

Examination of The Relationship Between Teachers' Occupational Commitment and Job Satisfaction According to Various Variables

Seyma Mizrak* Ministry of Education, Malatya 44044, Turkey, symaa.akgull@gmail.com, <https://orcid.org/0000-0001-5277-9480>

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Abstract

The aim of this study is to examine whether the relationship between job satisfaction and professional commitment levels of teachers differ according to various variables (gender, task (class / branch), professional seniority, task school level). Sample of the research 2018-2019 academic year 3 different levels (2 high schools, 3 secondary schools, 3 primary schools) located in Sahinbey district of Gaziantep province 255 (131 male, 124 female) teacher. Personal Information Form, Professional Commitment Scale and Minnesota Job Satisfaction Scale were used to collect the data of the study. Minnesota Job Satisfaction Scale was translated into Turkish by Baycan in 1985 and its validity and reliability studies were conducted (Cronbach's Alpha= 0.77). Commitment Scale was adapted to Turkish by Tak and Çiftçioğlu (2008) who conducted its validity and reliability studies. The reliability of the scale is .82 for the affective commitment, .74 for the continuance commitment, and .83 for the normative commitment. As a result of the study, the highest relationship between occupational adherence sub-dimensions and job satisfaction was found between vocational normative commitment and occupational continuity commitment. The teachers' job satisfaction was determined as a significant predictor of professional emotional commitment and occupational continuity.

Keywords: Job satisfaction, Professional commitment, Career, Education, Teacher.

* ADDRESS FOR CORRESPONDENCE: Şeyma, MIZRAK, Ministry of Education, Malatya 44044, Turkey
E-mail address: symaa.akgull@gmail.com

1. Introduction

When individuals are not sufficiently motivated in the institution they work, and when they are not given the opportunity to use their existing talents and transform their potential into a performance appropriate for their job, the satisfaction they get from their jobs decreases as well (Barutçugil, 2004). Teaching is considered as a sacred profession both in our country and in the world as teachers must always be successful in their profession for the growing generation and their family, environment, nation and country. As a profession, teaching is intertwined not only with students at school and in the classroom, but also with parents and society outside the school (Çekten, Şanal, & Yeni, 2005). Teachers may also be expected to be able to improve themselves in many factors such as giving information to their students, keeping their communication aspect strong, teaching them to solve problems with appropriate solutions, making them love the course, being a positive model, and dealing with their students' social-psychological problems and seeking solutions (Akbayır & Taş, 2009). While all these may be expected from teachers, whether they feel professionally competent or not, that is, whether they are satisfied with their job or not, can affect all these situations that are expected from them, and individuals who do not feel professionally competent may experience dissatisfaction more in work life (Sevim & Hamamcı, 1999).

Job satisfaction is the state of feeling good about one's job (Gibson, Ivancevich, & Donnelly, 2000). It can also be explained as the individual being happy and enjoying his/her job (Izgar, 2000). For teachers, job satisfaction can be explained as teachers' attitude towards their students and the school or teachers' contentment or discontentment with their jobs. Teachers' sources of job satisfaction involves of elements such as relationships with teachers, students and administrators, economic security, wages, working conditions, the job allowing them to develop personally, working hours, flexibility of the job regarding applying their own thoughts, being praised, the quality of the job and the opportunity for promotion (Vural, 2004). Considering all these, job satisfaction is a multidimensional concept (Çetinkanat, 2000). According to studies, factors affecting teachers' internal job satisfaction are stress, working conditions, working environments, and school environments (Jackson, Schwab, & Schuler, 1986). Factors affecting teachers' external job satisfaction are them being in tune with the administers and colleagues (Kağan, 2005). In the literature, teachers' job satisfaction levels have been examined in terms of variables such as age (Bishay, 1996; Kağan, 2005; Gürbüz, 2008; Öztürk & Deniz, 2008; Özyürek, 2009), seniority (Bishay, 1996; Demato & Curcio, 2004; Kağan 2005; Gürbüz, 2008; Özyürek, 2009), and marital status (Gürbüz, 2008). Considering that the productivity of individuals with high mental health will be relatively higher in their work environment, this will also positively affect their job satisfaction. In this way, their commitment to their occupation will increase and its benefits to society will increase at the same rate (Ersever, 1994).

Occupational commitment is the indicator of the psychological bond and emotional reactions that develop between individuals and their profession (Meyer, Allen, & Smith, 1993). This commitment involves individuals' identification with their profession, focusing on their careers, devoting themselves to their professions, and internalizing their professional values (Lanchman & Aranya, 1986; Finn, Munter, & McCaslin, 1994). Marrow (1983) stated that occupational commitment as the profession becoming important in one's life and argued that the individual will start to adopt the values of the profession after spending a long time for his/her profession. In their Three Component Model of Commitment, Meyer and Allen (1991) divided occupational commitment into three types, namely affective commitment, continuance commitment, and normative commitment. Affective occupational commitment is related to the individual's desire to stay in his/her profession. Continuance occupational commitment is the need for an individual to stay in the profession. Finally,

normative occupational commitment refers to an individual's obligation to remain in his/her profession. There are many studies in the literature showing that the factors affecting occupational commitment are related to socio-demographic job satisfaction (Aboan & Duygulu, 2004; Benligiray & Sönmez, 2011; Meyer, Allen & Smith, 1993).

In light of all these studies, it was deemed important to examine teachers' job satisfaction and their level of occupational commitment. The purpose of the current study was to explore whether the relationship between teachers' job satisfaction and occupational commitment levels differed according to various variables (sex, position (classroom teacher/subject), professional seniority, school level). Within the framework of this purpose, answers to the following study questions were sought.

1.1. Study Questions

1. Do teachers' job satisfaction and occupational commitment sub-dimensions differ according to sex?
2. Do teachers' job satisfaction and occupational commitment sub-dimensions differ according to seniority?
3. Do teachers' job satisfaction and occupational commitment sub-dimensions differ according to school level?
4. Do teachers' job satisfaction and occupational commitment sub-dimensions differ according to position (classroom teacher/subject teacher)?
5. Is there a significant relationship between teachers' job satisfaction and occupational commitment sub-dimensions?

2. Methods and Materials:

2.1. Study Design

This study examines the relationship between teachers' occupational commitment and job satisfaction employing the relational research design, one of the descriptive research methods.

2.2. Universe and Sample

Selected by simple random sampling method, the study group consisted of 255 teachers who were working in eight different schools from three different levels (two high schools, three middle Schools, three elementary schools) in Gaziantep's Şahinbey district. The data were collected in the spring semester of the 2018-2019 academic year. The frequency and percentage distribution of the study group is presented in Table 1.

Table 1

Frequency and Percentage Distributions of the Sample Group

		N	Frequency %
Sex	Female	124	48.6
	Male	131	51.4
Professional Seniority	1-5 Years	91	35.7
	6-10 Years	61	23.9
	11-15 Years	39	15.3

	16-20 Years	32	12.5
	21 Years and Above	32	12.5
School Level	Elementary	127	49.8
	Middle	82	32.2
	High	46	18.0
Position	Classroom Teacher	117	45.9
	Subject Teacher	138	54.1

1.2.Data Collection Tools

In the study, the data were collected using the Personal Information Form developed by the researcher, Occupational Commitment Scale, Minnesota Satisfaction Scale.

Minnesota Satisfaction Scale

The Minnesota Satisfaction Scale was developed by Weiss, Dawis, England, and Lofquist (1967) to measure individuals' level of intrinsic satisfaction, extrinsic satisfaction, and general job satisfaction. The scale was translated into Turkish by Baycan in 1985 and its validity and reliability studies were conducted (Cronbach's Alpha= 0.77). The scale's dimensions of general job satisfaction, intrinsic satisfaction and external satisfaction separately. The intrinsic satisfaction dimension involves satisfaction with the inner characteristics of the job such as being appreciated, achievement or recognition, job responsibility, and position change due to promotion. On the other hand, the extrinsic satisfaction dimension is related to the outer characteristics of the job such as the future plans of the institutions, the management style, the functioning of the control mechanism, relations with the managers, working conditions, and wages. The general job satisfaction dimension involves all items in the scale (Çelik & Telman, 2013).

Occupational Commitment Scale

Developed by Meyer et al. (1993), the Occupational Commitment Scale was adapted to Turkish by Tak and Çiftçioğlu (2008) who conducted its validity and reliability studies. The scale consists of three dimensions, namely affective occupational commitment, continuance occupational commitment, and normative occupational commitment. The 18-item scale has six items in each dimension. The 15th, 16th, 17th, and 18th items in the scale are reverse questions. The reliability of the scale is .82 for the affective commitment, .74 for the continuance commitment, and .83 for the normative commitment.

2.3.Data Analysis

Before starting data analysis, the data set was examined in terms of the missing values. After confirming that there was no missing data in the data set, the assumptions of normality, outliers and homogeneity of variances were examined for the analysis of the grouped data. After these evaluations, independent samples t-test was performed for variables with two groups, and one-way analysis of variance was performed for variables with more than two groups. When there were more than two groups after the analyses, the Tukey test, one of the post-hoc tests, was used to determine the differences between the means. Multiple regression analysis was performed to examine the relationships between variables. The margin of error in the study was accepted as .05.

3. Results /Findings

In the study, the relationship between the demographic information (gender, duty, professional seniority, the level of employment) and job satisfaction and occupational commitment sub-dimensions and the relationships between the variables were examined. Mean, standard deviation and t-test results of teachers' occupational commitment sub-dimensions and job satisfaction levels according to sex are presented in Table 2.

Table 2

Mean, Standard Deviation and t-Test Results of Teachers' Occupational Commitment Sub-Dimensions and Job Satisfaction Levels According to Sex

Dimension	Sex	N	\bar{x}	sd	t	p
Affective commitment	Female	124	18.40	3.06	.88	.38
	Male	131	18.08	2.74		
Continuance commitment	Female	124	18.43	4.25	.08	.94
	Male	131	18.39	3.54		
Normative commitment	Female	124	18.44	2.88	-1.69	.09
	Male	131	19.04	2.76		
Job satisfaction	Female	124	72.19	11.67	.10	.92
	Male	131	72.04	11.45		

* $p < .05$

In terms of the sex variable, there was no significant difference in the affective occupational commitment ($t(253) = .88, p > .05$), continuance occupational commitment ($t(253) = .08, p > .05$) and normative occupational commitment levels ($t(253) = -1.69, p > .05$). According to this finding, female and male teachers' levels of affective occupational commitment, continuance occupational commitment and normative occupational commitment were similar to each other. In addition, there was no significant difference in teachers' job satisfaction levels in terms of the sex variable ($t(253) = .10, p > .05$). In other words, female and male teachers' job satisfaction levels were similar to each other. Mean, standard deviation and t-test results of teachers' occupational commitment sub-dimensions and job satisfaction levels according to position are presented in Table 3.

Table 3

Mean, Standard Deviation and t-Test Results of Teachers' Occupational Commitment Sub-Dimensions and Job Satisfaction Levels According to Position

Dimension	Position	N	\bar{x}	sd	t	p
Affective commitment	Classroom	117	18.43	2.86	.99	.32
	Subject	138	18.07	2.93		
Continuance commitment	Classroom	117	18.99	4.42	2.22	.03*
	Subject	138	17.91	3.31		
Normative commitment	Classroom	117	19.01	2.63	1.40	.16
	Subject	138	18.52	2.97		
Job satisfaction	Classroom	117	73.39	10.79	1.64	.10
	Subject	138	71.03	12.06		

* $p < .05$

In terms of the position variable, there was no significant difference in the affective occupational commitment level ($t(253) = 1.40, p > .05$) and normative occupational commitment level ($t(253) = -1.69, p > .05$). According to this finding, classroom and subject teachers' levels of affective occupational commitment and normative occupational commitment were similar to each other. In addition, teachers' continuance occupational commitment levels were examined in terms of the position variable and a significant difference in the continuance occupational commitment level was

determined according to teachers' position ($t(253) = 2.22, p < .05$). This finding showed that classroom school teachers' continuance occupational commitment levels were higher than subject teachers' continuance occupational commitment levels. Also, there was no significant difference in teachers' job satisfaction levels according to the position variable ($t(253) = 1.64, p > .05$). Thus, the job satisfaction levels of the classroom and subject teachers were similar. Mean, standard deviation and t-test results of teachers' occupational commitment sub-dimensions and job satisfaction levels according to position are presented in Table 4.

Table 4

Mean, Standard Deviation and ANOVA Results of Teachers' Occupational Commitment Sub-Dimensions and Job Satisfaction Levels According to Seniority

Dimension	Seniority	n	\bar{x}	Source of Variance	Sum of Squares	sd	Mean Square	F
Affective commitment	1-5 years	91	18.99	Between Groups	106.62	4	26.66	3.28*
	6-10 years	61	18.03					
	11-15 years	39	18.23	Within Groups	2029.78	250	8.12	
	16-20 years	32	17.65	Total	2136.41	254		
	21 years and above	32	17.09					
Continuance commitment	1-5 years	91	17.79	Between Groups	222.22	4	55.56	3.83*
	6-10 years	61	17.51					
	11-15 years	39	18.95	Within Groups	3623.36	250	14.49	
	16-20 years	32	19.72	Total	3845.58	254		
	21 years and above	32	19.91					
Normative commitment	1-5 years	91	19.02	Between Groups	15.68	4	3.92	.49
	6-10 years	61	18.48					
	11-15 years	39	18.44	Within Groups	2014.26	250	8.06	
	16-20 years	32	18.87	Total	2029.94	254		
	21 years and above	32	18.75					
Job satisfaction	1-5 years	91	72.04	Between Groups	426.13	4	106.53	
	6-10 years	61	71.03					

11-15 years	39	70.64	Within Groups	33379.58	250	133.52	.80
16-20 years	32	74.47	Total	33805.70	254		
21 years and above	32	73.81					

* $p < .05$

As seen in the table, there was a significant difference in teachers' affective occupational commitment levels according to the professional seniority variable ($F(4, 250) = 3.28, p < .05$). The post-hoc Tukey test performed to determine the source of this difference showed that the level of affective occupational commitment was higher in teachers with 1-5 years of seniority than teachers with 21 years and above. In addition, there was a significant difference in teachers' continuance occupational commitment levels in terms of the professional seniority variable ($F(4, 250) = 3.83, p < .05$). According to the Tukey test conducted to determine the source of this difference, the level of continuance occupational commitment was higher in teachers with 21 years and above seniority than teachers with 6-10 years seniority. Also, there was no significant difference in teachers' normative occupational commitment levels according to the professional seniority variable ($F(4, 250) = .49, p > .05$). Furthermore, there was no significant difference in teachers' job satisfaction levels according to the professional seniority variable ($F(4, 250) = .80, p > .05$). Mean, standard deviation and t-test results of teachers' occupational commitment sub-dimensions and job satisfaction levels according to school level are presented in Table 5.

Table 5

Mean, Standard Deviation and ANOVA Results of Teachers' Occupational Commitment Sub-Dimensions and Job Satisfaction Levels According to School Level

Dimension	School Level	N	\bar{x}	Source of Variance	Sum of Squares	sd	Mean Square	F
Affective commitment	Elementary	127	18.29	Between Groups	106.62	2	.88	.10
	Middle	82	18.26		2029.78	252	8.47	
	High	46	18.06	Within Groups	222.22	254		
Continuance commitment	Elementary	127	18.91	Between Groups	3623.36	2	31.40	2.09
	Middle	82	17.89		3782.79	252	15.01	
	High	46	17.96	Within Groups	3845.58	254		
Normative commitment	Elementary	127	19.02	Between Groups	23.12	2	11.56	1.45
	Middle	82	18.63		2006.82	252	7.96	
	High	46	18.22	Within Groups	2029.94	254		
Job satisfaction	Elementary	127	73.50	Between Groups	1255.76	2	627.88	4.86
	Middle	82	68.90		32549.95	252	129.17	
	High	46	74.02	Within Groups	33805.70	254		

* $p < .05$

As seen in the table, in terms of the school level variable, there was no significant difference in teachers' affective occupational commitment levels ($F(2, 252) = .10, p > .05$), continuance occupational commitment level ($F(2, 252) = 2.09, p > .05$) and normative occupational commitment ($F(2, 252) = 1.45, p > .05$). According to this result, affective occupational commitment, continuance occupational commitment and normative occupational commitment levels of teachers working in elementary, middle, and high schools were similar to each other. Also, there was a significant difference in teachers' job satisfaction levels according to the school level variable ($F(2, 252) = 4.86, p < .05$). According to the source of this difference, the job satisfaction levels of teachers working in elementary and high schools were higher than those working in middle schools. Mean, standard deviation and correlation coefficients of teachers' occupational commitment sub-dimensions and job satisfaction are presented in Table 6.

Table 6

Mean, Standard Deviation And Correlation Coefficients Of Teachers' Occupational Commitment Sub-Dimensions And Job Satisfaction

Variable	\bar{x}	Ss	iD	DB	DVB	NB
Job satisfaction	72.11	11.54	-			
Affective commitment	18.24	2.90	-.26**	-		
Continuance commitment	18.41	3.89	.22**	-.15*	-	
Normative commitment	18.75	2.83	.10	.10	.37**	-

* $p < .05$, ** $p < .01$

The relationships between the variables showed that there were low and moderate correlations. The highest relationship was between normative occupational commitment and continuance occupational commitment. The results regarding the prediction of teachers' job satisfaction are presented in Table.7.

Table 7

Results Regarding the Prediction of Teachers' Job Satisfaction

Predictive Variables	Model I			
	B	SE B	β	t
Constant	75.73	6.54		11.58*
Affective commitment	-.98	.24	-.25	-4.01*
Continuance commitment	.47	.19	.16	2.42*
Normative commitment	.30	.27	.07	1.11
R^2	.11			
adjusted R^2	.10			

* $p < .05$

One of the purposes of this study was to examine the relationship between teachers' job satisfaction and commitment occupational levels. The results of the multiple regression analysis performed for this purpose are given in Table 7. The results showed that the model was significant ($F(3, 251) = 10.11, p < .05$). Affective occupational commitment ($B = -.98, t = -4.01, p < .05$) and continuance occupational commitment ($B = .47, t = 2.42, p < .05$) were significant predictors of teachers' job satisfaction. According to these findings, a one-unit increase in the affective occupational commitment level lead to a decrease of .98 points in job satisfaction, while a one-unit increase in continuance occupational commitment provides an increase of .47 points. The model explained 10% of the variance in job satisfaction.

4. Discussion

In the study, the factors affecting teachers' occupational commitment and job satisfaction (sex, position, professional seniority, school level) were examined. The study results revealed no significant difference between teachers' occupational commitment sub-dimensions and job satisfaction according to sex. In the literature on the relationship between occupational commitment and sex, Sorensen and McKim (2014) also concluded that there was no significant difference according to sex. However, there are also studies in the literature that do not support these findings and argued that teachers' job satisfaction levels differed according to sex (Günbayı & Toprak, 2010; Şahin, 1999; Perie & Baker, 1997). Furthermore, while some studies put forth that women's occupational commitment was higher than men's (Fresko, Kfir, Nasser, 1997; Uştu, 2014), some studies revealed that men's occupational commitment was higher than women's (Kadyschuk, 1997). Aslan and Keser (2006) determined in their study that men's job satisfaction levels were higher than women's.

In the current study, no significant difference was found between teachers' position, whether they were classroom or subject teachers, and job satisfaction, but a significant difference was found in the continuance commitment sub-dimension, one of the occupational commitment sub-dimensions. This difference showed that the occupational commitment of classroom teachers was higher than that of subject teachers. Related to this result, Choi and Tang (2009), stated that the factors that increase teachers' occupational commitment are their love for their students, seeing what is learned, and internal reward. In this respect, when the classroom and subject teachers are compared, it can be said that the occupational commitment of the classroom teachers is higher since they have more opportunities to see their students' learning and owning it, and internal rewards than the subject teachers. However, according to Uştu (2014), who reached a different conclusion in his study, classroom teachers' occupational commitment level was lower than subject teachers'. In terms of the relationship between teachers' positions and job satisfaction, many studies in the literature argued that the level of school the teachers work at is a determining factor in assessing teachers' job satisfaction (Koruklu, Feyzioğlu, Özenoğlu- Kiremit, & Aladağ, 2013; Gülay, 2006; Johnson & Birkeland, 2003; Norton, 1999; Peck, 2002).

In the present study, no significant difference was revealed between professional seniority of teachers and job satisfaction, but a significant difference emerged between professional seniority and affective occupational commitment and continuance occupational commitment, the sub-dimensions of occupational commitment. The difference between professional seniority and affective occupational commitment showed that those with a professional seniority of 1-5 years were higher than those with a seniority of 21 years and above. According to this result, teachers who had just started their profession had higher affective commitment to their profession. The difference between professional seniority and continuance occupational commitment showed that the commitment of

those with a seniority of 21 years and above were higher than those with a seniority of 6-10 years. This situation shows that the probability of staying in the profession increases with the increase in professional seniority. As the seniority increases, it can be concluded that while staying in the profession increases, the affective commitment is less than in the first years. In studies examining the relationship between professional seniority and job satisfaction, while results supporting the finding of the present study were found (Telef, 2011; Şahin & Dursun, 2009; Gençay, 2007), there were also findings that did not support the result (Gençtürk & Memiş, 2010; Günbayı & Toprak, 2010; Şahin, 1999). For example, Fresko et al. (1997) concluded that teachers' occupational commitment did not change according to seniority. The study conducted by Durna and Eren (2005) argued that as the time spent by the employees in the profession increases, their organizational, affective, and normative commitments increase. Yelboğa (2007) concluded that job satisfaction level increased in the first years of employment or 15 years or above. Similarly, Tekingündüz and Tengilimoğlu (2013) revealed that employees' job satisfaction level increased between 1-5 years, but decreased between 5-15 years and then started to increase again. Sat (2011) also pointed out that as the seniority increases, the job satisfaction level increases.

No significant difference was found between occupational commitment sub-dimensions and job satisfaction according to the school level. The highest relationship between occupational commitment sub-dimensions and job satisfaction was found between normative occupational commitment and continuance occupational commitment. In their study, Altinkurt and Yılmaz (2014) put forth that the job satisfaction of preschool teachers was higher than those who worked in vocational high schools, and the job satisfaction of teachers who worked in middle schools were higher than those who worked in elementary schools. Also, Gencturk and Memiş (2010) concluded that classroom teachers felt more satisfied than subject teachers in both general and intrinsic job satisfaction sub-dimensions. The highest relationship between occupational commitment sub-dimensions and job satisfaction was found between normative occupational commitment and continuance occupational commitment. Meyer et al. (1993) examined occupational commitment in three sub-dimensions and determined a negative relationship between job satisfaction and continuance commitment, and a positive relationship between affective and normative commitment.

As a result, in order to increase teachers' job satisfaction and occupational commitment within the framework of the changes that are considered to affect occupational commitment and job satisfaction, it is important to determine the causes of the problems experienced with the administrators and colleagues in schools and develop suggestions for their solutions. In addition, it can be recommended to include in-service seminars on human relations and communication that will contribute to the regulation of interpersonal relations. Reyes and Shin (1995) argued in their study that teachers' job satisfaction is one of the factors that determine teacher commitment. For this reason, it is believed that including more practices that would increase teachers' job satisfaction will have positive results for school administrators who want to increase teacher commitment.

5. Conclusion(s)

The study was limited to a total of 255 teachers working at three different school levels during the 2018-2019 academic year, and to the Personal Information Form, Minnesota Satisfaction Scale, and Occupational Commitment Scale that were used to collect the study data. As a result of the study, the highest relationship between occupational commitment sub-dimensions and job satisfaction was found between normative occupational commitment and continuance occupational commitment.

6. Recommendations/Future directions

According to the current research results, teachers' job satisfaction was a significant predictor of affective occupational commitment and continuance occupational commitment. Based on this, in-school and out-of-school in-service trainings can be organized to increase teachers' continuance occupational commitment and normative occupational commitment. Studies can be conducted with different variables on the factors that affect teachers' affective occupational commitment and continuance occupational commitment, which increase job satisfaction.

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