and continuance is the fourth mean value ( $\bar{x}=2.8451$ ). This result implies that the trainee teachers are highly satisfied in general point of view. According to Demirtaş (2015), it is crucial to keep the trainee teachers' job satisfaction perceptions high or at least to prevent them from reducing. In this task, local authorities and school administrators should expend an energy.

According to the research findings, there is a negative relationship between job satisfaction of the teachers and continuance commitment but there is a significant positive relationship between job satisfaction and normative commitment. There is no a significant relationship between job satisfaction of teachers and affective commitment sub-dimension of organizational commitment. While the levels of the sub-dimensions of organizational commitment and job satisfaction are analyzed, it can be seen that normative and continuance commitment sub-dimensions of organizational commitment affect job satisfaction significantly, but affective commitment sub-dimension has no significant impact on job satisfaction. The findings indicate that organizational commitment positively influenced job satisfaction of the trainee teachers. The relationship between organizational commitment and job satisfaction is also highlighted in the literature. (Aydogdu & Asıkgil, 2011; Colakoglu, Culha & Atay, 2010; Demirtaş, 2010; Demirtaş, 2015; Güçlü & Zaman, 2011; Kurşunoğlu, Bakay & Tanrıoğen, 2010; Mahmutoğlu, 2007; Raza & Nawaz, 2011; Shibeika, 2016). Similar results were obtained in these previous studies. Aydogdu & Asıkgil (2011) reported a significant relationship between normative commitment and job satisfaction in their study. In this sense, this finding supports this current study in terms of normative commitment dimension. On the other hand, in the study conducted by Ahmad & Oranya (2010) no significant correlation between job satisfaction and continuance commitment was found. Thus, this result is similar to the result in the present study. According to the study conducted by Shibeika (2016), there is statistically significant positive relationship between job satisfaction and organizational commitment (affective, continuance and normative commitment) dimensions. Donald, Lucia & Victor (2016) indicated that there was a significant positive relationship between job satisfaction and affective commitment along with continuance commitment, but did not find a significant relationship between job satisfaction and normative commitment. All this shows that the relationship between job satisfaction and organizational commitment is a relative concept. This means that different results can be obtained depending on where the work is done and on the people to whom it is applied.

Perceptions of job satisfaction and organizational commitment do not vary significantly according to the variable of gender. Consequently, there is no significant difference between sub-dimensions of organizational commitment and job satisfaction statistically. In affective and continuance commitment males' scores are higher than females' to a little extent . On the other hand, in normative and job satisfaction dimensions, females' scores are higher than males' scores. The study, done by Demirtaş (2015), supports this current research in terms of gender variable. There was not a significant difference in terms of gender in his study.



The results of this study have been observed to be supported by a number of studies conducted on the relationship between teachers' job satisfaction and organizational commitment (Buluç, 2009; Demirtaş, 2010; Güçlü & Zaman, 2011; Karataş & Güleş, 2010; Özdayı, 1990). In these studies, it is stated that the correlation between teachers' job satisfaction and organizational commitment is moderate and / or high level. Demirtaş (2015) emphasized that there is a significant and positive correlation between organizational commitment and job satisfaction in his study. In a study conducted by Yücel and Bektaş (2012), it was determined that there had been a positive correlation between organizational commitment and job satisfaction. In this current study, the correlation analysis was made in order to identify a significant relationship between job satisfaction and organizational commitment. The analysis shows that job satisfaction is positively and significantly correlated with affective commitment. Also, job satisfaction is positively and significantly correlated with normative commitment. There is a positive and significant relationship between affective commitment and normative commitment. There was no found a significant relationship between job satisfaction and continuance commitment. As a result, it can be argued that organizational commitment and job satisfaction are related to each other. Lance (2006) emphasizes that many researchers deduced that there is a relationship between organizational commitment and job satisfaction and a middle to strong correlation is ascertained.

## References

- Ahmad, N., & Oranya, N. O. (2010). Empowerment, job satisfaction and organizational commitment: a comparative analysis of nurses working in Malaysia and England. *Journal of Nursing Management*, 18(5), 582-591.
- Allen N. J. & Meyer J.P. (1990). Organizational socialization tactics: A longitudinal analysis of links to newcomers commitment and role orientation. *Academy of Management Journal*, 33(4), 847-858.
- Allen, N.J., & Meyer, J.P. (1996). Affective, continuance, and normative commitment to the organization: an examination of construct validity. *Journal of Vocational Behavior*, 49(3), 252-276.
- Altun G. (2010). *Özel Eğitim Kurumlarında Çalışan Öğretmenlerin Örgütsel Güven Düzeyleri ile Örgütsel Bağlılıkları Arasındaki İlişkinin İncelenmesi [An Investigation of the Relationship Between Organizational Confidence Levels and Organizational Commitment of Teachers Working in Private Education Institutions]*. Unpublished Master Thesis. İstanbul: Marmara University, Institute of Educational Sciences.
- Armstrong, M. (2009). *Armstrong's handbook of human resource management practice* (11 ed.). London.
- Aydın, A., Sarıer, Y., & Şengül, U. (2011). The effect of gender on organizational commitment of teachers: A meta-analytic analysis. *Educational Sciences: Theory & Practice*, 11(2), 628-632.
- Aydogdu, S., & Asıkgil, B. (2011). An empirical study of the relationship among job satisfaction, organizational commitment and turnover intention. *International Review of Management and Marketing*, 1(3), 43-53.
- Balay, R. (2014). *Yönetici ve öğretmenlerde örgütsel bağlılık [Organizational commitment in principals and teachers]* (2nd Edition). Ankara: Pegem Akademi.
- Beck, K. & Wilson, C. (2000). Development of affective organizational commitment. A cross-sequential examination of change with tenure. *Journal of Vocational Behaviour*, 56,114–136.
- Beycioğlu, K., & Uslu, B. (2013). İlköğretim okulu öğretmenlerinin örgütsel bağlılıkları ile müdürlerin paylaşılan liderlik rolleri arasındaki ilişki [The relationship between organizational commitment of elementary school teachers and shared leadership roles of principals]. *The Journal of Education Faculty of Ondokuz Mayıs University*, 32(2), 323-345.
- Boehman, J. (2006). *Affective, continuance, and normative commitment among student affairs professionals*, Unpublished doctoral dissertation. Raleigh: North Carolina State University. (ProQuest Digital Dissertations).
- Buluç, B. (2009). Sınıf öğretmenlerinin algılarına göre okul müdürlerinin liderlik stilleri ile örgütsel bağlılık arasındaki ilişki [The relationship between leadership styles of school principals and organizational commitment according to perceptions of classroom teachers]. *Education Management in Theory and Practice*, 15(57), 5-34
- Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E., Karadeniz, Ş., & Demirel, F. (2014). *Bilimsel Araştırma Yöntemleri [Scientific Research Methods]* (18th Edition). Ankara: Pegem Akademi.
- Celep, C. (2000). *Eğitimde örgütsel adanma ve öğretmenler [Organizational commitment and teachers in education]*. Ankara: Anı Yayıncılık.
- Chow, I. H. S. (1994). Organizational commitment and career development of chinese managers in Hong Kong and Taiwan. *The International Journal of Career Management*, 6(4), 3-9.
- Colakoglu, U., Culha, O., & Atay, H. (2010). The effects of perceived organizational support on employees' affective outcomes: Evidence from the hotel industry. *Tourism and Hospitality Management*, 16(2), 125-150.

- Covey S. R. (1989). *The seven habits of highly effective people*. New York: Simon & Schuster.
- Çorbacı S. (2010). *İlköğretim okullarındaki performans yönetimi uygulamaları ile yönetici ve öğretmenlerin örgütsel bağlılıkları arasındaki ilişki [The relationship between performance management practices in elementary schools and organizational commitments of teachers and administrators]*. Unpublished Master Thesis. Sakarya: Sakarya University, Institute of Social Sciences.
- Davis, K. & Newstrom J. W.; (1989), *Human behavior at work: organizational behavior* (8th ed.). New York: McGraw Hill.
- Demirtaş, Z. (2010). Teachers' job satisfaction levels. *Procedia Social and Behavioral Sciences*, 9, 1069–1073.
- Demirtaş, Z.(2015). The relationship between job satisfaction and organizational commitment: a study on elementary schools. *Kastamonu Journal of Education*, 23(1), 253-268.
- Demirtaş, Z., & Kılıç, Y. (2016). Lise öğretmenlerinin örgütsel adalet ve iş doyum algıları arasındaki ilişki düzeyleri [The relationship levels between high school teachers' perceptions of organizational justice and job satisfaction]. *Dicle University Journal of Ziya Gökalp Education Faculty*, 28(2), 259-267.
- Dick, G. & Metcalfe, B. (2001). Managerial factors and organizational commitment: a comparative study of police officers and civilian staff. *The International Journal of Public Sector Management*, 14(2), 111-128.
- Donald, M. F, Lucia, M. E, & Victor, N. M. (2016). The relationship between job satisfaction and organizational commitment among academic staff members in a selected higher education institution. *WEI International Academic Conference Proceedings*, Vienna, Austria
- Erdem, R. (2007). Örgüt kültürü tipleri ile örgütsel bağlılık arasındaki ilişki: Elazığ il merkezindeki hastaneler üzerinde bir çalışma [The relationship between types of organizational culture and organizational commitment: a study on the hospitals in Elazığ city center]. *Osman Gazi University The Journal of I.I.B.F*, 2 (2), 63-79
- Erel, E. (2004). *The Job satisfactions of the branch teachers working at primary schools*. Unpublished Master's thesis. Ankara: Gazi University.
- Ersözlü, A. (2012). *Okul yöneticilerinin yönetsel güçlülük düzeylerinin öğretmenlerin örgütsel bağlılık, örgütsel vatandaşlık davranışları ve iş doyumuna etkisi [The effect of managerial resourcefulness of school administrators on organizational commitment, organizational citizenship behaviors and job satisfaction levels of teachers]*. Unpublished Doctoral Thesis. Elazığ: Fırat University, Institute of Educational Sciences.
- Evans, L. (2001). Delving Deeper into Morale, Job Satisfaction and Motivation among Education Professionals: Re- Examining the Leadership Dimension, *Educational Management and Administration*, 29,(3), 291-306.
- Greenberg, J. (2005). *Managing behavior in organizations* (4th ed.). Prentice-Hall, Englewood.
- Griswold, W. 1983. The devil's techniques: Cultural legitimation and social change. *American Sociological Review*, 48, 668–80.
- Gupta, M.& Gehlawat, M. (2013). A study of the correlates of organizational commitment among secondary school teachers. *Issues and Ideas in Education 1*, 59–71
- Güçlü, N. & Zaman, O. (2011). Alan dışından atanmış rehber öğretmenlerin iş doyumları ile örgütsel bağlılıkları arasındaki ilişki [The relationship between job satisfaction and organizational commitment of guided teachers who are assigned from outside the field]. *Turkish Journal of Educational Sciences*, 9(3), 541–576.
- Gül, H., & İnce, M. (2005). Yönetimde yeni bir paradigma: örgütsel bağlılık [A new paradigm in management: organizational commitment]. Konya: Çizgi.
- Güven M. (2006). *Örgütsel bağlılık ve örgütsel vatandaşlık davranışı arasındaki ilişki [The relationship between organizational commitment and organizational citizenship behavior]*. Unpublished Master Thesis. İstanbul: Marmara University, Institute of Social Sciences.
- İbicioğlu, H. (2000). Örgütsel bağlılıkta paradigmatik uyumun yeri [The place of paradigmatic alignment in organizational commitment]. *Dokuz Eylül University The Journal of E.A.S.F*, 158(1), 13-22.
- Karahan A. (2008). Hastanelerde liderlik ve örgütsel bağlılık arasındaki ilişkinin incelenmesi [An examination of the relationship between leadership and organizational commitment in hospitals]. *Journal of Social Sciences*, 10(1), 147-162.
- Karasar, N. (2011). *Bilimsel Araştırma Yöntemleri [Scientific Research Methods]*. Ankara: Nobel.
- Karakuş, M., & Aslan, B. (2009). Teachers' commitment focuses: A three-dimensional view. *Journal of Management Development*, 28(5), 425-438.
- Karataş, S. & Güleş, H. (2010). İlköğretim okulu öğretmenlerinin iş tatmini ile örgütsel bağlılığı arasındaki ilişki [The relationship between job satisfaction and organizational commitment of elementary school teachers]. *Usak University Journal of Social Sciences*, 3(2), 74-89.

- Kılıç, Y. (2013). *Lise öğretmenlerinin örgütsel adalet ve iş doyumunu algıları arasındaki ilişki [The relationship between perceptions of organizational justice and job satisfaction of the secondary school teachers]*. Unpublished Master Thesis. Elazığ: Fırat University, Institute of Educational Sciences.
- Koç H. (2009). Örgütsel bağlılık ve sadakat ilişkisi [Relationship between organizational commitment and loyalty]. *Journal of Electronic Social Sciences*, 8(28), 200-211.
- Kurşunoğlu, A., Bakay, E., & Tanrıöğen, A. (2010). İlköğretim okulu öğretmenlerinin örgütsel bağlılık düzeyleri [Organizational commitment levels of elementary school teachers]. *Pamukkale University Journal of Education Faculty*, 28(2), 101-115.
- Lance, C. E. (2006). Relations, commitment, and satisfaction in agency workers and permanent workers, *Emerald Employee Relations*, 28(2), 130-143
- Leong, C. S., Fumham, A., & Cooper, C. L. (1996). The moderating effect of organizational commitment on the occupational stress outcome relationship. *Human Relations*, 49, 1345-1363.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297 – 1349). Chicago: Rand McNally.
- Luthans, E. (1998). *Organizational Behavior*. New York: Irwin.
- Mahmutoğlu, A. (2007). *Job satisfaction and organizational commitment level at the central organization of the Ministry of National Education*. Unpublished PhD Thesis. Bolu: Abant İzzet Baysal University.
- Meyer, J.P. & Allen, N.J. (1984). Testing the "side-bet theory" of organizational commitment: Some methodological considerations. *Journal of Applied Psychology*, 69(3), 372-378.
- Meyer, J.P. & Allen, N. J., (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Meyer, J. & Allen, N.J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage Publications.
- Meyer, J. P. & Allen, N. J. (2004). *TCM employee commitment survey*. Academic Users Guide.
- Mowday, R.T., Steers, R.M., & Porter, L.W. (1982). *Employee-organizational linkages: The psychology of commitment, turnover, and absenteeism*. New York: Academic Press.
- Özdayı, N. (1990). *Resmi ve özel liselerde çalışan öğretmenlerin iş tatmini ve iş streslerinin karşılaştırılması analizi [A comparative analysis of job satisfaction and work stress of teachers working in formal and private high school]*. Unpublished PhD thesis. İstanbul: İstanbul University.
- Raza, M.A. & Nawaz, M.M. (2011). Impact of job enrichment on employees' job satisfaction, motivation and organizational commitment: evidence from public sector of Pakistan. *European Journal of Social Sciences*, 23(2), 220-226.
- Robbins, S. (1998). *Organizational behavior: Contexts, controversies, applications*. Prentice - Hall, USA.
- Sari, R. F., Siburian, T. A., & Wau, Y. (2017). The effect of work discipline, job satisfaction and work motivation towards teacher organizational commitment in smp negeri of medan kota district, IOSR. *Journal of Research & Method in Education*, 7(5), 45-54.
- Seyhan, H. G. (2015). Kimya öğretmenlerinin iş doyumları, öz-yeterlik algıları, örgütsel bağlılıkları ve iş streslerinin çeşitli değişkenler açısından incelenmesi [Investigation of job satisfaction, self-efficacy perceptions, organizational commitment and job stress of chemistry teachers in terms of various variables]. *Turkish Journal of Education*, 4(2), 41-60.
- Shibeika, A. M. (2016). *The impact of job satisfaction on facet of organizational commitment (affective, continuance and normative commitment): A study of banking sector employees of sudan*. IJARIE-ISSN(O)-2395-4396
- Solmuş, T. (2004). İş yaşamında duygular ve kişiler arası ilişkiler [The emotions in business life and relationships between individuals]. İstanbul: Beta.
- Tolentino, R.C. (2013). Organizational commitment and job performance of the academic and administrative personnel. *International Journal of Information Technology and Business Management*, 15(1), 51-59.
- Turner, B.A., & Chelladurai, P. (2005). Organizational and occupational commitment, intention to leave, and perceived performance of intercollegiate coaches. *Journal of Sport Management*, 19(2), 193-211.
- Varoğlu, D. (1993). *Kamu sektörü çalışanlarının işlerine ve kuruluşlarına karşı tutumları, bağlılıkları ve değerleri [Attitudes, commitments and values of public sector employees towards their businesses and organizations]*. Unpublished Master Thesis. Ankara: Ankara University, Institute of Sciences.
- Wasti, A. (2000). Meyer ve Allen üç boyutlu örgütsel bağlılık ölçeğinin geçerlilik ve güvenilirlik analizi [The analysis of the validity and reliability of Meyer and Allen three-dimensional scale of organizational commitment]. *8th National Management and Organization Congress Congress Book (401-410)*. Kayseri: Erciyes University Faculty of Economics and Administrative Sciences.
- Weiss, D.J., Davis, R.V., England, G.U. & Loftquist, L.H. (1967). *Manuel for the minnesota satisfaction questionnaire Minnesota studies in locational rehabilitation*. XXII, Minneapolis University of Minnesota, Industrial Relations Center, Word Addestment Project.

- Wiener Y. (1982). Commitment in Organizations: A Normative View. *Academy of Management Review*, 7(3), 418-428.
- Yalçın, A. & İplik, F. N. (2005). Beş yıldızlı otellerde çalışanların demografik özellikleri ile örgütsel bağlılıkları arasındaki ilişkiyi belirlemeye yönelik bir araştırma: Adana ili örneği [A research on determining the relationship between the demographic characteristics and organizational commitment of employees working in five star hotels: The case of Adana province]. *Cukurova University Journal of Social Science Institute*, 14(1), 395-412.
- Yücel, İ an& Bektas, Ç. (2012) Job satisfaction, organizational commitment and demographic characteristics among teachers in Turkey: younger is better? *Procedia - Social and Behavioral Sciences*, 46, 1598–1608