

ORGANIZATIONAL COMMITMENTS OF PRIVATE SCHOOL MUSIC TEACHERS¹

ÖZEL OKUL MÜZİK ÖĞRETMENLERİNİN ÖRGÜTSEL BAĞLILIKLARI

Dr. Erkan DEMİRTAŞ

MSB Culture and Art Department, Ankara, Turkey
ORCID NO: 0000-0002-4357-6697

ABSTRACT

The purpose of the present study was to examine the commitment levels of private school music teachers. The organizational commitment scale was used as a data collection tool. The scale consists of three factors, namely affective commitment, continuance commitment, and normative commitment, and a total of 18 items. The reliability coefficient of the scale was measured as 0.91. The data collection tool was sent online to private school music teachers in Ankara/Cankaya region in the 2021-2022 academic year. 32 music teachers, who answered positively and filled the scale, formed the study group. Music teachers work in 19 different private schools. In the study, teachers' commitment levels were determined. In addition, it was examined whether the levels of commitment differ according to professional seniority, income, and the department they graduated from. It was determined that the data were normally distributed with the Shapiro-Wilk test. For this reason, the independent sample t-test was used for the graduated department variable and the one-way Anova test for professional seniority and income variables. As a result of the research, it was determined that the organizational commitment levels of private school music teachers were at a good level. While organizational commitment levels do not differ according to the department graduated, they differ according to income and professional seniority. It has been determined that high income and working years increase teachers' commitment to their schools.

Keywords: Music education, music teacher, organizational commitment

Özet

Bu araştırmanın amacı özel okul müzik öğretmenlerinin örgütsel bağlılık düzeylerinin incelenmesidir. Veri toplama aracı olarak örgütsel bağlılık ölçeği kullanılmıştır. Ölçek duygusal bağlılık, devam bağlılığı ve normatif bağlılık isimli 3 faktör ve toplam 18 maddeden oluşmaktadır. Ölçeğin güvenilirlik katsayısı 0.91 olarak ölçülmüştür. Veri toplama aracı 2021-2022 eğitim öğretim yılında Ankara/Çankaya bölgesindeki özel okullarda görev yapan müzik öğretmenlerine online olarak gönderilmiştir. Olumlu yanıt vererek ölçeği dolduran 32 müzik öğretmeni çalışma grubunu oluşturmuştur. Müzik öğretmenleri 19 farklı özel okulda çalışmaktadırlar. Araştırma kapsamında öğretmenlerin örgütsel bağlılık düzeyleri tespit edilmiştir. Ayrıca bağlılık düzeylerinin mesleki kıdem, maaş ve mezun oldukları bölüme göre farklılaşıp farklılaşmadığı incelenmiştir. Hangi tür istatistiksel testlerin kullanılacağını belirlemek için yapılan Shapiro-Wilk testinde verilerin normal dağıldığı belirlenmiştir. Bu sebeple mezun olunan bölüm değişkeni için bağımsız örneklemeler için t testi, mesleki kıdem ve maaş değişkenleri için tek yönlü varyans analizi kullanılmıştır. Araştırma sonucunda özel okul müzik öğretmenlerinin çalıştıkları okullara yönelik örgütsel bağlılık düzeylerinin iyi seviyede olduğu tespit edilmiştir. Örgütsel bağlılık düzeyleri mezun olunan bölüme göre farklılık göstermezken maaş ve mesleki kıdeme göre farklılaşmaktadır. Maaşın ve mesleki kıdemin yüksek olmasının öğretmenlerin okullarına olan bağlılıklarını artırdığı belirlenmiştir.

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Anahtar Kelimeler: Müzik eğitimi, müzik öğretmeni, örgütsel bağlılık

1. INTRODUCTION

Some definitions for organizational commitment are as follows: The psychological attachment of employees to the organization, the desire to strive for the rise of the organization by adopting the goals and values of the organization (Balçı, 2009); The degree of unity of force established with the organization and the degree of feeling as a part of the organization (Gül, 2003).

Conceptually, there are three factors (Güzel, 2009):

- A strong conviction of the purpose and goals of the organization.
- Willingness to exert effort with a high performance for the organization.
- It is the feeling of strong desire to establish and maintain its existence in the organization.

With these features, organizational commitment is an important factor affecting the productivity of employees and their willingness to leave (Balçı, 2009: 157).

Meyer and Allen, (1991) discussed organizational commitment in three dimensions. These dimensions are:

- Affective commitment: Affective commitment refers to the desire to continue working in the organization and to be emotionally attached to the organization. (Yalçın & İplik, 2005).
- Continuance commitment: It is a commitment that develops on the axis of the investments made by the employees in the organization over the years. In this context, the employee provides gains such as money, status, and future security during his stay in the organization. Continuity commitment is formed with the thought that these gains will be lost when they leave the organization (Meyer, Allen, & Smith, 1993).
- Normative commitment: It is the type of commitment that the employee realizes without the need for any benefit or reward (Geri, 2010). The values that a person has experienced in the past and received from the family and society lead to the perception of attachment to the organization as a virtue. This perception turns into a moral imperative over time. The person prefers to stay in the organization because of the feelings of loyalty and virtue (Meyer & Allen, 1991).

The factors affecting organizational commitment are listed as follows: trust, justice, job satisfaction, effectiveness, motivation, organizational identification, participation in management, psychological contract, openness to communication, leader behavior, perception of organizational support, managerial respect, socialization (Okçu, 2011; Uğurlu, 2009).

Teachers' high level of commitment is an important factor for an effective and successful school (Shann, 1998). There is a positive and significant relationship between teacher commitment and student achievement (Balay, 2014).

Yıldız (2019) concluded that the organizational commitment levels of the music teachers working in public schools were at a good level and that organizational commitment had a significant effect on motivation. Aras (2019) examined the effect of music teachers' mobbing experience on organizational commitment and job satisfaction. Within the scope of the research, it was determined that the organizational commitment levels of music teachers were rather high.

The lack of job guarantees, salaries, and working patterns of private school teachers differ from public schools. It can be said that teacher commitment becomes even more important in private schools whose existence depends on the students attending the school. In this context, the organizational commitment of private school music teachers was examined within the scope of the research.

1.1. Purpose

In this study, it was tried to examine the organizational commitment of music teachers working in private schools. Depending on the purpose of the research, answers to the following questions were sought:

- What is the organizational commitment of music teachers?
- Does the organizational commitment of music teachers differ according to their professional seniority, income, and the type of department they graduated from?

2. METHOD

2.1. Research Model

A survey model was used in the conduct of this research. Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel (2016) define the survey model as follows: “research conducted on larger samples, generally compared to other studies, in which the views of participants on a subject or event or their interests, skills, abilities, attitudes, etc. are determined” (p. 177).

2.2. Study Group

The research was carried out in private primary schools in Ankara Çankaya region in the 2021-2022 academic year. The scale was tried to be delivered to all music teachers online. 32 music teachers, who answered positively and filled the scale, formed the study group of the research. Teachers work in 19 different private schools.

Table 1. Study Group

	Group	f	%
Professional seniority	1-5	12	37.5
	6-10	14	43.8
	11-20	6	18.8
Income	<5000TL	16	50.0
	5000TL-7000TL	10	31.3
	7000TL<	6	18.7
Graduated	Music Education	21	61.6
	Other	11	34.4
Total		32	100

2.3. Analysis of Data

The Organizational Commitment Scale, which was translated into Turkish by Dağlı, Elçiçek, and Han (2018), was used as a data collection tool in the research. In this study, the reliability coefficient of the scale was calculated as 0,91. The scale consists of 3 factors and 18 items.

As a result of Shapiro-Wilk normality test, it was determined that the data showed normal distribution. Accordingly, independent samples t-test was applied for the graduation variable, and one-way Anova analysis was applied for the seniority and income variables (George & Mallery, 2019). Tukey's multiple comparison test was used to determine in which group the difference determined in the One-way Anova analysis was.

2. FINDING

The first sub-problem of the research is as follows: What is the organizational commitment of music teachers? The test scores of the data collected from 32 music teachers are shown in Table 2.

Table 2. Test Scores

Factor	n	\bar{x}	SD
Affective commitment	32	3.79	.84
Continuance commitment	32	3.86	.70
Normative commitment	32	3.83	.75
Total	32	3.83	.73

As can be seen in Table 2, private school music teachers' commitment to their schools is at a good level (3.83). This level is similar in all factors. The lowest level was observed in the affective commitment factor (3.79), and the highest level was observed in the continuance commitment factor (3.86).

The second sub-problem of the research is as follows: Does the organizational commitment of music teachers differ according to their professional seniority, income, and the type of department they graduated from?

Table 3. Independent Samples t-Test Result

	Group	N	\bar{x}	S	p
Graduated	Music Education	21	3.85	.85	.63
	Others	11	3.79	.55	

Table 3 shows the result of the independent samples t-test for the graduated variable. According to this result, there is no significant difference between the organizational commitment scores of those who graduated from music teaching and those who graduated from different fields of music.

Table 4. One-Way ANOVA Test Analysis of Professional Seniority Variable

	Sum of Squares	df	Mean Square	F	p
Between Groups	7.59	2	3.79		
Within Groups	8.94	29	.30	12.31	.00
Total	16.53	31			

The result of the one-way ANOVA analysis for the professional seniority variable is shown in the table above. According to the results of the analysis, the level of commitment of music teachers differs significantly according to their professional seniority. This result is similar in all factors.

As a result of the Tukey multiple comparison tests, which were conducted to determine the difference between which groups, it was determined that the level of commitment of teachers who have been working for 6-10 and 11-20 years is higher than those who have been working for less than 5 years.

Table 5. One-Way ANOVA Test Analysis of Income Variable

	Sum of Squares	df	Mean Square	F	p
Between Groups	8.70	2	4.53		
Within Groups	7.82	29	.27	16.12	.00
Total	16.53	31			

Table 5 shows the result of the one-way ANOVA analysis for the income variable. According to the results of the analysis, the level of commitment of music teachers differs significantly according to their income. This result is similar in all factors.

As a result of the Tukey multiple comparison tests, which were conducted to determine the difference between which groups, it was determined that the commitment level of teachers with a salary of 5000TL and above was higher than that of teachers with less than 5000TL.

3. CONCLUSION

In this study, the level of commitment of private school music teachers to their schools was examined. In addition, it was checked whether the commitment levels of teachers differ according to the variables of professional seniority, income, and graduation. The organizational commitment scale was applied online to 32 music teachers working in 19 different private schools in Ankara.

According to the results of the research, the organizational commitment of private school music teachers is at a good level. Similarly, organizational commitment levels of music teachers working in public schools were found to be rather high (Aras, 2021; Yıldız, 2019). In different studies, the organizational commitment levels of private and public school music teachers can be examined comparatively.

In the analysis made according to the university department from which the teachers graduated, no difference was found between the organizational commitment scores of the teachers who graduated from music teaching and other music departments. This situation was measured at a similar level for all factors.

In the examination made according to the professional seniority of the teachers, It has been determined that teachers who have been working for 6 years or more have higher organizational commitment scores than teachers who have been working for 1-5 years. The same results were obtained for affective and continuance commitment factors.

In the normative commitment factor, a difference was found between teachers of 11-20 years and teachers of 1-5 years. It was determined that the organizational commitment scores of teachers of 11-20 years differed significantly and positively.

In the examination made according to the salaries of the teachers, it was determined that teachers who earn 5000TL more salary have higher organizational commitment scores than teachers who earn less than 5000TL. This situation was measured at a similar level for all factors.

The most important limitation of the study was the small number of study groups. It is recommended to reach larger study groups for future research. In addition, it is recommended to conduct qualitative studies examining the working environments and factors affecting the commitment of private school music teachers to their schools.

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