

The Relationship between Perceived Organizational Support and Teachers' Organizational Commitment*

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Abstract

Problem Statement: It can be said that one of the key factors ensuring teachers adaptation to developments is teachers' level of commitment to their schools. In this commitment, the teacher is expected to internalize the organizational objectives. The teacher's perception of organizational support is important for him to internalize the organizational goals, because, teachers feeling supported will contribute more to achieve the objectives of the school. Thus, it is thought that the relationship between teachers' perceptions of organizational support and organizational commitment is important.

Purpose of Study: The purpose of this study is to determine the relationship between perceptions of organizational support and level of organizational commitment of teachers working in primary schools in Turkey.

Method: The study is a correlational survey and tried to uncover the relationship between perception of organizational support and of organizational commitment of teachers working in primary schools in Turkey. The population of the study is teachers working in primary schools in Turkey. In order to represent Turkey, first Turkey Statistical Institute's criteria (İBBS 2005) NUTS 1 for classification of territorial units is used to determine the cities. In this context, a total of 23 cities, two cities with the greatest number of teachers in each region, were included in the

*This study is a part of doctoral dissertation, "Opinions of Primary Schools Principals About Organizational Support Provided for Teachers, Relationship Between Perception of Organizational Support and the Level of Organizational Commitment of Teachers Working at Primary Schools", studied with supervisor Prof. Dr. Yasemin Karaman Kepenekçi and presented at Institute of Educational Sciences in June, 2011.

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research. A total of 887 teachers working in primary schools in Turkey participated in the study.

Findings: There is a very low level and a negative relationship between teachers' commitment to compliance and organizational justice and supervisor support. Organizational awards and working conditions are not a significant predictor of organizational commitment to compliance. There is a moderate and a significant relationship between teachers' identification and internalization of organizational commitment and sub-dimensions of organizational support. While identical commitment is affected mostly by the organizational awards and working conditions, internalization commitment is affected mostly by the supervisor support.

Discussion and Results: In conclusion, teachers' perception of organizational support is one of the predictors of organizational commitment. In this context, what is desired and expected is a teacher with an internalization commitment to her school. For organizational aims to be internalized, employees' and the organization's objectives must be in harmony. In order to develop teachers' internalization commitment, teachers' perception of supervisor support should be increased, because, the most important predictor of teachers' internalization commitment is supervisor support. Employees are affected positively and trust their managers, specifically, if they receive positive support from their supervisors about injustice they experienced in their organization. To do this, first principals must create a fair environment in primary schools. Creating a fair environment in schools is related to principals' attitudes and behaviours. At this point, principals should be fair while positively evaluating the contributions of teachers and providing awards. Additionally, principals should also ensure that teachers participate in the decision making process.

Keywords: Perceived organizational support, organizational commitment, supervisor support

The teaching profession is in constant change since this profession requires being open to innovation and following the age required developments of the markets. For teachers to be able to cope with the changes required by their profession, they should have trust and peace in the place they work. In this context, one of the factors allowing teachers to adapt to changes is their level of organizational commitment. Organizational commitment can be defined as employees' loyalty to an organization's goals and objectives. Achieving the school's aims at the desired level can be done only if teachers adopt school's objectives and values. For this reason, teachers should be supported to fulfil the school's objectives.

Factors like teachers' job satisfaction, organizational justice, organizational rewards and organizational support play an important role in teachers' organizational commitment. We can say that teachers' perception of organizational

support has a significant influence, especially on their level of organizational commitment. Teachers, who believe they are supported by school management, co-workers, students, and students' parents, will feel confidence and peace. If a teacher's feelings about the value and importance of herself develop, her contribution and commitment to the school will also increase. For this reason, it is thought that the relationship between the teacher's perception of organizational support and organizational commitment is important.

In literature, different definitions are provided related to the concept of organizational commitment. Looking at some of these definitions, it can be seen that concept of organizational commitment is defined as "sincere belief in the organization's goals and values and their acceptance" by Swailes (2002, p.159); "characterizes the employee's relationship with the organization and has implications for the decision to continue, membership in the organization" by Meyer and Allen (1997, p.11) and "employees' degree of accepting organizational objectives" by O'Reilly and Chatman (1986, p.492).

While Mowday, Steers, and Porter (1982, p.20) define the concept of organizational support as "having employees' and organizations' objectives in harmony and integrity with each other"; Luthans (1995, p.130) defines it as "employees' loyal attitude toward the organization". To Robbins (1998, p.143) organizational commitment is "employees' identification with the organization and objectives and their desire to continue being a member of the organization".

As we have seen, in relation to organizational commitment, Swailes, Robbins, Mowday, Steers and Porter and O'Reilly and Chatman's definitions focus on commitment to organizational objectives; Mayer and Allen emphasized kinds of organizational commitment, and Luthans gave importance the concept of "loyalty". Based on all these definitions, the concept of organizational commitment can be defined as "employees' loyalty to the organization and being connected to its goals and objectives".

In the related literature, it has been seen that authors classified dimensions of organizational commitment differently. Based on classifications of Meyer and Allen (1997), O'Reilly and Chatman (1986), Katz and Kahn (1977), and Mowday, Steers, and Porter (1979), dimensions of organizational commitment is grouped and summarized in Table 1.

Table 1*Organizational Commitment and Its Sub-Dimensions According to Different Authors*

<i>Authors</i>	<i>Organizational Commitment and Its Sub-Dimensions</i>	<i>Definition</i>
Meyer and Allen (1997)	<i>Affective Commitment</i>	An emotional state, in which the individual identifies herself with the organization, interacts with it, and is happy to be a member of the organization. Employee wants to remain in the organization.
	<i>Continuance Commitment</i>	Employees feel obligated to stay in the work due to limited job options and beliefs about losing their investments when leaving the job.
	<i>Normative Commitment</i>	Employees feel a sense of responsibility to maintain membership in the organization. This arises due to employees thinking that it is morally right to remain in the organization.
O'Reilly and Chatman (1986)	<i>Compliance Commitment</i>	Employee does everything due to feeling of being obligated. Her organizational commitment is superficial. Individual earnings and benefits are important.
	<i>Identification Commitment</i>	Employee expresses herself while interacting with other people working in the organization, shows respect to the organization's values and feels happy to be a member of the organization.
	<i>Internalization Commitment</i>	Employee's and organization's objectives are same. Commitment occurs depending on the alignment between individual and organizational values.
Katz and Kahn (1977)	<i>Instrumental Commitment</i>	External awards given by others are important for employee. Employee shows commitment to the organization to achieve these awards.
	<i>Expressive Commitment</i>	There are intrinsic rewards of work itself and the employee shows expressive commitment. Being deceived by other organizations for her is not possible.
Mowday, Steers, and Porter (1979)	<i>Attitude Commitment</i>	Employee identifies with the organization's goals and values, and works in this direction.
	<i>Behavior Commitment</i>	Employee thinks about the damage in case of separation from the organization and therefore remains in the organization.

When different classifications related to organizational commitment are examined in the literature, it can be seen that employees' benefits are important and employees are feeling obligated to work. These two issues are similar in Meyer and Allen's (1997) continuance commitment, O'Reilly and Chatman's (1986) compliance commitment, Katz and Kahn's (1977) instrumental commitment and Mowday, Steers, and Porter's (1979) behavioural commitment. In other words, in the literature, categorizations are similar in terms of explaining employees' reason and level of commitment to their work. For the classifications of organizational commitment, Meyer and Allen, Katz and Kahn, and Mowday et al. emphasized the desire of the personnel to stay as the organization's member while O'Reilly and Chatman focused on the nature of employees' commitment to organizational goals. Since attaining these goals will be possible when teachers adopt these goals, this study is based on O'Reilly and Chatman's classification on organizational commitment.

Perceived Organizational Support

Perceived organizational support is one of the important predictors of organizational commitment. In the literature, the concept of organizational support is used synonymously with the concept of "perceived organizational support". Perceived organizational support is an abstract concept that develops in employees as a result of the organization's specific strategies and attitudes towards its workers (Selçuk, 2003). In other words, perceived organizational support is all of the positive and negative attitudes and behaviors of the employees based on whether their workplace cares about employees' needs, shows respect, and values employees due to their contributions to the organization (Meyer, Allen & Gellatly, 1990). Organizational support means that the organization takes into account the well-beings of employees and increases their happiness (Eisenberger, Huntington, Hutchison & Sowa, 1986), while perceived organizational support means that employees are aware of their organization's contribution to them, they feel safe, and they feel that the organization is supporting them (Eisenberger, Fasolo & La-Mastro, 1990).

Theory of perceived organizational support is based on social exchange theory and "trust" is an important element underlying this theory. However, where the employer has a larger control on rewards and outcomes (Molm, 1990) and there is a power imbalance from the nature of business relationships (Shore & Shore, 1995), employees have difficulty in feeling trust in their organizations and employers. Therefore, organizational support and how this support is perceived by the employee have an important role on whether the employee will trust and show commitment to her organization.

Characteristics of the supportive organization are focused on different aspects of the organization and the employees. According to Özdevecioğlu (2003), a supportive organization focuses on encouraging employee's creativity, working conditions, communication within the organization, justice, and praising employees. In addition, as Selçuk (2003) pointed out, supportive organization also focuses on acknowledging the employee, valuing and caring about the employee, creating an honest environment, and volunteering and consistency in organizational policies and

activities. Characteristics of supportive organizations can be summarised as (a) supporting employees' creativity and encouraging them in this regard, (b) valuing employees, (c) giving rewards to employees, (d) trying to have positive communication within the organization, (e) being fair, (f) building trust in the environment of the organization, (g) doing organizational jobs and activities willingly, (h) being consistent about organizational policies and activities.

The degree of voluntarily given support is an important determiner of perceived organizational support (Eisenberger & Cumings, 1992). Voluntarily given support is seen as care shown by the organization and as a result of this, the employee's perception of organizational support increases. If the same support is given because of an organizational policy or a contract signed between the employee and the organization, the employee's perception of organizational support decreases (Eisenberger et al.,1986; Eisenberger et al.,1990). Positive activities that are beneficial for the employees and are done willingly by the organization create the belief in the employee that the organization cares for her and hence they are considered to be the given award by the organization. Thus, employees perceive organizational support as potential material and moral benefits as a result of activities willingly done by the organization (Selçuk, 2003). As a result of this, the perception of organizational support increases employee's engagement and commitment to achieve the organization's objectives (Eisenberger, 2009).

In related literature, based on Shore and Shore (1995) and Rhodes and Eisenberg's (2002) classifications, perceived organizational support is summarized in Table 2.

Table 2

Organizational Support and Sub-Categories of Perceived Organizational Support According to Different Authors

<i>Authors</i>	<i>Sub-Categories of Perceived Organizational Support</i>	<i>Description</i>
Rhodes and Eisenberger (2002),	<i>Organizational Justice</i>	The employee recognizes justice in applications of the organisation. The principle of equality is important for allocating resources, giving reward and punishment in organizations.
	<i>Supervisor support</i>	It is related to determination of the mutual relations between the employer and the management. Providing organizational support ensures employees to work more and both the management and employees help each other's positions.
	<i>Organizational Rewards and Job Conditions</i>	It is related to concepts like rewards, recognition, salary, promotion, job security, autonomy, role stress, education and size of the organization. Working conditions are related to the job security, autonomy, and stress the size of the organization.
Shore and Shore (1995)	<i>Trust and Support from Management and Colleagues</i>	As a result of management's support, employees trust and help each other. Thus, they contribute to achieve the objectives of the organization.
	<i>Human Resources Practices</i>	It includes rewarding practices of the organization, career development opportunities, social support provided for employees and arrangement of business conditions.

Examination of Shore and Shore's (1995) and Rhodes and Eisenberger's (2002) classifications related to organizational support shows the similarities between them. In fact, "management and co-workers' trust and support" highlighted by Shore and Shore (1995) and Rhodes and Eisenberger's (2002) supervisor support are similar concepts. Similarly, Rhodes and Eisenberger's (2002) antecedents of organizational justice also covers trust of the management and co-workers.

Human resource practices include the organization's rewarding practices, opportunities for career development, social support provided to employees, and arranging working conditions. Human resource practices also make the employee feel that she is cared for and this feeling plays an important role for her to develop

perception of organizational support (Liu, 2004). Liu's (2004) research concludes that in organizations, due to having human resource practices, employees have higher perception of organizational support. In this context, it can be said that human resource practices overlap with Rhodes and Eisenberger's (2002) organizational rewards and working conditions. Since Rhoades and Eisenberger (2002) are antecedents of perceived organizational support, this study was mainly based on their classification.

Perceived organizational support is important since it reveals the relationship between employer and employee. Examination of literature shows that there is research regarding the importance of perceived organizational support on employee's commitment (Eisenberger et.al, 1990; Shore & Tetrick, 1991; Wayne, Shore, & Liden, 1997). In Orthner and Pittman's (1986) research, it is seen that employees with a higher perception of organizational support exhibit a high level of organizational commitment and their affective commitment increases. According to Eisenberger et.al (1990), an employee exhibits higher commitment to her organization when she receives the support she needs and sees the commitment from her workplace. Based on these explanations, it is possible to say that teachers' perceptions of organizational support affect them during carrying out their duties. Teachers with the perceptions of support will feel themselves in a safe and peaceful environment, come to school more willingly, and contribute to the objectives of the school, thus they will develop and feel a higher organizational commitment.

The purpose of this study is to determine the relationship between perception of organizational support and organizational commitment of teachers working in primary schools in Turkey.

Method

The study is a correlational study and aimed at finding out the relationship between the perception of organizational support and organizational commitment of teachers working in primary schools in Turkey. A correlational study is defined as "...research done to determine relationship among two or more variables, and to explore their implications for cause and effect" (Fraenkel and Wallen, 2003, p.12).

Population and Sample

Multi-stage sampling method was used in the study. The population of the study is the teachers working in primary schools in Turkey. In order to represent the sample in Turkey, first the classification criteria of Turkey Statistical Institute's region units (İBBS 2005) NUTS 1 are used to determine the cities. In classification of NUTS 1 geographical region, there were 12 regions representing the country's population. Secondly, two cities with the greatest number of teachers in each region, a total of 23 cities, were included in the research. Finally, a simple random sampling method was used to decide which schools, located in the city centers, to send the research survey. The total of 889 teachers working in primary schools participated in the study.

Development and Implementation of Data Collection Tool

In order to investigate the relationship between primary school teachers' organizational commitment and perceptions of organizational support, the researcher developed the "Perceived Organizational Support" scale. The researcher received permission from Balay (2000) to use the "Organizational Commitment Scale". To determine appropriateness of the survey's items to the aim of the research, an expert's opinion is taken. Based on these opinions, the survey is completed for a pilot study. This pilot study is used to investigate whether the items of the survey were clear for the responders. To determine the appropriateness of the pilot study's data for factor analyses the results of KMO and Bartlett tests are analysed and data found to be suitable for the factor analysis. Items with under the value of load .45 were excluded from the survey and total variance from the result of factor analysis was taken into account. Exploratory factor analysis (EFA) is used to test the validity of the "Perceived Organizational Support" scale. According to pre-application, factor loading values of sub-scale were varied between .653 and .826 for "organizational justice", subscale of supervisor support for the lower scale was ranged from .708 to .907 and sub-scale of organizational rewards and job conditions changed from .761 and .890. Evaluation of each sub-scale alpha coefficients showed .96 for organizational justice, .99 for the subscale of supervisor support and .96 for the sub-scale of organizational rewards and job conditions.

For each sub-factor of "Organizational Commitment Scale", identified as three-factor, as an indicator of reliability, alpha coefficient of internal consistency and factor loading values were calculated. According to this, the factor loading values varied between .491 and .831 for the first factor, compliance commitment, .604 and .806 for the second factor, identification commitment and, .645 and .870 for the third factor, internalization commitment. Evaluating the alpha coefficients of each factor of the Organizational Commitment Scale showed that the first factor was .85, the second factor was .90 and the third factor was .96. The total alpha coefficient was .86 for organizational commitment.

During the data collection process, the researcher received help from Educational Research and Improvement of the Presidency of the Ministry of the National Education Office's (EARGED) Education Support Program. The process of delivering the scales to schools and ensuring the return of them were conducted by EARGED.

Data Analysis

The data, collected through data collection tools, were analyzed with Statistical Package for Social Sciences program (SPSS 13.0). In order to determine which dimensions and in which level sub-dimensions of teachers' perceptions of organizational support predicts their organizational commitment, a multivariate regression analysis was performed.

Findings

The results of teachers' compliance commitment based on sub-dimensions of perceived organizational support are given in Table 3.

Table 3

Predicting Teachers' Compliance Commitment Based on Dimensions of Perceived Organizational Support

Predicting Variable	B	SE _B	β	T	p	Bivariate r	Partial r
Organizational Justice	-.048	.022	-.11	-2.17	.000	-.073	-.374
Supervisor support	-.074	.012	-.32	-6.19	.000	-.201	-.414
Organizational Rewards and Job Conditions	-.031	.031	-.061	-1.008	.314	-.376	-.034
Constant	27.121	.952		28.488	.000		
R=0.42		R ² = 0.171					
F _(3,883) = 182.81		p=.000					

Organizational justice and supervisor support show a moderate and significant correlation with the teacher's compliance commitment scores ($R=0.42$, $R^2=0.17$). These two variables together explain 17% of the total variance of compliance commitment. Based on this result, teachers' perception of organizational justice and supervisor support explain 17% of compliance commitment.

Examination of bivariate and partial correlations between predictor and predicted variables showed a negative and low relationship between compliance commitment and the organizational justice ($r= -0.07$), but when other variables are controlled the relationship between the two variables were $r= -0.37$. There was a negative and low relationship between compliance commitment and supervisor support ($r= -0.20$). However, when the other variable is controlled, this correlation was calculated as $r= -0.41$. The relationship between compliance commitment and organizational rewards and job conditions was negative and moderate ($r=-0.37$). But the relationship was $r= -0.03$ when the other variables were controlled.

According to standardized regression coefficients (β), the sequence and relative importance of predicting variables were supervisor support and organizational justice. When the t-test results were examined to determine the significance of regression coefficients, it was seen that only organizational justice and supervisor support were significant predictors of compliance commitment. Based on the outcome of regression analysis, the regression equation regarding to prediction of compliance commitment is given below.

Compliance = 27.121 -.048 Organizational Justice - .074 Supervisor support.

Examination of the regression equation by controlling the other variables showed that one unit increase in teachers' perceptions of organizational justice will decrease teachers' compliance commitment in the amount of .048. One unit increase in supervisor supports will cause the amount of .74 decrease in compliance commitment.

Results of the analysis regarding the prediction of teachers' identification commitment based on the perception of organizational support's dimensions are given in Table 4.

Table 4

Predictions of Teachers' Identification Commitment Based on Sub-Dimensions of Organizational Support

Predicting Variable	B	SE _B	β	<i>t</i>	p	Bivariate r	Partial r
Organizational Rewards and Job Conditions	.155	.028	.291	5,526	.000	.578	.183
Organizational Justice	.107	.020	.242	5,263	.000	.560	.174
Supervisor support	.029	.014	.124	2,076	.038	.570	.070
Constant	3.297	.863		3.819	.000		
R=0.612		R ² = 0.375					
F _(3,883) = 444.201		p=.000					

Together with organizational rewards and job conditions, organizational justice and supervisor support for variables, scores of teachers' identification commitment provide a moderate and significant relationship (R=.61, R²=.38). These three variables, together, explain 38% of identification commitment's total variance. According to this result, perceptions of teachers' organizational rewards, job conditions, organizational justice, and supervisor support explain 38% of identification commitment.

Examination of bivariate and partial correlations between predictor and predicted variable show a moderate and significant relationship (r=.58) among identification commitment, organizational rewards, and job conditions, but when other variables are controlled, between the two variables is r= .18. The relationship between identification commitment and organizational justice is moderate and significant (r=.56) however, when other variables are controlled, the relationship between these two variations becomes r=0.17. There is a moderate and significant

relationship ($r=.57$) between identification commitment and supervisor support. However, when the other variance is controlled, this correlation is calculated as $r=.07$.

According to standardized regression coefficients (β), the relative order of importance of predictor variables on identification commitment are organizational rewards and job conditions, and organizational justice and supervisor support. Analysing the results of t-test's significance of regression coefficients shows that three variables are significant predictors of identification commitment.

Based on the result of regression analysis, the regression equation for predicting identification commitment is given below:

Identification = 3.297 + .155 Organizational Rewards and Job Conditions + .107 Organizational Justice + .029 Supervisor support.

When the regression equation is examined with keeping the other variables constant, one unit increase in teachers' organizational rewards and job conditions will cause increase for the amount of .155 in their identification commitment. One unit increase in teachers' perception of organizational justice will cause the amount of .107 increase in their identification commitment and again one unit increase in supervisor support will cause the amount of .029 increase in identification commitment.

Based on the dimensions of teachers' organizational support perception, the results of the analysis for predictions of teachers' identification commitment are given in Table 5.

Table 5

Predicting Teachers' Internalization Commitment Based on the Dimensions of Organizational Support Perception

<i>Predictor Variable</i>	B	SE _B	β	t	p	Bivariate r	Partial r
Supervisor Support	.080	.020	.237	3,948	.000	.583	.132
Organizational Rewards and Job Conditions	.173	.040	.228	4,312	.000	.569	.144
Organizational Justice	.116	.029	.184	3,990	.038	.547	.133
Constant	17.647	1.234		14.305	.000		
R=0.607		R ² = 0.369					
F _(3,883) = 172.054		p=.000					

Variables of supervisor support, organizational rewards, job conditions and organizational justice show a moderate and significant relationship ($R=.61$, $R^2=.37$) with the scores of teachers' internalization commitment. These three variables, together, explain 37% of the total variance of internalization commitment. According to this result, teachers' perceptions of organizational rewards and job conditions, organizational justice, and supervisor support explain 37% of internalization commitment.

Examination of bivariate and partial correlations between predictor and predicted variables shows a moderate and positive relationship ($r=.58$) between internalization commitment and supervisor support; however, when the other variables are controlled the relationship between two variables is $r=.13$. There is a positive and moderate relationship ($r=.57$) between internalization commitment and organizational rewards and job conditions, but when the other variables are controlled the relationship between the two variables becomes $r=0.14$. The relationship between internalization commitment and organizational justice is moderate and positive ($r=.55$). However, when the other variable is controlled, this correlation is calculated as $r=.13$.

According to standardized regression coefficients (β), the relative order of importance of predictor variables on internalization commitment are supervisor support, organizational rewards and job conditions, and organizational justice. Analyzing the results of *t*-test's significance of regression coefficients shows that all of these three variables are significant predictors of internalization commitment. Based on the result of regression analysis, the regression equation for predicting internalization commitment is given below.

$$\text{Internalization} = 17.6477 + .080 \text{ Supervisor support} + .173 \text{ Organizational Rewards and Job Conditions} + .116 \text{ Organizational Justice.}$$

When the regression equation is examined with keeping the other variables constant, one unit increase in teachers' organizational support will cause increase for the amount of .080 in their internalization commitment. One unit increase in organizational rewards and job conditions will cause the amount of .173 increase in internalization commitment and again one unit increase in organizational justice will cause the amount of .116 increase in internalization commitment.

Discussion and Conclusion

It is possible to say that in order for employees to contribute and develop commitment to their organization, they need to feel that they are important for the organization. Therefore, the level of employees' perceived organizational support should be high, because perception of organizational support plays an important role in creating organizational commitment in the employee (Currie & Dollery, 2006; Tumwesigye, 2010; Allen, Shore & Griffeth, 2003).

According to the study's findings, teachers' compliance commitment is affected by organizational justice and supervisor support, however, the relationship between them is negative and very low. In Ucar's (2009) study, conducted in a private sector, there was a negative relationship between the perception of organizational support and continuance commitment as well. Similarly, Ozdevecioglu (2003) concluded that increase in the perception of organizational support affected continuance commitment at a low level. However, Currie and Dollery (2006) found that perception of organizational support was not a significant predictor of continuance commitment. In other words, perception of organizational support effects continuance commitment of employees thinking that they will lose benefits in the case of leaving the work (Meyer & Allen, 1997), and these employees will carry a forced commitment to their organization.

There is a moderate and significant relationship between teachers' identification commitment and sub dimensions of organizational support such as organizational justice, supervisor support, and organizational rewards and job conditions. Organizational rewards and job conditions are the most important predictors of identification commitment. If the employee perceives the organization's rewards as enough and fair, she shows a higher commitment toward her organization (Wallace, 1995, Allen et al. 2003). Similarly, Oliver (1990) found that organizational rewards and job values have the most impact on creating organizational commitment. Additionally, in a study conducted on quality of work and organizational commitment, it is seen that for employees working in high-status organizational factors like organizational rewards, participation in decision making process and autonomy are important for creating organizational commitment. Newman and Sheikh (2012) also found a positive relationship between autonomy and organizational support and organizational commitment. In this point, their findings are similar to other research findings.

There is both a moderate and significant relationship between teachers' internalization commitment and sub dimensions of organizational supports such as organizational justice, supervisor support, and organizational rewards and job conditions. Additionally, the supervisor support is the most important predictor of internalization commitment. Moreover, in LA-Mastro's (2009) study with teachers working in primary and middle schools, it is found that affective commitment is quite effective on perception of organizational support. Similarly, in their studies, Fuller, Hester, Barnett, Frey, and Relyea (2006) and Uçar (2009) showed a significant relationship between perception of organizational support and affective commitment. In a study conducted on academicians, it is found that perception of organizational support directly effected affective commitment (Lew, 2009). Similar to this, Currie and Dolery (2006) found that perception of organizational support is a significant predictor of affective commitment and there is a significant and positive relationship between affective commitment and organizational awards and working conditions. In this point, this study's results have similarities with other study findings.

In conclusion, teachers' perception of organizational support affects their level of organizational commitment. Here, what is desired and expected is teachers having an internalization commitment towards their schools. When internal commitment occurs there will be no need for new domains to affect the employee (Balay, 2000, p.101), and employees will be intrinsically motivated by their own desires and will contribute to the objectives of the organization (Doğan, 2006, p.70). For organizational objectives to be internalized, they should be in harmony with employees' objectives. To create internalization commitment in teachers, their perception of supervisor support should be increased, because, the most important predictor of teachers' internalization commitment is the supervisor support. Employees receiving positive support from their supervisors, especially when they face injustice in the organization, are affected in a positive way and trust their supervisors. For this reason, principles first create a fair environment in schools. Creating a fair environment in schools is, first, related to principles' attitudes and behaviours. In this point, principles should value teachers' contributions in a positive way, provide rewards fairly, and include teachers into decision making process.

In this study, the relationship with organizational commitment and perceptions of organizational support of teachers working in primary schools in Turkey is investigated. Conducting a similar study with middle school teachers can be useful in terms of comparing and highlighting the differences between primary school and middle school teachers' perception of organizational support and level of organizational commitment. Additionally, taking into account the demographic characteristics of teachers is considered as an important variable in terms of revealing the impact of personal factors in creating the perception of organizational support.

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Öğretmenlerin Örgütsel Destek Algısı ile Örgütsel Bağlılık Düzeyi Arasındaki İlişki (Özet)

Problem Durumu

Öğretmenlik mesleği yeniliklere açık olmayı, çağın gerektirdiği gelişmeleri takip etmeyi ve bu gelişmeler doğrultusunda yenilenmeyi gerektiren bir meslek olduğu için sürekli değişim içindedir. Bu bağlamda, öğretmenlerin değişimlere uyum göstermesini sağlayan etkenlerden biri de öğretmenlerin örgütsel bağlılık düzeyidir. Okulun amaçlarının istenen düzeyde gerçekleştirilmesi ancak öğretmenlerin, okulun amaç ve değerlerini benimsemeleriyle mümkündür. Bu nedenle, öğretmenler okulun amaçlarını gerçekleştirmek için desteklenmelidir. Özellikle, öğretmenlerin örgütsel destek algısının örgütsel bağlılık düzeyi üzerinde önemli etkiye sahip olduğu söylenebilir. Çünkü okul yönetimi, meslektaşları, öğrencileri ve öğrenci velileri tarafından desteklendiğini düşünen öğretmen kendini güven ve huzur içinde hissedecektir. Eğer bir öğretmenin, kendine verdiği değere ve öneme ilişkin duyguları gelişirse, onun okula yapacağı katkı da artacak ve okula daha fazla bağlılık duyacaktır. Bu nedenle öğretmenin algıladığı örgütsel destek ve bunun sonucunda oluşan örgütsel bağlılık arasındaki ilişkinin önemli olduğu düşünülmektedir.

Araştırmanın Amacı

Bu çalışmanın amacı Türkiye’de ilköğretim okullarında çalışan öğretmenlerin örgütsel destek algılarının örgütsel bağlılık düzeyi ile ilişkisini saptamaktır.

Yöntem

Araştırma, Türkiye’deki ilköğretim okullarında çalışan öğretmenlerin örgütsel bağlılığı ile örgütsel destek algısı arasındaki ilişkiyi ortaya çıkarmaya çalıştığı için ilişkisel tarama türündedir. Araştırmanın evrenini, Türkiye’deki ilköğretim okullarında çalışan öğretmenler oluşturmaktadır. Örneklemenin Türkiye’yi temsil edebilmesi için ilk olarak illerin belirlenmesinde Türkiye İstatistik Kurumu’nun istatistikî bölge birimleri sınıflaması (İBBS 2005) NUTS 1 ölçütleri esas alınmıştır. NUTS 1 coğrafi bölge sınıflamasında ülke evrenini temsil eden 12 bölge yer almaktadır. Bu bağlamda her bölgeden öğretmen sayısı en fazla olan iki il olmak üzere toplam 23 il araştırma kapsamına alınmıştır. Araştırmaya ilköğretim okullarında çalışan toplam 889 öğretmen katılmıştır. Araştırmada ilköğretim okulu öğretmenlerinin örgütsel destek algıları ile örgütsel bağlılığı arasındaki ilişkiyi ortaya koymak amacıyla araştırmacının kendisi tarafından “Algılanan Örgütsel Destek” ölçeği geliştirilmiş, Balay’ın (2000) geliştirdiği “Örgütsel Bağlılık Ölçeği”, gerekli izin alınarak kullanılmıştır.

Bulgular

Öğretmenlerin uyum bağlılığının örgütsel adalet ve yönetim desteğinden etkilendiği ancak aralarında oldukça düşük düzeyde olumsuz bir ilişki olduğu görülmektedir. Örgütsel ödüller ve iş koşulları ise örgütsel bağlılığının uyum boyutunun anlamlı bir yordayıcısı değildir. Öğretmenlerin özdeşleşme ve içselleştirme bağlılığı ile örgütsel

desteğin alt boyutları arasında orta düzeyde ve anlamlı bir ilişki vardır. Özdeşleşme bağlılığı en çok örgütsel ödüller ve iş koşullarından etkilenmekteyken içselleştirme bağlılığı en çok yönetim desteğinden etkilenmektedir.

Tartışma ve Sonuç

Sonuç olarak öğretmenlerdeki örgütsel destek algısı işgörenin örgütsel bağlılık düzeyini etkilemektedir. Burada istenen ve beklenen öğretmenlerin okullarına karşı içselleştirme bağlılığı duymasıdır. Örgütsel amaçların içselleştirilmesi için işgörenin amaçları ile örgütsel amaçların uyum içinde olması gerekir. Öğretmenlerde içselleştirme bağlılığının oluşması için öğretmenlerde yönetim desteği algısının artırılması gerekir. Çünkü öğretmenlerin içselleştirme bağlılığın en önemli yordayıcısı yönetim desteğidir. İşgörenler özellikle örgütte yaşadıkları adaletsizlikler karşısında yöneticilerinden olumlu destek alırlarsa bu işgörenleri olumlu yönde etkilemekte ve yöneticilerine güven duymalarına neden olmaktadır. Bunun için yöneticilerin öncelikli olarak okullarda adaletli bir ortam oluşturması gerekir. Okullarda adaletli bir ortamın oluşması öncelikli olarak yöneticilerin tutumları ve davranışları ile ilgili bir durumdur. Bu noktada yöneticiler öğretmenlerin katkılarını olumlu yönde değerlendirmeli, ödüllendirmeli, bütün bunları yaparken adil olmalı, öğretmenlerin kararlara katılmasını sağlamalıdır.

Anahtar Sözcükler: Algılanan Örgütsel Destek, Örgütsel Bağlılık, Yönetim Desteği