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Teachers' Perceptions about Political Commitment

Hasan ERIS¹

Abstract

The main function of teaching is to enable behavioral change in individuals. In this change process, personal traits of teachers, the level of correspondence of these traits with the requirements of teaching, their knowledge and skills level and their attitudes and behaviors during teaching process all play important roles. On the other hand, cultural values of teachers, beliefs and the political paradigms that form these are important elements that determine teachers' teaching behaviors. All these elements have important effects on forming teachers' teaching behaviors. This study aims to determine teachers' opinions concerning their political levels of attachments and to what extent they reflect their political beliefs to their teaching activities. In order to achieve this aim, the data collecting instrument was applied to the sample consisting of 760 primary school teachers working in Izmit/Kocaeli. Two data collecting instruments were used: Teachers' Political Commitment Scale and Teacher's Multiple Political Commitment Scale. The findings suggest that despite the fact that teachers' level of political commitment in general is low, political Islamic thought and nationalist thought are the two most committed types of political commitment. The findings also suggest that political focus of commitment differs according to the union membership and teachers place education values in the first place in their teaching activities.

Keywords: organizational commitment, teachers' political commitment, multiple commitments, foci of external commitment.

Introduction

Loyalty, organizational attraction, identification, involvement, and organizational commitment are some of the more common names given to work-related commitment constructs. According to O'Reilly, Chatman, and Caldwell (1991), the construct of organizational commitment is a conceptual overlap between commitment and a number of work related attitudes. The growth in the volume of

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commitment literature has not been accompanied by a careful segmentation of commitment's theoretical domain in terms of intended meaning of each concept or the concepts' relationships among each other (Allen & Meyer, 1996). As (Mathieu & Zajac, 1991; Hesketh & Gardner, 1993) noted, the list of commonly confounded constructs in commitment research include work-related attitudes such as identification and involvement, hypothesized antecedents and consequences of commitment such as job satisfaction and long tenure, and variables associated with the development of commitment such as behavior attribution.

Mowday *et al.* (1982) defined organizational commitment as "the relative strength of an individual's identification with and involvement in a particular organization" (p. 226). Commitment appears to be a function of identification by this definition. In contrast, Meyer and Allen (1991) developed a three-component conceptualization of organizational commitment that went beyond the traditional attitudinal and behavioral distinction. These authors established a framework of commitment that consists of affective, continuance, and normative commitment. Meyer and Allen (1991) view affective commitment as the "employee's attachment to, identification with, and involvement in the organization" (p. 67). Employees who remain in their respective organization do so because they want to do so. Neither continuance commitment (*need to stay*) nor normative commitment (*ought to stay*) are commonly addressed in discussions of organizational commitment and/or organizational identification. The focus is primarily on affective commitment. Still, as Meyer and Allen (1991) argue, commitment involves more than affective commitment.

Scholars have defined organizational commitment in a number of different ways. Buchanan (1974) identified three components of the construct that have since appeared in many definitions of organizational commitment in one fashion or another. An individual committed to an organization would demonstrate (a) identification – the adoption as one's own goals and values of the organization, (b) involvement – the psychological immersion or description in the activities of one's own work role, and (c) loyalty – a feeling of affection for and attachment to the organization (Buchanan, 1974, p. 533). DeCotiis and Summers (1987) address organizational commitment in a similar manner. These authors claim that the committed individual will demonstrate (a) an internalization of the goals and values of the organization, (b) involvement in an organizational role in the context of these goals and values, (c) a desire to remain in the organization over an extended period of time in order to serve its goals and values, and (d) a willingness to exert effort in the interests of these goals and values, beyond that normally required of the individual (1987: 447). Eisenberg, Monge, and Miller (1983) argue that at least three elements are integral parts in any definition of organizational commitment. These include: (a) a strong belief in and acceptance of the organization's goals and values, (b) a willingness to exert considerable effort on behalf of the organization, and (c) a strong desire to maintain membership in the organization (p. 181).

Common themes that emerge from the various researchers' conceptualizations include: (a) an identification with goals and values of the organization, (b) an attachment to the organization's goals and values with a desire to remain in the organization, (c) an internalization of the organization's goals and values, and (d) willingness to exert effort on the behalf of the organization in order to serve its goals and values. Other researchers addressing organizational commitment have attempted to draw a distinction between attitudinal and behavioral commitment (Hrebiniak & Alutto, 1972; Mowday, Porter, & Steers, 1982; Reichers, 1985). Mowday *et al.* (1982) described these two approaches in the following way: attitudinal commitment focuses on the process by which people come to think about their relationship with the organization. In many ways, it can be thought of as a mindset in which individuals consider the extent to which their own values and goals are congruent with those of the organization. . . Behavioral commitment, on the other hand, relates to the process by which individuals become locked into a certain organization and how they deal with the problem. (p. 26)

Whereas attitudinal commitment is concerned with the individual's identification with organizational goals and an employee's willingness to work towards them, behavioral commitment focuses more on the individual's action (Meyer & Allen, 1997; Reichers, 1985). Hrebiniak and Alutto (1972) made the distinction between attitudinal and calculated commitment. A calculated commitment according to these authors is "a structural phenomenon which occurs as a result of individual-organizational transactions and alterations in side bets or investments over time" (p. 556). In other words, individuals become attached to the organization because they have side bets or investments (e.g. 401k plan) in the company and cannot afford to leave.

Compliance occurs when attitudes and behaviors are adopted not because of shared beliefs but simply to gain specific rewards. In this case, public and private attitudes may differ. Identification...occurs when an individual accepts influence to establish or maintain a satisfying relationship; that is, an individual may feel proud to be a part of a group, respecting its values and accomplishments without adopting them as his or her own. Internalization occurs when influence is accepted because the induced attitudes and behavior are congruent with one's own values; that is, the values of the individual and the group or organization are the same (O'Reilly & Chatman, 1986: 493).

Organizational commitment is often affected by factors such as job satisfaction, organizational satisfaction, and coworker satisfaction. Rarely does location or career determinant play a role in commitment to a workers' organization. Research on commitment has been relatively stable over time. Key to organizational commitment has been the finding that job satisfaction is one of the most cited reasons for employees remaining with their employers (Caykoylu, Egri & Havlovic, 2007; Iverson & Roy, 1994; Laschinger *et al.*, 2004; Steers, 1977). Most organizational research models have found a positive correlation between commitment

and job satisfaction. However, other antecedents such as empowerment, job motivating potential, acceptance by coworkers, supervisor effectiveness, and role ambiguity/conflict may also play a significant role in organizational commitment. As job roles can positively affect organizational commitment and define job satisfaction, it is likely that cross-utilization employees would support organizational commitment through their varied and changing job roles.

Employee commitment can evolve over time as employees' skills, task variety, task identity, and task significance change. Employees will either increase their level of commitment as responsibilities and skills increase, or they will lose their sense of commitment when they feel like they have lost value as an employee (Bateman & Strasser, 1984). As cross-utilization employees develop increasing skills and task variety, they may also develop an increased level of organizational commitment or experience increased levels of job satisfaction.

Finally, organizational commitment can be tied to attitude and behavioral patterns related to either personal values or organizational goals. Ugboro (2006) states that committed employees will exhibit behavioral patterns that are internalized by pressure to meet organizational goals or because of personal interests. These employees tie their own beliefs and experiences to that of the organization in a manner that reflects a desire to contribute effectively to the organization. These employees often exhibit (a) a willingness not to leave for self-serving reasons, (b) a willingness to work selflessly to contribute to the effectiveness of an organization, and (c) a willingness to make personal sacrifices beyond normal expectations because it is the right thing to do (Ugboro, 2006).

Central to the research of organizational commitment has been the belief that employee commitment to an organization is multi-dimensional. Meyer and Allen (1991) found that commitment was affective in nature when employees felt an emotional attachment to their organization through identity. Employees who are employed by high profile organizations often feel an emotional tie because they believe that employment anywhere else would not be the same. These employees also feel attached to the organizational goals and are induced by their value as it relates to the organization (Ugboro, 2006). Research also indicates that commitment can be a continuance belief where employees feel there is a cost associated with leaving. Wasti (2005) points out that employees often feel one or more psychological forms of commitment in varying degrees and may experience these feelings simultaneously. Continuance commitment also invokes the feeling of nontransferability in regard to relationships with coworkers, retirement benefits, career path, and skills that are unique to an organization (Ugboro, 2006).

Although O'Reilly's and Chatman's (1986) explanation of commitment presents the multidimensional nature of organizational commitment, it received considerable criticism because of the difficulty in distinguishing identification and internalization (Becker, 1992; Vandenberg, Self, & Seo, 1994). In more recent

research, Caldwell, Chatman, and O'Reilly (1990) combined identification and internalization to form a measure labeled normative commitment based on the shared values between the two.

As research on organizational commitment has evolved over the years, researchers have come to view employee commitment as having multiple foci and bases (Becker, 1992; Becker & Billings, 1993; Becker, Billings, Eveleth, & Gilbert, 1996; Hunt & Morgan, 1994; Meyer & Allen, 1997; Reichers, 1985). Reichers (1985) found that in the organizational commitment literature, the organization "typically is viewed as a monolithic, undifferentiated entity that elicits an identification and attachment on the part of individuals" (p. 469). Yet the author argues that organizations are made up of "coalitions and constituencies," each of which espouses a unique set of goals and values that may be in conflict with the goals and values of other organizational groups or members. Therefore, it is best to understand organizational commitment as a collection of multiple commitments. Researchers have identified empirical support for this idea of multiple commitments (Becker, 1992; Becker & Billings, 1993; Becker, Billings, Eveleth, & Gilbert, 1996; Reichers, 1985). For example, Becker and Billings' (1993: 177) analysis to identify commitment profiles (differing patterns of commitment to the various constituencies within the organization) found four dominant profiles: 1) the locally committed (employees who are attached to their supervisor and work-group), 2) the globally committed (who are attached to top management and the organization), 3) the committed (who are attached to both local and global foci), and 4) the uncommitted (who are neither local nor global foci).

Many researchers have studied the antecedents to commitment. Mowday *et al.* (1982) proposed that antecedents of organizational commitment are typically reduced into four categories: personal characteristics, structural characteristics, job-related characteristics, and work characteristics. Meyer and Allen (1991) also used these categories in their discussion of antecedents, but combined job-related characteristics (objectives) and work experience (subjective). Research has tended to focus on personal characteristics and work-related characteristics (Bar-Hayim & Berman, 1992; Bateman & Strasser, 1984; Jans, 1989; Meyer & Allen, 1988; Wiener, 1982).

Many *personal characteristics* such as age, tenure, sex, and education level have been connected to organizational commitment. Much research has been done in this area (Angle & Perry, 1981; Bedain, Ferris, & Kacmar, 1992; Bruning & Snyder, 1983; Liou & Nyhan, 1994; Mottaz, 1988; Shore, Barksdale, & Shore, 1995; Smith, Gregory, & Cannon, 1996). In their study of industrial workers, Bar-Hayim and Berman (1992) found that an employee's age and seniority contributed to greater organizational commitment. They also found gender and educational differences in organizational commitment suggesting that "to the extent that they are more likely to occupy a lower status in the labor market, women and less educated employees are more inclined to encounter limited alternative job

opportunities, thus attaching them more to the present place of employment” (Bar-Hayim and Berman, 1992: 384).

Arguably, most of the literature pertaining to antecedents of organizational communication, deals with the employee’s *work characteristics*. *Job satisfaction* is often connected with organizational commitment (Hackett, Bycio, & Hausdorf, 1994; Igarria & Guimaraes, 1993; Konosvky & Cropanzano, 1991; Mathieu & Zajac, 1990). Cranny, Smith, and Stone (1992) viewed job satisfaction as a combination of cognitive and affective reactions to the differential perceptions of what an employee wants to receive compared with what he or she actually receives. Researchers have disagreed whether job satisfaction is a precursor of organizational commitment or if organizational commitment is a precursor of job satisfaction. For example, Bateman and Strasser (1984) found commitment to be a precursor of satisfaction, while Williams and Hazer (1986) found satisfaction to be a precursor of commitment. And Curry, Wakefield, Price, and Mueller (1986) found no causal relationship in either direction.

One of the factors that constitute the strengths of teachers’ working environment feelings are the interests and attitudes of the teachers towards the objects in the working environment (occupation, work, work team, student, school). It is in this sense that the teachers show an activity according to the qualifications given to these objects and the nature of their relationship with them. One of their most important the degree of efficiency of educational organizations based on a number of items, teaching and learning process in place domain administrator, teacher and student interaction. In this context, it is important for the teacher to read him / herself, to learners, to teaching activities, to dedicate himself/herself to his/her job and colleagues, in other words, the teacher’s behavior show that exceed the normative expectations of this group or object and formalization, can positively influence the effectiveness of the school (Celep, 1996: 2-3). In the classroom context, it may be the case that the teacher directs the student to behave outside the school purpose and strives in this direction. It may not be possible to control or recognize such negative behavior in a timely manner. Because, in this training, it is because of the difficulty of evaluating the product objectively. The results of the behavioral change in the pupil can only be understood in real terms after many years. Since the training process has spread over a long period of time, it is unlikely that the teacher will immediately observe behavioral products of students resulting from negative attitudes and behaviors (Celep, 1996: 6).

When the relationship between teachers’ organizational commitment dimensions is examined, there seems to be a negative relationship between commitment to the school and dedication to non-school values. There is negative correlation between dedication and devotion to political values (-16), between the devotion to the arrow and the devotion to the religious values(-10), Between dedication and family values(-22). As the dedication to non-school values increases, the commitment to the school decreases, on the contrary, as the commitment to the school

increases, the commitment to non-school values decreases. As can be seen from these results, there is a negative relationship between dedication to the school and non-school values. The teacher's dedication to out-of-school values lowers his commitment to the school; therefore, this situation can have negative consequences such as not giving importance to the teacher's work, deviating from the purpose of the school (Bulbul, 2001).

A significant difference was found between the teachers' scores on the school and the age groups of the teachers. As the age of teachers increases, so too is the commitment to the school. Again, as the seniority of teachers and the length of time spent in school increases, the readiness to readers increases. These results are in the nature of supporting previous research Celep (1996), National Center for Education Statistics (1997). In addition, based on the research findings, age, seniority, and the relationship between service time and school commitment it is seen that teachers' dedication to the school began to decline after 50 years of age, after 26 years or more in the occupation (Bulbul, 2001). The fact that the teaching staff members did not demonstrate a democratic attitude to the teacher candidates' for this reason, it has been revealed that the students who are candidates of the teacher have commented or become passive in line with their thoughts in order not to clash with the lecturers. It may be possible that the reason for the fact that the prospective teachers' attitudes towards the teaching profession are based on their political attitudes instead of professional values and scientific values, is due to the non-democratic attitudes of the instructor (Celep, 1999). This can be regarded as a negative development in terms of our education system and teaching profession. This is because the basic characteristics of the teaching profession are that the candidate teacher has at least a scientific attitude and behavior, a tolerant, patient, democratic and humane opinion.

Method

The Purpose of Research

The aim of this research is to determine the level of teachers' political commitment and how these political deviations change the status of union members according to the union membership status. At the same time, it was aimed to determine whether the political devotion of the teachers changed according to gender, age, teaching cadastral union membership.

Research Model

The research was in the screening model and after the field related to the subject was scanned, the theoretical structure was tried to be established.

Population and Sampling

The universe of research to determine the levels of teachers’ political commitment consists of class and branch teachers working in the Kocaeli Central primary school in the November-December 2014 academic year. The entire universe was taken as a sample, and the teachers who were in the school when the questionnaire was applied and the questionnaires were formed as the sample of this research. Approximately 1000 surveys have been distributed, and the number of surveys surveyed is 760.

Collection of Data

Two scales were developed to collect the research data. The Teachers’ Political Commitment Scale consists of 8 items of 5 Likert type. As a result of the factor analysis, the total variance analysis of the scale is 42.78, and the Alfa reliability coefficient is .79. The factor load of the items varies between .44 and .78. The teachers’ multidimensional Scale of Political Devotion: it consists of 28 items of 5-point type. As a result of the factor analysis, the scale consists of 4 dimensions and the total variance analysis is 51.46. The Alpha reliability coefficient of the district is .83. The factor load of the items varies between .51 and .78.

Table 1. Variance of Teachers’ Multidimensional Political Commitment Scale

	Rotation Sums of Squared Loadings	Std. Deviation	
Component	Total	% of Variance	Cumulative %
1 Political Islamic Thought	5.018	17.303	17.303
2. Nationalist Thought	3.868	13.339	30.642
3 Liberal Left Thought	3.555	12.258	42.900
4 Left Thought	2.483	8.563	51.463

Table 2. Dimensions of Teachers’ Multidimensional Political Commitment Scale

Boyutlar	Alfa Reliability Coefficients	Item Number	Mean	Std. Deviation	Variance
1 Political Islamic Thought	.8617	10	2.65	.90	.82
2. Nationalist Thought	.8234	7	3.54	.88	.77
3 Liberal Left Thought	.7963	7	4.12	.75	.56
4 Left Thought	.6448	4	2.219	.92	.86

Results

Personal: 49.9% (379) of the teachers participating in the survey were female, 50.1% (381) were male. 40.8% of the teachers are 31-40; 37,5% are between 20 and 30 years old. However, the proportion of teachers between the ages of 51-60 is 5.7%. 72.9% of the teachers are in primary education and 26.6% are in secondary education. It is understood that 27.1% of the teachers have service for 1-5 years, 26.7% for 6-10 years, and 24.4% for 11-15 years in terms of the teaching period of the teaching profession. The Focus of Teachers' Decisions on Teaching: While 53.8% of the teachers stated that they were trying to make a decision about the education and training, taking into account their professional values, 37.7% stated that they took into consideration the conditions and conditions of the school. However, at least 3,2% of them say that they make decisions according to their family or religious values.

Teachers' Views on Political Commitment

The expressions and accents the teachers use during their teaching during the lesson are examples of the effect of political thought. It is inevitable for teachers to find political rhetoric in teaching activity. However, these discourses must overlap with the aims of the course and national education. The political expressions that conflict with the aims of Ersin and national education are the discourses that affect the student ideologically. It can not be said that the teachers who participated in the research gave much place to the political discourse during the teaching activity period. However, it should be noted that teachers should be inclined not to allow political ideas that conflict with their own political ideas.

Political Islamic Thought: One of the dimensions in which the level of political devotion of teachers participating in research is highest is the dimension of political Islamic thought. It can be deduced that there is a dedication over the average of five of the ten questions on this dimension. The opinions of the teachers on the political Islamic thought are especially important in the following issues: (1) Working to raise individuals who have adopted contemporary ideas without breaking away from values of wetting; (2) Providing examples from the lives of Turkish elders in the classroom teaching activities; (3) Want to be a mosque in school; (4) Defense of religious holidays, days and nights should be celebrated officially.

Nationalist Thought: It can be argued that teachers have a high level of nationalism in terms of their political commitment. It is understood that they show the political actions stated in five questions from seven questions at a high level: (1) By giving examples of victorious Turkish history; (2) In any kind of educational environment, it is highly possible to emphasize Ataturk nationalism; (3) Ataturk and nationalism concepts in the lessons; (4) Striving to raise students as

Turkish nationalists connected to national values; (5) To give examples from Atatürk's student life experiences to students who fail at classes.

Liberal Left Thought: The concept emerging as a liberal left-wing thought in the study represents an understanding of violence and oppression that internalizes libertarian national values within the framework of universal values, without any ethnic roots coming to the forefront. According to the findings of the research, it is understood that in the context of the liberal left dream, the teachers put forward the following behaviors in the teaching process: (1) Emphasize that no nation is superior to others in lessons; (2) To emphasize against all kinds of violence, oppression, oppression and injustice towards human rights; (3) Raising students as individuals fed from historical tradition and accumulation; (4) Emphasizing that there is a wealth of different ethnic groups and the presence of sects; (5) Ensure that students follow contemporary magazines (Science and technology, etc); (6) To emphasize the importance of universal and national values in courses; Efforts to raise individuals who do not adopt universal values without breaking national values.

Left Thought: In the teaching process of the teachers with the leftist idea, to bring the minorities in Turkey to the foreground, to attach importance to the works of the authors of the discourse of the left, to emphasize the uselessness of the country towards our identity, it is understood that minorities have an understanding of the direction of bringing the historical cultural characteristics to the forefront. It has been determined that the teachers who adopt the left thinking show the following behaviors the most from the teaching activities process: (1) When I need to give examples in my lessons, I give examples from Nazim Hikmet's literary works; (2) My lessons take place in the historical processes of minorities in Turkey.

Political Commitment & Gender Dimension

A t-test was conducted to determine whether the perceptions of the teachers on the political commitment differed in terms of gender. The results of the t test for gender of teachers in terms of political commitment dimensions are shown in *Table 3*.

Table 3. Results of t Test According to Teachers' Gender in terms of Political Dimensions of Death

Size	Gender	N	Average	S	sd	t	p
Political Islam	Female	376	2.4293	.8387	753	7.028	.000
	Male	379	2.8802	.9220			
Nationalism	Female	376	3.5574	.8770	754	.361	.718
	Male	380	3.5342	.8852			
Liberal Left	Female	377	4.0746	.7512	755	1.862	.630
	Male	380	4.1763	.7508			
Left	Female	375	2.2067	.9420	742	-.153	.878
	Male	379	2.2170	.9144			
Political Commitment	Female	369	1.7984	.7220	746	-1.899	.058
	Male	379	1.9073	.8403			

According to the results of the analysis, it was determined that there is a meaningful difference between teachers and genders in terms of political Islam [$t(753)=2,569, p<.01$]. According to this, the average of male teachers ($\bar{x}=2,8802$), female teachers are higher than the average ($\bar{x}=2,4293$).

Political Commitment & School Type Relationship

A t-test was conducted to determine whether teachers' perceptions of political commitment differed in terms of the type of school they were working on. The t test results of school teachers in terms of political commitment dimensions are shown in Table 4.

Table 4. Results of the Teacher's T-Test on School Attendance in Terms of Dimensions of Political Corruption

Size	Gender	N	Average	S	sd	t	p
Political Islam	Primary education	554	2.6738	.8706	749	.703	.482
	Secondary education	197	2.6208	1.0107			
Nationalism	Primary education	554	3.6532	.8340	750	5.450	.000
	Secondary education	198	3.2655	.9255			
Liberal Left	Primary education	554	4.1735	.7271	751	2.908	.004
	Secondary education	199	3.9935	.8071			
Left	Primary education	553	2.1469	.8854	748	3.289	.001
	Secondary education	197	2.3985	1.0170			
Political Commitment	Primary education	545	1.8080	.7565	742	2.660	.008
	Secondary education	199	1.9805	.8516			

According to the results of the analysis, it was found that there is a meaningful difference in the dimension of nationalism compared to the school type in which the teachers are working [t (750)=5.450, p<.01]. According to this, the average of teachers working in primary schools (\bar{x} =3.6532), it is seen that the teachers working in secondary schools are higher than the average (\bar{x} =3.2655).

Also in the liberal left dimension, similar to the dimension of nationalism, the average of teachers working in primary schools (\bar{x} =4.1735), It is seen that the average number of teachers working in secondary schools is higher than the average (=3.9935). But to the left dimension [t (748)=3.289, p<.01], and Political Commitment, it was determined that the average of the teachers working in the secondary schools was higher than the teachers working in the primary schools, although the teachers were meaningful and different from the ones they worked in [t (742)= 2.660, p<.01].

ANOVA test was conducted to determine whether teachers' perceptions of political commitment were significantly different according to the length of service.Political Commitment Service Time Relationship. The results of the ANOVA test according to the duration of the participants' services are shown in *Table 5*.

Table 5. ANOVA Results According to the Length of Service of Teachers' Commitment Levels

Size		Sum of Squares	df	Mean Square	F	p	Mean Difference
Political Islam	Between Groups	10.097	5	2.019	2.466	.031	11-15 years / 1-5 years
	Within Groups	613.387	749	.819			
	Total	623.484	754				
Nationalism	Between Groups	15.899	5	3.180	4.187	.001	26 and more years - 1-5 years - 6-10 years
	Within Groups	569.602	750	.759			
	Total	585.501	755				
Liberal Left	Between Groups	10.444	5	2.089	3.759	.002	11-15 years/ 6-10 years
	Within Groups	417.353	751	.556			
	Total	427.797	756				
Left	Between Groups	27.917	5	5.583	6.736	.000	26 and more years -6-10 year-11-15 year-16-20 year- / 1-5 year
	Within Groups	620.050	748	.829			
	Total	647.966	753				
Political Commitment	Between Groups	23.956	5		8.135	.000	11-15 years / 1-5 years
	Within Groups	436.983	742	.589			
	Total	460.939	747				

According to the results of the analysis, it was found that the teachers' political commitment differed significantly according to the length of service [F(5-749)= 2.466, p<.05], [F(5-750)= 4.187, p<.01], [F(5-751)= 3.759, p<.01], [F(5-748)= 6.736, p<.01], [F(5-742)= 8.135, p<.01]. Therefore, the political commitment to the teachers varies according to their length of service. A Tukey test was conducted to determine whether the difference between the teachers' service periods was among the groups. According to the results of the Tukey test, the average of teachers with 11-15 years service life in the dimension of political Islam (\bar{x} =2.5409), It is determined that the average of the teachers who have 1-5 year service period is higher than the average (=2.7907). In the nationalist dimension, the average of teachers with 26 or more service years (=3.9930), 1-5 year (\bar{x} =3.5658), and It is determined that the average of teachers with 6-10 years service life is higher than the average.

Average of teachers with 11-15 years service life in liberal left dimension (\bar{x} =4.2716), It is seen that the average of 6-10 years of servicepeople is higher than the average (\bar{x} =3.9979). In the left dimension, it was determined that the teachers with 1-5 years service life had significantly different mean of all other service years and had a low average (\bar{x} =1.9421).

According to the results of the Tukey test, the average of teachers with 11-15 years service time in the dimension of Political Commitment (\bar{x} =2.0094), It is determined that teachers who have 1-5 year service period have higher average than average teachers (\bar{x} =1. 5856).

It can be argued that the average of the groups of teachers with higher duration of service is higher than the dimensions of political commitment because of the overall analysis results.

Relation to Political Commitment Decisions

Table 6. ANOVA Results According to Basis of Decisions of Teachers' Political Commitment Levels

Size		Sum of squares	Sd	Squares Average	F	p	Significant Difference
Political Islam	Between Groups	25.705	6	4.284	5.367	.000	Purposes of the school-professional values
	Within Groups	585.060	733	.798			
	Total	610.765	739				
Political Commitment	Between Groups	10.135	6	1.689	2.757	.012	Purposes of the school-professional values
	Within Groups	444.880	726	.613			
	Total	455.016	732				

According to the results of the analysis, it was found that the teachers' political commitment differed significantly according to the decision bases related to the school [F(6-733)= 5.367, $p < .01$], [F(6-726)= 2.757, $p < .05$]. The Tukey test was conducted to determine which interventions were differentiated according to the teachers' decision bases. According to the results of the Tukey test, while taking decisions about the school in terms of political Islam, the average of the teachers ($\bar{x}=2.8072$), It was found that the teachers who give priority to their professional values are higher than the average ($\bar{x}=2.5292$). On the other hand, in the dimension of Political Commitment, the average of teachers giving priority to occupational value ($\bar{x}=1.8134$), It was determined that the teachers who give priority to the goals of the school are higher than the port lamas.

Conclusion

It can not be said that the political dedication of vision teachers is high in the results of the research. However, according to union members that they vary between ideological attitudes show the teaching process. It has been determined that the members of the Education Bİr Sen trade union are radical Islam, the members of the Turkish Educational Societies are nationalists, the members of the Educational Societies are the left, and the Educational Business members are the liberal left ideologues. It is seen that all of the teachers who participated in the research have closely related values such as religion and family ideology, which are closely related to the profession and the school. In terms of gender, male teachers are not in a dogma that would prevent them from contradicting the founding values of the Republic of Turkey and the aims of national education in the educational process, whichever ideological thought and trade union they belong to. It can be argued that even though they have different ideas, they have different ideological understandings that can be tolerated in the teaching process and reflect this to the process. However, almost all of the teachers do not tolerate the development of the ideology of their ideology in the classroom environment in the near-term teaching process.

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