

**FACTORS AFFECTING TEACHERS' ORGANIZATIONAL COMMITMENT AND
SUGGESTIONS FOR SOLUTIONS**

**ÖĞRETMENLERİN ÖRGÜTSEL BAĞLILIKLARINI ETKİLEYEN FAKTÖRLER VE
ÇÖZÜM ÖNERİLERİ**

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ABSTRACT

In the research, it is aimed to explain the organizational commitment in a comprehensive way and to offer solutions for the factors affecting the organizational commitment of teachers. For this purpose, the concept of organizational commitment is defined, the factors affecting the concept of organizational commitment, the level of organizational commitment and symptoms related to organizational commitment, dimensions of organizational commitment and results and current studies on the subject are included.

The high organizational commitment of the employees provides a more permanent and more reliable working environment. In addition, it can be said that high organizational commitment positively affects various variables such as performance, job satisfaction, organizational citizenship, organizational climate and organizational justice. It has been understood from the studies in the literature that this effect is positive. Therefore, it is necessary to carry out works and procedures that will keep the organizational commitment of the employees high in the communities that are defined as organizations. This situation can be realized by providing important factors such as qualified managers, a positive organizational climate, creating a learning organizational environment, organizational trust and organizational justice in the organizational environment.

When the literature is examined, it is understood that the leadership styles exhibited by school principals affect teachers' organizational commitment. This effect is positive in terms of leadership styles that include positive behaviors such as instructional leadership, visionary leadership, charismatic leadership, and transformational leadership. However, it is negative in terms of leadership styles that include negative behaviors such as narcissistic and toxic leadership. Considering this situation, it can be suggested that school principals adopt any leadership style that they think is positive for the school or that will increase teachers' commitment to the school.

Keywords: Organization, Organizational Commitment, Teacher, School

ÖZET

Yapılan arařtırmada örgütsel baėlılık konusunu kapsamlı bir řekilde açıklayarak öğretmenlerin örgütsel baėlılıklarını etkileyen faktörlere yönelik çözüm önerileri sunmak amaçlanmıştır. Bu amaç doğrultusunda örgütsel baėlılık kavramı tanımlanmış, örgütsel baėlılık kavramına etki eden unsurlar, örgütsel baėlılık düzeyi ve örgütsel baėlılığa ilişkin belirtiler, örgütsel baėlılığın boyutları ve sonuçlar ile konu hakkında güncel çalışmalarına yer verilmiştir.

Çalışanların örgütsel baėlılıklarının yüksek olması daha kalıcı ve daha güvenilir bir çalışma ortamı sağlamaktadır. Ayrıca örgütsel baėlılığın yüksek olması, performansı, iş tatminini, örgütsel vatandaşlık, örgüt iklimi, örgütsel adalet gibi çeşitli değişkenleri olumlu yönde etkilemekte olduğu söylenebilir. Bu etkinin pozitif yönlü olduğu alanyazındaki çalışmalardan anlaşılmıştır. Bu yüzden örgüt olarak nitelendirilen topluluklarda çalışanların örgütsel baėlılığını yüksek tutacak iş ve işlemlerin yapılması gereklidir. Bu durum nitelikli yöneticiler, pozitif bir örgüt iklimi, öğrenen bir örgüt ortamı oluşturma, örgütsel güven ve örgütsel adalet gibi önemli faktörlerin örgüt ortamında tam olarak sağlanması ile gerçekleşebilir.

Alanyazın incelendiğinde okul müdürlerinin sergilemiş olduğu liderlik tarzlarının öğretmenlerin örgütsel baėlılığına etki ettiği anlaşılmaktadır. Bu etki öğretimsel liderlik, vizyoner liderlik, karizmatik liderlik, dönüřümcü liderlik gibi pozitif davranışları içeren liderlik tarzları açısından olumlu olmaktadır. Fakat narsist, toksik liderlik gibi negatif davranışları içeren liderlik tarzları açısından olumsuz olmaktadır. Okul müdürleri bu durumu dikkate alarak okul için olumlu olduğunu düşündükleri veya öğretmenlerin okula baėlılıklarını arttıracak hangi liderlik tarzı varsa o liderlik tarzını benimsemeleri önerilebilir.

Anahtar Kelimeler: Örgüt, Örgütsel Baėlılık, Öğretmen, Okul.

1. INTRODUCTION

Örgütsel baėlılık, çalışanların görev yaptığı örgütün hedeflerini içselleştirmesi ve o örgütteki varlığını sürdürmeyi arzulamasıdır. Örgütsel baėlılık bunun yanında çalışanların örgütlerine veya işverenine karşı göstermiş olduğu sadakat ile baėlılığı ve örgütün başarıya ulaşması için sergilemiş olduğu gayrettir. Çalışanların üyesi oldukları veya çalıştıkları örgüte olan baėlılıklarının yüksek düzeyde olması, uzun süre örgütte bulunma, işten ayrılma arzusunda azalma, sınırlı iş gören devir hızı ve iş tatmini yüksekliği (Şahin, 2007) gibi olumlu sonuçları doğurduğu söylenebilir.

Örgütlerin varlıklarını sürdürmelerinin temel değişkenlerinden biri örgütsel baėlılık duygusudur. Çünkü örgütsel baėlılığa sahip çalışanların uyumları daha yüksek, işten aldıkları memnuniyet/doyum daha fazla, üretkenlikleri daha yüksek, sadakatleri daha ileri derecede, sorumluluk duyguları daha yüksekte ve maliyet açısından örgüte daha az maliyet oluşturmaktadırlar (Balcı, 2003).

Örgütsel baėlılıkla alakalı alanyazın incelendiğinde arařtırmacıların çalışanların baėlılık durumlarına, örgütün çıkarlarını koruma arzusu ve örgütsel amaçlara, örgütün ihtiyaç duyduğu veya beklediği biçimde davranış sergileme konularına yoğunlaştıkları görülmektedir. Örgütsel baėlılık konusunda arařtırma yapan birtakım arařtırmacılar, çalışanların örgütün çeşitli birim ve unsurlarına olan baėlılığı örgütsel baėlılık olarak nitelendirmişlerdir (Balay, 2000).

Yapılan arařtırmada örgütsel baėlılık konusunu kapsamlı bir řekilde açıklayarak öğretmenlerin örgütsel baėlılıklarını etkileyen faktörlere yönelik çözüm önerileri sunmak amaçlanmıştır. Bu amaç doğrultusunda örgütsel baėlılığın tanımına, etki eden unsurlara, düzeyine ve baėlılığa ilişkin belirtilere, örgütsel baėlılığın boyutlarına ve sonuçlar ile konu hakkında güncel çalışmalara arařtırma sürecinde yer verilmiştir.

2. ORGANIZATIONAL COMMITMENT

2.1. Concept of Organizational Commitment

The desire of employees to stay in the organization, commitment to the values and goals of the organization, creating an environment for their fulfillment, serving with a sense of loyalty, showing selfless behavior within the organization, the feeling and attitude of dedicating oneself to the organization are defined as organizational commitment (Çöl and Avunduk, 2019). Apart from this definition, organizational commitment is defined by Bayram (2015) as the feeling that allows employees to show loyalty to the organizations they are affiliated with, together with the sum of their moral values, and to make sacrifices for their organizations when necessary.

Employees' compliance with the vision, mission, goals, objectives and strategies of their organizations and their ability to perceive and accept the expressed situations and to adapt to the situation created logically are parts of organizational commitment. In this context, organizational commitment, which occurs on a voluntary basis, includes all spiritual approaches that enable employees to achieve more than their high performance (Durna and Eren, 2005).

As a result, when evaluated in the context of the research conducted, it can be said that a teacher who shows organizational commitment behaviors has a strong bond towards the school where he works. In addition, a teacher's display of organizational commitment behavior is expected to positively affect his/her performance at school and in the classroom, as well as to provide positive support to the quality of the service provided by the school.

2.2. Factors Affecting Organizational Commitment

2.2.1. Trust in the Organization

Although it is foreseen that employees think largely on the basis of the earnings they can earn, the feeling of mutual trust is of great importance in terms of acting focused on their work and being able to offer them in return for the opportunities their businesses provide them. It is a natural behavior for working individuals to devote themselves to their duties and act responsibly, who realize the self-confidence of the business management and, in turn, think that the practices of the business provide an opportunity for the formation of confidence for themselves. When evaluated in this context, organizational trust provides an indication that employees will receive the reward they deserve for the performance they create, and enables them to fulfill whatever is needed for their business without expecting any reward when the time comes (Demirel, 2008).

2.2.2. Management Style of the Organization

No matter how effectively the businesses in which employees are employed respond to their employees' expectations, the management style adopted by the business and its practices have a positive or negative impact on employee loyalty. Therefore, the content of the management approach of the enterprises and the response of the employees to it are important in terms of whether the management style of the organization can be applied or accepted by the employees (Özdevecioğlu, 2003).

When evaluated in the context of the study, it can be said that the school management style of the school principals is among the factors affecting the organizational commitment of teachers. As a matter of fact, it can be said that the positive management exhibited by the school principal may cause an increase in organizational commitment, as it will affect the positive emotions of teachers and other stakeholders of the school.

2.2.3. Organizational Justice

Although many points regarding the working system of an organization have been fully clarified, one of the most important issues that should be taken into consideration for employees is the importance of fair attitudes of the management of a business in the implementation process. The consistency and fairness that businesses display towards their employees, both in terms of discourse and practice, will also enable businesses to create positive perceptions among their employees. For this reason, businesses have to clearly prove themselves in terms of organizational justice if they wish to create a community of employees who have close relationships with them and thus have attitudes of loyalty. The opposite situation may create a situation in which working individuals will be concerned about their businesses and their systems (Ulukapı and Bedük, 2014).

2.2.4. Leadership

Great importance is given to the leader and leadership behavior as a binding factor in terms of the quality of communication between businesses and their employees, and especially in terms of encouraging employees. The support that leaders provide and the level of management, guidance and development skills they have affect the increase or decrease of employees' feelings of trust, love and commitment to their businesses. As long as leaders' attitudes and behaviors continue in a positive direction, the likelihood that employees' feelings of organizational commitment to their businesses will become strong and permanent increases. Organizational commitment also triggers the development of many positive behaviors (Karahana, 2008).

2.3. Organizational Commitment Levels

2.3.1. Low Level Commitment

Low level of commitment is not a desired situation for businesses; it can be said that there are major problems in businesses where this type of commitment exists. Employees' expectations are not met in the business, a safe climate is not present in the business, or they do not feel like they are in a safe environment, and businesses react negatively to employees' expectations, causing low-level commitment to occur (Balay, 2000).

Employees with low levels of commitment carry the risk of leaving their positions within the company momentarily. When evaluated in the context of the study, it can be seen that the teachers in the school have a low level of organizational commitment, and although they continue to attend the school, they do not carry out the educational processes as willingly as desired or do not take responsibility in situations where responsibility should be taken within the school.

2.3.2. Middle Level Commitment

Medium level commitment occurs as a result of the employee's indecision between taking responsibility for the functioning of the organization and not taking responsibility, or as a result of the reflection of the current situation. Employees with this level of commitment are satisfied with the opportunities provided to them by the organization they work for or are a member of, try to be happy with these opportunities, and strive to do something for the organization they are a member of (Bayram, 2005).

It can be said that employees with a medium level of commitment have a low risk of leaving their positions within the company unless attractive offers come. When evaluated in the context of the study, it can be said that teachers at the school have a moderate level of organizational commitment and are at risk of leaving the school, even though they benefit from the opportunities offered by the school and are happy with these opportunities. If this risk occurs in a hard-working,

productive, high-performing teacher in the school context, it may create problems for school administrations. Therefore, the factors that negatively affect the organizational commitment of teachers with such risks should be determined and either eliminated or minimized as much as possible.

2.3.3. High Level of Commitment

A high level of commitment is a desired and highly desired condition for business management. It can be claimed that there is a good degree of communication and harmony in businesses where this type of commitment is dominant. Employees with a high level of organizational commitment continue their activities in harmony in their businesses and provide maximum benefit to their businesses. In particular, they are expected to see the company's profits above their own earnings, to have a high sense of responsibility, to work devotedly and to work with high performance (Doğan and Kılıç, 2007).

It can be said that employees with high levels of commitment have almost no risk of leaving their positions within the company. When evaluated in the context of the study, the high level of organizational commitment of teachers at the school enables them to benefit from the opportunities the school offers them and to be happy with these opportunities. In addition, it can be said that teachers who take responsibility for the operation of the school and contribute to students and the school outside of their duties are teachers with high organizational commitment.

2.4. Signs of Organizational Commitment

2.4.1. Sense of Adoption

Among the important and effective signs in terms of knowing organizational commitment is the extent to which employees embrace the businesses they work for. Accordingly, employees adopt the practices, thoughts, statements and strategies of the enterprises put forward by the management at a high level, as long as there is a sense of organizational commitment. Within the scope of this process, it ensures that the employees adopt the business in a qualified manner, as well as displaying a process-related adoption. In this process, employees constantly provide support to ensure that the operation of their businesses and production are not interrupted. In addition, regardless of their expectations, employees integrate their own expectations with those put forward by their businesses and thus show the existence of their organizational commitment (İnce and Gül, 2005).

2.4.2. Sacrifice

An employee who makes sacrifices shows signs in terms of the level of organizational commitment. If an employee can afford to make sacrifices for his organization, it can be said that a negative opinion cannot be presented about this employee's organizational commitment. Regardless of the benefits of the process (positive or negative), employees, under the influence of their feelings of organizational commitment, feel a maximum desire and sense of sacrifice to ensure that the process brings more returns to the businesses they work for. Self-sacrifice, along with taking and assuming responsibility, results in the behavior of the employee putting his individual interests before the interests of the organization (İnce and Gül, 2005).

2.4.3. Identification

The existence of organizational commitment can be noticed by the positive image of the employees and the company they are affiliated with in the public opinion. In this way, as their businesses become successful and are evaluated positively by the public, employees see themselves as a part of this process and identify themselves with their businesses. In this identification, individuals consider themselves in the same league with the organizational identity, but this situation emerges with the positive performance of the enterprise. Over time, employees gain a place for themselves in the process and act affiliated with their organizations (Başyigit, 2006).

2.4.4. Internalization

Among the signs of the existence of organizational commitment, perhaps the highest level is internalization, and the fact that working individuals have made almost everything related to their businesses a part of their own lives over time shows that they have extremely strong feelings about organizational commitment. Over time, working individuals turn into strong, protective-spirited individuals who protect their businesses, defend them, oppose criticism against them, and do their best to make them known in a positive way (Ince and Gül, 2005).

2.5. Organizational Commitment Dimensions

Meyer and Allen (1997; cited in Sabuncuoğlu, 2007) stated that organizational commitment has three different dimensions called emotional, continuance and normative commitment.

2.5.1. Emotional Commitment

Since an emotionally committed employee thinks of himself as a part of the organization he is a member of, the organization he is a member of is of great importance to him. An employee who has this idea maintains his/her loyalty to his/her organization and also maintains his/her satisfaction with this situation. The most important feature of employees with high emotional commitment is their continuity in the organizations of which they are members. Because their desire to continue their membership is high (Çöl and Ardıç, 2008). Due to all these situations, employees with a high level of emotional commitment are the most desired people to be in organizations, and it is the emotion that is most desired to be imparted to employees by employers or organization managers in organizations (Meyer and Allen, 1997; cited in Uyguç and Çımrın, 2004).

Research reveals that emotional commitment is associated with various variables in organizations. One of the studies supporting this view was conducted by Kiral (2020). As a result of his analysis, the researcher determined a significant and positive relationship between communication and emotional commitment. In addition, the researcher determined that the emotional commitment of teachers with high professional seniority was higher than those with low seniority. In their research, Samancıoğlu, Bağlibel and Erwin (2020) found that the leadership styles of school administrators are related to the emotional commitment of teachers, as in other types of commitment, and that the distributed leadership characteristics exhibited by school administrators positively affect the emotional commitment of teachers. Similarly, Koşar and Pehlivan (2020) determined in their research that the strategies preferred by school administrators in school management processes have a positive impact on teachers' emotional commitment.

As a result, in the context of the research conducted, it is understood that a teacher is affected by the communication aspect, the leadership style or management strategy exhibited by the school administrator, and that this effect is positive compared to the positivity of the behavior exhibited in emotional commitment. In addition, it can be said that variables such as the climate

within the school, administrators' valuing of teachers, relationships between teachers, and parents' attitudes are factors that affect teachers' emotional commitment.

2.5.2. Continued Commitment

Zhang, Su and Zhou (2013) state that members' beliefs about the areas they will benefit from and their belief that these benefits cannot be offered elsewhere bind them to their existence, and in this case, create continuation commitment. According to another view on this issue, employees become attached to the organization with a sense of loyalty and continue to be in the organization because they need to be in the organization (Meyer and Allen, 1991; cited in Doğan and Kılıç, 2007).

Research reveals that continuance commitment is related to various variables in organizations. One of the studies supporting this view was conducted by Özdemir and Arık (2018). Researchers have determined that the supportive attitudes and behaviors of school principals are effective on teachers' attendance commitment. Balçık and Ordu (2019) determined in their research that psychological empowerment increases continuance commitment. McInerney, Ganotice, King, Marsh, and Morin (2015) also found in their study that teachers with low continuation commitment levels were more likely to leave school.

As a result, in the context of the research conducted, it can be said that a teacher's comfort in the school where he works, the opportunities he can access, in short, the many variables that make the school indispensable for him, increase his attendance commitment. If we assume the opposite is true, a teacher working with many difficulties and not having a situation that makes the school attractive for him/her may reduce the teacher's commitment to attendance.

2.5.3. Normative Commitment

The fact that employees consider themselves committed to the organization they are a member of because of their moral sense of duty and their belief that they should not leave the organization is expressed as normative commitment (Meyer and Allen, 1997; cited in Ada, Alver and Atlı, 2008). In this type of commitment, employees reflect their sense of responsibility for continuing to stay in the organization. For this reason, employees with a good level of normative commitment continue to work knowing that it is right and moral to be in the organization they are members of (Meyer and Allen, 1997; cited in Doğan and Kılıç, 2007).

Research reveals that normative commitment is associated with various variables in organizations. One of the studies supporting this view was conducted by Yılmaz and Kılıç (2017). In their study, researchers determined that teachers' normative commitment was significantly and positively related to job satisfaction. In another study, Gül and Erdener (2018) determined that the normative commitment of teachers differed significantly in the context of the branch they work in, that is, the branch of the teachers affected the level of normative commitment. Memişoğlu and Kalay (2017) determined that there was a significant relationship between teachers' normative commitment levels and motivation. As a result, it can be said that teachers' normative commitment is related to variables such as job satisfaction and motivation, or that there are changes in teachers' behaviors such as job satisfaction and motivation as a result of normative commitment.

2.6. Consequences of Organizational Commitment

Research on organizational commitment, which affects the behavior of individuals working in line with the goals of the organization and supports increasing productivity in the organization, shows that people with a high level of organizational commitment are in a better situation in terms

of productivity and act with a sense of responsibility within the organization, in short, they have a positive impact on organizational performance. (Sürücü and Maşlakçı, 2018) can be said.

There are various studies in the literature on the relationship between organizational commitment and employee performance. Among these studies, Suliman and Iles' (2000) study found that there is a significant relationship between organizational commitment and employee performance and that this relationship is positive. On the basis of dimensions, it was determined that there was a strong relationship between employee performance and the emotional commitment dimension of organizational commitment, while a moderate relationship was found between normative and continuance commitment.

In the research conducted by Gupta et al. (1998; cited in Çetin, 2004) on the relationship between organizational commitment and employee performance, it was determined that there was a significant relationship between commitment and performance and that this relationship was positive. Research clearly reveals that there is a significant positive relationship between organizational commitment and employee performance. However, each employee's level of commitment is reflected in the work environment in various ways. To give an example, an employee with high emotional commitment may go beyond the responsibility he/she should take and take more responsibility for his/her organization. It does this to achieve the goals of the organization. To give another example, the organizational performance of an employee who exhibits high levels of organizational commitment and continuance commitment behaviors may be lower than other employees. Employees with this type of commitment have a low sense of responsibility and only fulfill the requirements of their position.

The behaviors exhibited by managers in organizations may result in the organizational commitment of employees. Failure of managers to evaluate their employees according to objective criteria decreases the confidence of employees and causes a decrease in their commitment to the organization of which they are a member. When the manager makes a multifaceted evaluation that includes colleagues, subordinates and customers, or makes an evaluation based on objective criteria, the confidence of the employees increases and their commitment to the organization they are a member of increases (Gümüştekin, Özler and Yılmaz, 2010).

Organizational efficiency and effectiveness level is directly related to employee engagement. As employees' commitment to the organization of which they are a member increases, there are changes in behaviors such as a decrease in the behavior of coming to work late, an increase in the likelihood of showing positive behaviors, a decrease in the intention to leave the job, an increase in attendance at work, and arriving at the workplace late (Uygur, 2009). When individuals with high organizational commitment are evaluated in the context of educational institutions, a decrease in teachers' abandonment of their duties, a decrease in their behavior of coming to class late, a decrease in the number of days absent from school, in other words, a decrease in their absenteeism can be observed. It can be said that the display of such behaviors by teachers will make significant contributions to the success of the school they are members of.

Intention to leave is related to employees' satisfaction with their job. What is valuable at this point is to ensure that employees feel rewarded for what they have done for the organization they are members of (Erol, 1998). Individuals may show withdrawal behaviors when they do not receive or think that they will not be rewarded for what they do for the organization. To give an example of this situation in the context of educational institutions, when the sacrifices a teacher makes for his students, the school and other stakeholders of the school, or the extra-duty responsibilities he takes are not appreciated by the school administration or other stakeholders of the school, negative changes in the teacher's behavior may occur after a certain time. This negativity can be seen as the teacher only exhibiting the behaviors that are his duty, or it can be seen as being insensitive to in-school activities.

Labor turnover rate is closely related to the employee's intention to quit the job voluntarily and the individual's commitment to the organization. Employees with high levels of commitment decide to leave their jobs less often than employees with lower levels of commitment to the organization. When it is accepted that there is a relationship between labor turnover and commitment, it is concluded that low organizational commitment negatively affects the labor turnover rate (Keleş, 2006).

2.7. Studies on Organizational Commitment

The study conducted by Admıř et al. (2021) aimed to determine the relationship between teachers' organizational commitment and the organizational power resources used by administrators. 263 teachers working in Sur district of Diyarbakır were included in the research in which the relational screening model was preferred. Research data were collected through organizational power and commitment scales. In the study, it was determined that teachers' organizational commitment levels were above average. In addition, it was determined in the study that there was a significant relationship between the organizational power sources used by administrators and teachers' organizational commitment.

In the research conducted by Battal and Demirtař (2021), it was aimed to determine the level of organizational commitment of psychological counselors and counselors according to the variables of the program graduated from, seniority, type of staff, number of teachers in the school where they work, and type of school where they work. 152 teachers working in various districts in Diyarbakır were included in the research in which the causal comparison model was preferred. Research data were collected with the organizational commitment scale for teachers. In the study, it was determined that the organizational commitment of the participants showed significant differences according to professional seniority. According to the determined significant difference, it was determined that the organizational commitment of teachers with higher professional seniority was significantly higher than that of teachers with lower seniority. In the study, it was determined that the organizational commitment of the participants showed significant differences according to the staff type variable. It was determined that the significant difference was in favor of permanent teachers. According to this result, it can be said that whether teachers work as permanent or contracted employees affects their organizational commitment.

The research conducted by Çaęlar and Çınar (2021) aimed to determine whether the communication competencies of school principals have an effect on teachers' organizational commitment. 341 teachers actively working in Adıyaman were included in the research in which the relational scanning model was preferred. Research data were collected through communication skills and organizational commitment scales. In the study, it was determined that teachers' organizational commitments showed a significant difference according to school type, and the significant difference was between teachers in primary schools and teachers in secondary schools. According to these results, it was determined that the organizational commitment of teachers working in primary schools was higher. In the study, it was determined that there was a significant difference between teachers' organizational commitments according to their professional seniority. In the study, it was determined that teachers with higher professional seniority had higher organizational commitment.

The research conducted by Karapınar and Hatipoęlu (2021) aimed to determine whether teachers' perception of job security has an effect on the organizational commitment and performance of teachers working in private schools. 163 teachers working in various private schools in Istanbul were included in the research, in which quantitative research approaches were adopted. Research data were collected through job security, employee performance and organizational commitment scales for teachers in the institution. In the study, it was determined that teachers'

perceptions of job security had a positive effect on their organizational commitment and job performance.

In the research conducted by Özgenel, Parlar, Ataç, Ataç and Ataç (2021), it was aimed to determine the fear created by the Covid-19 process in teachers and the relationship between this fear and organizational commitment. 403 teachers actively working in Istanbul were included in the research in which the relational screening model was preferred. Research data was collected through coronavirus fear and organizational commitment scales. The study determined that there was a significant relationship between teachers' fear of coronavirus and their organizational commitment. According to the determined significant relationship, as teachers' fears of coronavirus increase, their level of organizational commitment decreases. According to this result, it can be said that the direction of the relationship between teachers' fear of coronavirus and their organizational commitment is negative.

3. RESULT AND SUGGESTIONS

The aim of the research is to explain the issue of organizational commitment comprehensively and to offer solution suggestions for the factors affecting teachers' organizational commitment. For this purpose, the literature was examined and various results were reached.

Ensuring that teachers feel emotionally belonging to the school and following policies in this direction will enable teachers to strive to represent their schools in the best possible way and to protect their schools alongside others, even though they are not among the duties they are required to perform. In other words, the school should increase teachers' emotional commitment to the school.

A sustainable working environment can be provided in environments where organizational commitment is high, as well as a working environment where mutual trust prevails. In addition, it can be said that high organizational commitment positively affects various variables such as performance, job satisfaction, organizational citizenship, organizational climate and organizational justice. It has been understood from the studies in the literature that this effect is positive. Therefore, in communities defined as organizations, it is necessary to carry out tasks and procedures that will keep the organizational commitment of employees high. This can be achieved by fully ensuring important factors such as qualified managers, a positive organizational climate, creating a learning organizational environment, organizational trust and organizational justice in the organizational environment.

School principals are considered the leaders of a school. Therefore, school principals, as leaders, must make ethically correct decisions. If ethically correct decisions are not made or teachers do not believe that the decision is ethically correct, teachers' commitment to the school will weaken. Therefore, if school principals want to increase teachers' commitment to the school, they should make decisions in accordance with ethical rules by paying attention to social values such as integrity, honesty and loyalty.

When the literature on organizational commitment is examined within the scope of the research, it is concluded that teachers in the school have a low level of organizational commitment, although they continue to attend school, they do not carry out the educational processes as willingly as desired or do not take responsibility in situations where responsibility should be taken within the school. It has been concluded that teachers at the school have a moderate level of organizational commitment and are at risk of leaving the school, even though they benefit from the opportunities offered by the school and are happy with these opportunities. This risk, when experienced by a hard-working, productive, high-performing teacher in the context of a school, creates problems for school administrations; therefore, the factors that negatively affect the organizational commitment of teachers with such risks should be determined and either eliminated or minimized as much as

possible. It has been determined that teachers' high level of organizational commitment enables them to benefit from the opportunities offered by the school and to be happy with these opportunities. In addition, it is understood from the literature review that teachers who take responsibility for the operation of the school and contribute to students and the school outside of their duties are teachers with high organizational commitment.

Research on organizational commitment, which affects the behavior of teachers working in line with the school's goals and supports increasing productivity in the school, shows that teachers with a high level of organizational commitment are in a better situation in terms of productivity and act with a sense of responsibility within the school, in short, they have a positive impact on the success of the school.

There are various studies in the literature on the relationship between organizational commitment and employee performance. When these studies were evaluated, it was determined that there was a significant relationship between organizational commitment and employee performance and that this relationship was positive.

The behaviors exhibited by administrators in schools result in the organizational commitment of teachers. Failure of school administrators to evaluate their teachers according to objective criteria reduces teachers' confidence and causes a decrease in their commitment to the school. When the school administrator evaluates the teachers according to objective criteria, it can be said that the teachers' confidence in the school and themselves increases, as well as their commitment to the school increases.

The study concluded that the efficiency and effectiveness level of the school is directly related to the commitment of teachers. As teachers' commitment to school increases, there are changes in behavior such as a decrease in the behavior of coming to school or class late, an increase in the likelihood of showing positive behavior, a decrease in the intention to leave school or the profession, an increase in school attendance, and coming to school late. It can be said that showing such behaviors by teachers will make significant contributions to the success of the school.

Öğretmenler okul için yaptıklarının karşılığını almadıklarında veya alamayacaklarını düşündüklerinde geri çekilme davranışları gösterebilirler. Bir öğretmenin öğrencileri, okul ve okulun diğer paydaşları için yaptığı fedakârlıklar veya almış olduğu görev dışı sorumluluklar okul yönetimlerinde veya okulun diğer paydaşlarında takdir görülmediğinde belli bir zaman sonra öğretmenin davranışların olumsuz yönde değişiklikler görülebilir. Bu olumsuzluk öğretmenin yalnızca görevi olan davranışları sergilemesi olarak görülebileceği gibi okul içi yapılan faaliyetlere duyarsız davranma olarak da görülebileceği araştırma kapsamında ulaşılan sonuçlar arasındadır.

When the literature is examined, it is understood that the leadership styles exhibited by school principals affect the organizational commitment of teachers. This effect is positive in terms of leadership styles that include positive behaviors such as instructional leadership, visionary leadership, charismatic leadership, transformational leadership. However, it is negative for leadership styles that include negative behaviors such as narcissistic and toxic leadership. Considering this situation, school principals may be advised to adopt whatever leadership style they think is positive for the school or that will increase teachers' commitment to the school.

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