

Full Length Research Paper

Physical education teachers' organizational commitment

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The aim of this study was to determine physical education teachers' organizational commitment levels. The sample consisted of 204 physical education teachers working in the city center of Konya in the 2011 to 2012 academic year. The respondents were randomly selected in this research. Data collected for this research by using the Scale for Organizational Commitment was addressed in three different dimensions, including affective commitment, continuance commitment and normative commitment, to determine physical education teachers' commitment levels. Furthermore, this study analyzed whether teachers' commitment levels differ by their gender, age and seniority. Statistical analyses showed that physical education teachers mostly displayed a commitment level of affective commitment. It was determined that the female teachers of physical education had more continuance commitment as compared to the male teachers and the male teachers had more normative commitment than the female teachers.

Key words: Physical education teacher, organizational commitment, affective commitment, continuance commitment, normative commitment.

INTRODUCTION

Organizational commitment is an important means of determining employees' organizational goals, participation in organizational management and activities, and creative and innovative attributes for the organization (Durna and Eren, 2005). Organizations expect their employees to make significant efforts, to be motivated and to take initiative (Uygur, 2007).

Organizational commitment was defined by Grusky (1996) as an individual's attachment to an organization. Özsoy et al. (2004) identified organizational commitment as prioritizing the organization's interests rather than the individual's interests. McDonald and Makin (2000) described organizational commitment as a contract between a person and an organization. Organizational commitment has also been defined as employees' belief in and adoption of the high-level aims and values of the organization. It implies that employees are willing to make intense efforts for the goals of the organization and that they strongly desire to remain members of the organization (Mowday et al., 1982). Organizational commitment has also been identified as acts resulting

from an individual's attachment (Alotaibi, 2001) and as a function of compliance between the individual and the organization (Bateman and Strasser, 1984).

There are many definitions of organizational commitment in the literature because researchers specialize in various disciplines and address this subject in the context of their particular fields (Bayram, 2005). Thus, there are different ideas about the structure of relationships between employees and an organization and about how these relationships develop (Mathieu and Zajac, 1990).

There are three different types of commitment in the literature on organizational commitment. Affective commitment is found in the relationship between individual values and organizational values that makes individuals emotionally attached to organizations and gives them a sense of satisfaction in being members of an organization (Wiener, 1982). Continuance commitment develops as a result of employees' investments in their organizations. In this situation, the employee thinks that he or she has invested time and efforts and thus is obliged to stay with the organization. Normative commitment is an individual's

feeling of moral obligation to stay with an organization. People with higher normative commitment think that they must stay with an organization (Meyer and Allen, 1997). According to Meyer et al. (1993), these three dimensions of commitment should be evaluated together to understand employees' attachment.

In addition to research on the concept of organizational commitment (Allen and Meyer, 1990; Balay, 2000; Dumay, 2009; Eker et al., 2008; Gray and Wilson, 2008; Karrasch, 2003; Yang, 2012), research has recently focused on teachers' organizational commitment levels in the educational sciences (Balay, 2000; Boylu et al., 2007; Cemaloğlu, 2007; Çetin et al., 2011; Davis, 2002; Karataş and Güleş, 2010; Korkmaz, 2011; Kul and Güçlü, 2010; Kurşunoğlu et al., 2010; Sezgin, 2010).

In the same way that organizations maintain and develop social order, schools are institutions that develop persons toward pre-determined and legally protected aims (Nartgün and Menep, 2010). When teachers are intimately attached to an organization, they become more willing to remain with the organization and to maintain their membership in the organization. Hence, situations such as not liking one's job, being late for a job and quitting a job are reduced to the minimum level through organizational commitment (Aydın, 1993; Bayram, 2005). This is an important step by which individuals develop positive behaviors that are required by society (Nartgün and Menep, 2010).

Teachers' perceptions of the school environment affect their organizational commitment, work performance and the quality of education (Tsui and Cheng, 1999). It has been suggested that increased commitment by teachers to their work should have a positive effect on the efficiency of the school (Hoy and Hannum, 1997). Sezgin (2010) suggested that a teacher with high commitment to his or her profession and school would make greater efforts to ensure students' success and would be more adaptable to the goals and values of the school. Given the importance of emotional and normative commitment levels among teachers, the research results are expected to contribute to the literature about increasing educational efficiency. These concepts must be applied in more fields and for more teachers to develop a fuller understanding of organizational commitment among teachers and to draw accurate conclusions.

This study aims to examine the level of organizational commitment of physical education teachers and to determine whether their organizational commitment varies according to demographic characteristics, such as sex, age and seniority.

METHOD

Participants

This study included physical education teachers in high schools in Konya during the 2011 to 2012 academic year. The sample of 204 physical education teachers included 112 males and 92 females

chosen through a disproportionate cluster sampling method. The questionnaires were applied by the researcher after the necessary preliminary information was given to the teachers.

Measures

This research used two types of data collection procedures. In the first part, demographic information, such as gender, age and service period at the school, was collected for the teachers in the sample. In the second part, an organizational commitment scale was used to measure organizational commitment. To determine the teachers' organizational commitment levels, the organizational commitment scale developed by Meyer et al. (1993) was used. The scale has 16 items rated on a 5-point Likert scale. It includes three sub-dimensions: emotional commitment (consisting of 6 items), continuance commitment (consisting of 5 items) and normative commitment (consisting of 5 items). The items were evaluated by rating them as follows: Strongly Disagree (1), Slightly Agree (2), Somewhat Agree (3), Agree (4) and Strongly Agree (5). The reliability coefficients estimated for the sub-dimensions of the measurement were .83 for emotional commitment, .77 for continuance commitment, and .81 for normative commitment. The high score for each factor of the measurement revealed that organizational commitment was high in that dimension. To justify the three-factor structure of the organizational commitment scale, the results of the confirmatory factor analysis showed that the index was at an acceptable level.

Data analysis

In the analysis of the questionnaire results, percentage and frequency methods were used for demographic information. To analyze the items related to organizational commitment mentioned in the second part of the questionnaire, standard deviations, averages, t-tests, and a one-way analysis of variance were used. To identify the differences between the groups as a result of statistical analyses, the Scheffe test was used to determine the group from which the difference resulted. The level of meaningfulness was 0.05 in the statistical analyses.

RESULTS

The employees' individual characteristics, such as gender, age and seniority, were used as determinants in addition to the areas of salary, management policies and job satisfaction to determine organizational commitment. This study addresses the relationship between physical education teachers' individual characteristics and organizational commitment. Personal information on the physical education teachers who participated in this study is presented in Table 1.

The averages and standard deviation values in relation to physical education teachers' affective, continuance and normative commitments are presented in Table 2. When the three commitment levels were compared, it was clear that the teachers demonstrated the highest level of affective commitment and the lowest level of normative commitment.

A t-test was applied to determine whether physical education teachers' organizational commitment levels differed based on the variable of gender. When Table 3

Table 1. Personal information about physical education teachers.

Factor	Variable	Frequency	Percent
Gender	Female	92	45.1
	Male	112	54.9
	Total	204	100
Age	25 and below	12	5.9
	26-30	42	20.6
	31-35	55	27
	36-40	44	21.6
	41-45	30	14.7
	46 and above	21	10.2
	Total	204	100
Seniority	0-5	49	24
	6-10	52	25.5
	11-15	53	26
	16-20	28	13.7
	21 and above	22	10.8
	Total	204	100

Table 2. Descriptive statistical values determining organizational commitment levels for physical education teachers.

	Mean	SD
Affective commitment	23.23	4.84
Continuance commitment	18.79	5.17
Normative commitment	17.25	3.83

was analyzed, there was no statistically significant difference in teachers' affective commitment levels ($p > 0.05$), but there was a statistically significant difference in their continuance and normative commitment levels ($p < 0.05$).

To determine whether teachers' organizational commitment differs by age, a one-way analysis of variance was conducted. The results are presented in Table 4. When the studies were analyzed, a significant difference was found between physical education teachers' age and type of commitment, especially affective commitment and normative commitment ($p < 0.05$). The Scheffe test to determine the group that was the source of the difference in emotional commitment level showed that there was a significant difference between the group of teachers aged 21 to 25 years and the group of teachers aged 31 to 35 years. Emotional commitment was higher for the teachers aged 21 to 25 years ($x = 24.75$) than for the teachers aged 31 to 35 ($x = 21.43$) (Table 5).

The Scheffe test to determine the source of difference in the level of normative commitment showed that the difference was significant between the teachers in the 21 to 25 years age group and the teachers in the 36 to 40

years age group. Normative commitment was higher for the teachers aged 21 to 25 years ($x = 19.25$) than for the teachers aged 36 to 40 years ($x = 18.79$) (Table 6).

As shown in Table 7, a significant difference was found between age and the type of affective commitment among physical education teachers ($p < 0.05$). However, no difference was found at the levels of continuance commitment and normative commitment ($p > 0.05$). The Scheffe test to determine the source of the difference in normative commitment found that there was a significant difference between teachers working for 0 to 5 years and teachers working for 16 to 20 years. The emotional commitment of teachers working for 0 to 5 years ($x = 25.81$) was higher than the level of emotional commitment of teachers working for 16 to 20 years ($x = 24.52$) (Table 8).

DISCUSSION

The objective of this study was to determine physical education teachers' organizational commitment. To achieve this aim, this study analyzed whether teachers' commitment levels changed in terms of demographic variables. Here, the teachers involved in the study are over 30 years, and have professional seniority more than 10 years.

In this study, the teachers' average points were first compared for emotional commitment (based on desire), continuance commitment (based on need) and normative commitment (based on obligation). Table 2 shows that the commitment dimension that was most commonly found in physical education teachers in this study was

Table 3. Comparison of organizational commitment levels for physical education teachers with gender.

	Gender	n	Mean	SD	t	p
Affective Commitment	Female	92	22.44	5.12	-2.12	0.09
	Male	112	23.88	4.52		
Continuance Commitment	Female	92	19.51	5.62	1.76	0.03*
	Male	112	18.22	4.71		
Normative Commitment	Female	92	16.45	4.18	-2.75	0.02*
	Male	112	17.91	3.41		

*p<0.05.

Table 4. Comparison of organizational commitment levels for physical education teachers with age.

	Age	n	Mean	SD	F	p
Affective commitment	21-25	12	24.75	1.65	2.90	0.01*
	26-30	42	22.95	4.33		
	31-35	55	21.43	5.44		
	36-40	44	24.75	3.97		
	41-45	30	23.93	4.69		
	46 and above	21	23.47	5.96		
	Total	204	23.23	4.84		
Continuance commitment	21-25	12	19.33	4.24	1.97	0.08
	26-30	42	19.33	4.96		
	31-35	55	18.18	4.48		
	36-40	44	18.06	5.76		
	41-45	30	18.00	5.47		
	46 and above	21	21.71	5.34		
	Total	204	18.79	5.17		
Normative commitment	21-25	12	19.25	2.98	2.45	0.03*
	26-30	42	17.23	3.90		
	31-35	55	16.54	4.14		
	36-40	44	18.79	3.49		
	41-45	30	16.40	3.96		
	46 and above	21	16.61	3.04		
	Total	204	17.25	3.83		

*p<0.05.

emotional commitment. Meyer et al. (1993) suggested that the three types of commitment must be combined to understand staff members' commitment levels. According to Brown (2003), the mostly frequently required situation among staff involved emotional commitment. Meyer and Allen (1997) emphasized that the preferred type of commitment for staff and managers was emotional commitment, and the next most important types of commitment varied depending on the aims of the

organization. Research on primary school teachers revealed that these teachers primarily displayed emotional commitment (Kurşunoğlu et al., 2010). Previous studies support our findings.

When studies were examined for the relationship between organizational commitment and gender, there was no consensus about the degree of organizational commitment for men and women (Alotaibi, 2001; Angle and Perry, 1981; Aven and Parker, 1993; Boylu et al.,

Table 5. The results of Scheffe tests for physical education teachers' age and emotional commitment level.

Age	21-25	26-30	31-35	36-40	41-45	46 and over
21-25	The difference is important*					
26-30						
31-35	The difference is important*					
36-40						
41-45						
46 and over						

*p<0.05

Table 6. The results of Scheffe tests for physical education teachers' ages and normative commitment levels.

Age	21-25	26-30	31-35	36-40	41-45	46 and over
21-25	The difference is important*					
26-30						
31-35						
36-40	The difference is important*					
41-45						
46 and over						

*p<0.05

Table 7. Comparison of organizational commitment levels for physical education teachers with seniority.

	Working period (years)	n	Mean	SD	F	p
Affective commitment	0-5	49	25.81	4.40	2.81	0.04*
	6-10	52	22.38	5.14		
	11-15	53	23.94	4.46		
	16-20	28	24.52	4.82		
	21 and above	22	24.36	5.82		
	Total	204	25.23	4.84		
Continuance commitment	0-5	49	16.40	4.23	1.61	0.17
	6-10	52	17.69	4.92		
	11-15	53	18.20	5.54		
	16-20	28	20.00	6.11		
	21 and above	22	20.95	5.14		
	Total	204	21.79	5.17		
Normative commitment	0-5	49	16.75	3.26	1.36	0.24
	6-10	52	17.84	3.93		
	11-15	53	17.86	4.15		
	16-20	28	17.35	4.27		
	21 and above	22	18.68	3.24		
	Total	204	18.25	3.83		

*p<0.05.

2007; Mathieu and Zajac, 1990; McClurg, 1999; Yalçın and Iplik, 2005).

Some studies of teachers' organizational commitments have shown that gender affected organizational commitment (Özdayı, 1991; Özkaya et al., 2006). Other studies

have found no meaningful differences (Demirtaş, 2010; Karataş and Güleş, 2010). Gender may be affected by family life, socialization, work and similar aspects of organizational commitment.

In our research, there was no meaningful difference in

Table 8. The results of Scheffe tests for physical education teachers' working periods and emotional commitment level.

Working period (years)	0-5	6-10	11-15	16-20	21 and over
0-5				The difference is important*	
6-10					
11-15					
16-20	The difference is important*				
21 and over					

*p<0.05.

emotional commitment, but there was a meaningful difference between the gender of physical education teachers and their levels of continuance and normative commitment to an organization. Table 3 shows that women had more continuance commitment than did men, whereas men had more normative commitment.

A meaningful difference was found between the ages of physical education teachers and their emotional and normative commitment. However, there was no meaningful difference in continuance commitment (Table 4). This study shows that teachers aged between 21 to 25 years had more emotional commitment than teachers aged 31 to 35 years. Furthermore, teachers aged 21 to 25 years had more normative commitment than teachers aged 36 to 40 years. This result may be because people who enter the profession of teaching have more emotional commitment to their organization and feel more obliged to remain at their organizations. According to Durna and Eren (2005), a significant relationship was found between emotional and normative commitment and age. Argon and Kösterelioğlu (2008) concluded that there was a significant difference between the age variable and normative commitment. The results of the research were parallel to our study. Suliman and Iles (2000), Boylu et al. (2007), Çakır (2007), Cohen (1992), Özcan (2008), and Karahan (2008) found no significant differences between the age variable and the sub-dimensions of organizational commitment. Kurşunoğlu et al. (2010) found a relationship between age and continuance and normative commitments for primary school teachers but no difference in their emotional commitment.

Although a significant difference was found between professional seniority and emotional commitment for physical education teachers, no significant difference was found in continuance or normative commitment (Table 7). In this study, it was determined that the emotional commitment levels for teachers entering the profession were higher than the levels for teachers who had worked in the profession for 16 to 20 years. Kurşunoğlu et al. (2010) identified significant differences in each dimension of organizational commitment in research on classroom teachers. These results indicated that teachers' sense of belonging developed as they identified with their organizations.

Teachers who work in the education sector deal with human beings and fulfill important functions by shaping

the next generations. The findings of this study suggest that it is important to increase teachers' levels of organizational commitment to contribute to students' development.

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