

İÇ MÜŞTERİ MEMNUNİYETİNİN ÖRGÜTSEL BAĞLILIK DÜZEYLERİNE ETKİSİ: BİR EĞİTİM KURUMU ÖRNEĞİ

Zeynep Bakan¹, Meysure Evren Çelik Sütüçer², Mesut Öztirak³

Makale İlk Gönderim Tarihi / Recieved (First): 16.01.2023

Makale Kabul Tarihi / Accepted: 12.06.2023

Atıf/©: BAKAN, Z., ÇELİK SÜTÜÇER, M. E., & ÖZTIRAK, M. (2023). The Impact of Internal Customer Satisfaction on Organizational Commitment Levels an Educational Institution Example. Scientific Journal of Space Management and Space Economy, 11–30.

Özet

Duygular, kişinin bir birey olarak kendini anlamlandırmasında etkin rol oynamaktadır. İnsanın sosyal bir varlık olması, kişilerarası ilişkilere mecbur olması duyguların paylaşılması, anlaşılması ve kontrol edilmesini gerekli kılmaktadır. Duyguların nasıl ifade edileceği toplumsal kabullere göre ve zamanın koşullarına göre değişebilmektedir. Kişi içinde yaşadığı sosyal ortama ve zamanın koşullarına göre duygularını düzenleyebilme ve kontrol edebilme becerileri sergilemelidir. Bu beceri kişinin sosyal yaşamındaki ilişkilerini yönetebilmesini sağlamaktadır. Erken yaşlardan itibaren sosyalleşme süreci ile duygu düzenleme becerileri gelişir ve yaşam boyunca devam eder. Kişi bazı durumlarda yaşadığı duyguyu farklı biçimlerde ifade ederek içinde bulunduğu durumun gereklerini yerine getirebilir. Küreselleşen dünyada yaşanan gelişmeler iş yaşamında zorlu bir rekabet sürecini başlatmıştır. İşletmeler varlıklarını devam ettirebilmek adına bu rekabet yarışında avantaj sağlamaya çalışmaktadır. İşletmelerin varlıklarını sürdürebilmek için ellerinde bulundurdukları en önemli kaynaklardan biri insan kaynaklarıdır. Bu nedenler çalışanların örgüte olan bağlılıklarını ifade eden örgütsel bağlılık kavramı son yıllarda daha fazla araştırılmaya başlanmıştır. İş doyumu kavramı ise kişinin iş ve özel yaşamında sahip oldukları ve sahip olmak istediklerine dair yaptığı karşılaştırma sonucunda hissettiği tatmin duygusudur. Tüm işletmelerde günümüzde önem kazanmaya başlayan bu kavramın, eğitim sektöründeki önemi de giderek artmaktadır. Bu çalışmada, Bağcılarda bulunan meslek liselerindeki öğretmenlerin iş doyumu ve örgütsel bağlılık düzeyleri incelenerek bu kavramlar arasındaki ilişki incelenmiştir.

Anahtar Kelimeler: İç Müşteri, İş Tatmini, Örgütsel Bağlılık

JEL Kodu: M10, M19

THE IMPACT OF INTERNAL CUSTOMER SATISFACTION ON ORGANIZATIONAL COMMITMENT LEVELS: AN EDUCATIONAL INSTITUTION EXAMPLE

Abstract

Emotions actively play a role in an individual's self-quest. Being a social being and being obliged to interpersonal relations necessitates sharing, understanding, and controlling emotions. Emotional expression depends on social acceptance and the conditions of the time, and the individual should exhibit his skills to regulate and control his emotions accordingly to manage his social relationships. Skills to regulate emotions develop at an early age and continue to develop throughout life. Depending on the circumstances, the individual might resort to different ways to express his emotions. As global developments have led to tough competition in business life, business enterprises have no choice but to attain a competitive edge to ensure their survival, making human resources vital in the competition. Due to all factors combined, employees' commitment to the organization has become a trending research topic. On the other hand, job satisfaction refers to how satisfied a person feels while comparing what he wants and what he has in his business and private life. As a trending topic in business, the notion has also gained importance in the education sector. This study focuses on job satisfaction and organizational commitment levels in teachers working at Bağcılar vocational high schools, in addition to the conceptual correlation.

Keywords: Internal Customer, Job Satisfaction, Organizational Commitment

JEL Code: M10, M19

¹ İstanbul Esenyurt Üniversitesi, zynpbkn@gmail.com, ORCID 0000-0001-6742-8376

² İstanbul Esenyurt Üniversitesi, meysurecelik@esenyurt.edu.tr, ORCID 0000-0002-4270-5995

³ İstanbul Esenyurt Üniversitesi, mesutoztirak@esenyurt.edu.tr, ORCID 0000-0003-4828-7293

1. INTRODUCTION

In today's business, employees are the key to competitive advantage. Investments in human resources are thus necessary and valuable to capital development. Organizational commitment is a must-have factor since employees must embrace the company objectives and work with devotion to achieve the goals so that the business enterprise might thrive in the competition. Business enterprises are open systems and thus need to adapt to change while offering quality products and services. Particularly in the modern world, it is harder for business enterprises to survive as change constantly and swiftly happens (Sabuncuoğlu and Tüz, 2005: 207).

For the sake of efficiency, employees need to internalize the organizational goals and boost their organizational commitment. Under current competitive conditions, organizations must become more customer-oriented and learning-oriented and thus manage synergy and teamwork properly. Such processes require human resources with a more substantial organizational commitment to bring emotional and physical energy together and produce targeted organizational data.

Moreover, organizational performance has been changing since the labor force was considered secondary. Researchers and managements determine that human resource is the most critical factor for organizational performance according to employers' modern management approach (Bakan and Büyükbeşe, 2006:121).

Job satisfaction and motivation are less costly than hiring and training a new employee and are needed to ensure the employees' organizational existence and thus boost productivity. It has become a severe matter for every organization and manager to enhance employees' organizational commitment, care for their needs, boost their interest in their duties, and make them proud of their work and organization. Man has always been trying to figure out external objects and phenomena. However, his efforts to attribute meanings to his emotions and behaviors have been recent and thus revealed uncharted territories.

Emotions are variables impacting a person's behavior and, thus, social relationships. Emotions' effect on behaviors proves that it is a situation that directs social relations. Emotions that a person feels affect his behavior, and behaviors affect social relations. In other words, emotions affect behaviors, and behaviors affect social relations.

The first chapter of the research focuses on job satisfaction, and the second on organizational commitment. The third chapter focuses on field study, including the findings, results, and analysis. Therefore, chapter 3 constitutes the main framework of the research.

2. CONCEPTUAL FRAMEWORK

2.1. Internal Customer Satisfaction

Business is an essential artificial product that benefits the economy and assigns a role to the individual. In other words, the business can be defined as a planned organization of someone's physical and mental resources for a specific purpose (Serinkan ve Bardakçı, 2009: 112, Öztırak, M., & Barış, O., 2022). It

can be defined as works attributing respect and financial freedom to the individual, depending on the circumstances. Considering that working is a significant part of people's lives, attitude towards work and occupational satisfaction profoundly impact the life quality (Çalışır, 2012: 5).

Therefore, job satisfaction - the pleasure the employee gets from work - is significant for both physical and mental health. Satisfaction increases if a job is satisfactory, meaningful, and prestigious. Job satisfaction positively influences organizational efficiency; thus, it is unsurprisingly an essential notion for organizations, which is why it is indispensable for managers to boost employee satisfaction (Pekdemir et al., 2006: 16).

2.2. Organizational Commitment

Whyte discussed organizational commitment in 1956, and later on Becker in 1960, Kanter in 1968, Mowday and his colleagues in 1982, Allen and Meyer in 1990, and many more (Kılıç, 2008: 57). Organizational commitment endeavors to express the relationship between the individual and the organization, formed by the internalization of the organization and the benefits it offers. Due to its positive outcome on the relationship between the individual and the organization, organizational commitment has been frequently expressed in scientific studies and considered vital to today's companies. The concept of organizational commitment that will add value to the company also introduces other concepts such as productivity, low staff turnover rate, and other notions that might be useful for organizational performance.

Since organizational commitment affects the morale and motivation of individuals, it also affects the performance and success of its employees. Overall, it is the psychological commitment of employees toward the institution they work. This commitment is expressed as the individual's desire to continue in the organization and their commitment to the goals and values of the organization. Their sense of organizational commitment derives from their interest in their job, loyalty, and belief in the business's values (Çekmecelioğlu, 2006: 155).

The literature suggests a myriad of research on organizational commitment; however, three key features stand out (Hoş and Oksay, 2015:17):

- Adopting the belief in organizational values and goals,
- Desire to exert genuine effort within the scope of organizational objectives,
- A strong desire to remain a permanent employee of the organization.

It is stated that the employees committed to the organization are more productive and have a higher level of loyalty and responsibility. In the organization, the fact that employees are not understood as an essential production factor, and it is seen that the quick dismissal of employees in short periods causes harm to the organization in various aspects, and at the same time, the effort to survive in the process with qualified employees in order to cope with the conditions of the increasing competition recently, the level of commitment of the employees to their organizations. showed the necessity of increasing (Saridede and Doyuran, 2004:5, Bayram, V., & Öztirak, M., 2023). It is understood that organization is harmed when employees are not considered as a vital production factor and discarded quickly within short periods. Employers have also realized that sustaining the organization's survival with qualified

employees is necessary. All combined points to the necessity for boosting employees' organizational commitment levels (Saridede and Doyuran, 2004:5).

In an organization where employees merely perform their duties, employees' attitude towards their duty is not considered an organizational commitment. Instead, it is the employees' positive attitude towards the organization and organizational goals developed by his emotions and behaviors (Tınaz, 2009:29).

3.METHODOLOGY

3.1. Objective, Study Group, Limitations

This study examines the presumed effect of job satisfaction on organizational commitment. It aims to determine whether there is a relationship between the socio-demographic variables and such research variables as job satisfaction and organizational commitment.

The study data were limited to the answers given to the scales by the teachers working in the vocational high schools in the Bağcılar district of Istanbul. The main reason for conducting the research in the education sector is that literature analysis suggests a lack of study on the impact of job satisfaction and organizational commitment in the education industry.

Below is a list of vocational high schools that participated in the research:

1. Bağcılar Aydın Doğan Vocational and Technical Anatolian High School,
2. Hikmet Nazif Kurşunoğlu Vocational and Technical Anatolian High School,
3. Bağcılar Vocational and Technical Anatolian High School,
4. Bağcılar Edip İplik Vocational and Technical Anatolian High School,
5. Alattin-Nilüfer Kadayıfçioğlu Vocational and Technical Anatolian High School
- 6.

The research is limited to the answers from the teachers in the high schools above. Our research body comprises teachers from vocational high schools in the Bağcılar district of Istanbul province. Accordingly, judgment sampling was selected from vocational high schools in different fields under time and financial restrictions. In this context, to collect data faster, one sample from vocational high schools, where communication is strong for administrators or teachers and more straightforward in terms of accessibility, was selected by the judgment sampling method. Thus, individuals who volunteered to participate in the research formed the study sample, and 170 teachers participated.

3.2. Research Scales

For the preparation process, a literature study has been carried out and a methodology has been designed using national and international periodicals, scientific books, and internet documents. As for the research method and type, descriptive research has been selected to test the sample variables such as seniority, education level, and marital status. After completing the first two chapters of the theoretical part, a survey is used to get the necessary data for field research. Data have been analyzed with the SPSS program. The research model is a 2-variable model designed after observations on literature and

samples, as well as variables to be analyzed. The dependent variable is organizational dependency, and job satisfaction is the independent one. Later, the model will be tested by analyzing the data obtained from the sample through the relationship and interaction.

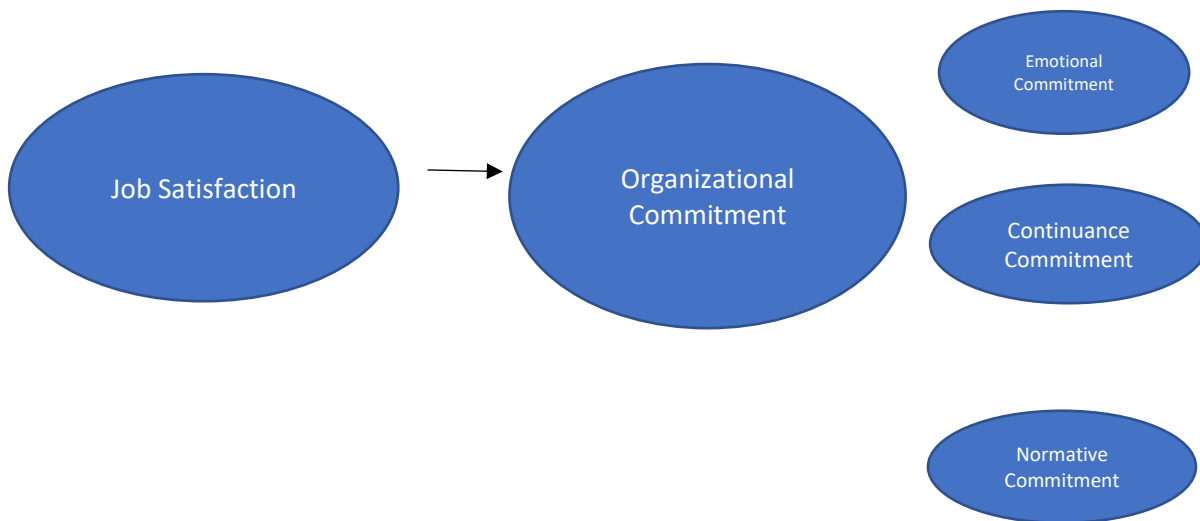


Figure 1. Research Model

H1: Job satisfaction has a statistically significant effect on organizational Commitment

H1a: Job satisfaction has a statistically significant effect on emotional commitment

H1b: Job satisfaction has a statistically significant impact on the continuance commitment

H1c: Job satisfaction has a statistically significant impact on normative commitment

3.3. Data Collection Tools Used in the Research

The research was carried out by questionnaire, and relevant data were collected online. Job Satisfaction Inventory, Organizational Commitment Inventory, and Demographic Information Form were given together to collect data in the study.

3.3.1. Job satisfaction scale

The Minnesota Job Satisfaction Scale, adapted to Turkish by Deniz and Güliz Göçkora and analyzed for validity and reliability, developed by Davis, Weiss, England, and Lofquist in 1967, was used in the job satisfaction scale. This scale consists of 18 questions in total. The questions in the job satisfaction scale were interpreted according to the Likert scale. According to this scale, it means “(1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Disagree, (5) Strongly Agree”. Participants were asked to mark the answer close to them. The fact that the answers were given on a scale from 1 to 5 shows the degree of participation in the options. The higher the rank, the higher the participation.

3.3.2. Organizational commitment scale

The third chapter includes the organizational Commitment scale developed by Cook and Wall in 1974 and translated into Turkish by Vedat Erol in 1998 to measure the organizational commitment of the

teachers participating in the survey. The scale's factor structure is Emotional commitment, Continuance commitment, and Normative commitment. The scale consists of 11 items and three sub-dimensions (Özhan Çetin, 2009: 79).

There are 11 items in the Organizational Commitment inventory showing the participants' commitment degree to the group within the system they belong. Items are graded on a 5-point Likert scale and are ranked according to the level of participation (Strongly Disagree-Agree). Participants were asked to mark the answer they felt closest to them. The fact that the answers were given on a scale from 1 to 5 shows the degree of participation in the options. The higher the rank, the higher the participation.

3.3.3. Demographic variables

The researcher developed demographic variables to access the personal information of the participants. In this form, there are descriptive items about gender, education level, seniority, marital status, and departments worked.

3.4. Research Universe and Sample

The research body comprises teachers from vocational high schools in the Bağcılar district of Istanbul province. Accordingly, judgment sampling was used under time and financial restrictions, and a sample was selected from vocational high schools in different fields. In this context, to collect data faster, a sample from vocational high schools, where communication is strong for administrators or teachers and more straightforward in terms of accessibility, was selected by judgment sampling method. Thus, individuals who volunteered in the research formed the study sample, and a questionnaire form was sent to a total of 170 teachers, and all sent their feedback.

3.5. Reliability of Data Collection Tool

The internal consistency (Cronbach's Alpha) coefficient was checked to determine whether the inventories applied within the scope of the research were reliable. According to international standards, scales used in research must be above the .70 significance level to have an acceptable level of reliability (Saruhan & Özdemirci, 2011: 140). In this context, the reliability values of the inventories included in the study are shown in Table 1.

Table 1. Reliability of Scales in the Study

	Cronbach's Alpha
Job satisfaction	0,947
Organizational Commitment	0,881

Table 1 illustrates the distribution of the scales included in the research regarding the reliability values. It is seen that the scales used are above .70, as accepted by international standards. Thus, it is assumed that the analyses will be based on reliable results while examining the significant values in the related analyses.

3.6. Analysis of Data

The analysis of the effect of vocational high school teachers' job satisfaction on organizational commitment relies on the participants' opinions. In this context, the collected data were analyzed with SPSS 24.0 computer-based statistical program. Reliability analysis was performed to determine whether the collected data were reliable, and normality analysis was performed to determine whether the data had a normal distribution. It was seen that the collected data showed a normal distribution, and parametric test criteria such as correlation, regression, and t-test were used in the analysis. Inferential methods were used to analyze the data.

3.6.1. Demographic data of participants

The personal characteristics of the participant group consisting of 170 people within the scope of the research are shown in Table 2. Frequency, percentage, and cumulative values were calculated in the interpretation of the data.

Table 2. Demographic Data of Participants

	Frequency	Percentage	Cumulative Percentage
Gender			
Female	97	57,0	57,0
Male	73	43,0	100
Marital Status			
Married	118	69,4	69,4
Single	52	30,6	100
Education			
Graduate	123	72,4	72,4
Postgraduate	47	27,6	100
Seniority			
1-5 years	43	25,2	25,2
6-10 years	43	25,2	50,4
11-15 years	7	4,1	54,5
16-20 years	20	11,7	66,2
20 years and more	57	33,8	100
Branch			
Cultural	89	52,3	52,3
Vocational	81	47,7	100

The marital status variable in Table 2 suggests that the number of married participants is more than single ones. It is also seen that more women participated in the survey than men and the education level is mainly a bachelor's degree. An analysis of the years of seniority shows that most teachers (33.8%) have been working for 20 years, followed by an equally distributed 25.2% in 6-10 years and 1-5 years. 11.7% of the participants worked for 16 to 20 years, and 4.1% for 11 to 15. Branches are equally distributed. Saruhan and Özdemirci (2011) stated that a minimum of ten observations are required for paramedic tests (Saruhan and Özdemirci, 2011:174). Since the number of observations is 7 in the 11-15 years option, which is less than 10, this criterion will not be considered when evaluating the results in further analysis.

3.6.2. Factor and Reliability Analysis

3.6.2.1. Factor and reliability analysis of job satisfaction scale

In order to measure the validity and reliability of the job satisfaction scale, factor and reliability analysis were performed on the statements in the scale, respectively.

Table 3. Job Satisfaction Scale Factor and Reliability Analysis Results

	F.L.	Cronbach's Alpha
- keeping me busy all the time	*	0,947
- having the opportunity to work alone		
- having the chance to do different things from time to time		
- giving me a chance to be a "respectable" person in society		
- my administrator's skills in managing teachers, civil servants, and other staff members		
- having a chance to do things that are not against my conscience		
- giving me a steady job		
- having the opportunity to do things for others		
- having the chance to do something using my own abilities		
- the implementation of the decisions taken about the school		
- my job and salary		
- having the opportunity to be promoted within the school (or district, il mem.)		
- giving me the liberty to implement my own decisions		
- giving me the chance to use my own methods while doing my duty		
- working conditions		
- the agreement of my teachers and administrators with each other		
- being appreciated for a good job I've done		
- the sense of achievement I feel from job		

F.L.: Factor Load

*No factor load available as it is a single factor.

3.6.2.2. Factor Analysis and Reliability Analysis of the Organizational Commitment Scale

The factor analysis results constitute a single dimension and are shown in Table 4. According to the results, 11 questions about the perceived organizational commitment scale were collected under one dimension. However, since these questions were collected under three dimensions in the original and the only dimension obtained was not significant, it was decided to use the original structure of this scale. The dimensions of organizational commitment rely on adherence to the original scale, the emotional, continuance, and normative commitment. The scale's factor structure is Emotional commitment, Continuance commitment, and Normative commitment (K. Özhan Çetin, 2009:79). At the same time, since the factors in the original scales were used, exploratory factor analysis was performed, and confirmatory factor analysis was not needed. In the Cook and Wall Organizational Commitment survey, Questions 1,4,5,10 are grouped under Emotional commitment, questions 2,3,7 and 9 are the Continuance commitment, and Questions 6,8 and 11 are under the Normative commitment factors (K. Özhan Çetin, 2009:79).

Table 4. Organizational Commitment Scale Factor and Reliability Analysis Results

	F.L.	Reliability
- I am proud to tell others about my school as it is a respected and trusted institution.	*	0,881
- If I find a better institution, I would like to leave this school.		
- I don't want to consume myself just for the benefit of my school.		
- I am proud to tell others about my school as it supports and satisfies my personal development.		
- I feel like a part of my school.		
- I do not want to endanger my acquired rights by leaving the institution I work for.		
- I would not recommend a close friend to work at our school.		
- I am pleased to know that I contribute to the organization I work for.		
- Even if there is a better salary offer from another institution, I do not want to leave my job at my school.		
- I am willing to go beyond what is expected of me in the challenges my school faces.		
- As long as it satisfies me, I don't want to leave my school.		

F.L.: Factor Load

*No factor load available as it is a single factor.

It is seen that the model from the factor analysis result is significant.

3.7. Research Findings

There are many alternative tests for testing the normality of the distribution. Among these alternative tests are Kolmogorov Smirnov (if the sample size is large) and the Shapiro-wilk test (if the sample number is less than 50). However, since Likert-type scales are used in research in the field of social sciences, it is unlikely that these two tests will pass. Therefore, skewness (kurtosis) and kurtosis (skewness) values and average Q-Q graphs can be examined. It is acceptable for the skewness and kurtosis values to be in the range of +2 and -2. In this regard, as a result of the tests performed, it was observed that the data were normally distributed.

Table 5. T-Test Results on Organizational Commitment Dimensions by Participants' Gender

	Gender	Number of Participants	Average.	Std. Deviation	t Value	p Value
Emotional Commitment	Female	97	3,21	1,12	-2,657	0,009
	Male	73	3,62	1,10		
Continuance Commitment	Female	97	3,04	1,01	-0,369	0,713
	Male	73	3,09	0,97		
Normative Commitment	Female	97	3,09	1,21	-0,523	0,598
	Male	73	3,18	1,27		

Table 5 suggests that the teachers participating in the survey differ in their emotional commitment level by gender. (p value=0.009; $p < 0.05$). Male respondents had a higher emotional commitment level than female respondents. According to these results, male participants' emotional commitment toward the institution they work for is higher than female participants.

Table 6. T-Test Results on Job Satisfaction by Gender of the Participants

	Gender	Number of Participants	Average.	Std. Deviation	t Value	p Value
Job Satisfaction	Female	97	4,12	0,90	-0,279	0,780
	Male	73	4,16	0,90		

Data in Table 6 reveals that the participant teachers did not vary significantly in gender-based Job satisfaction levels (p values=0.780 and 0.291; $p > 0.05$).

Table 7. T-Test Results on Organizational Commitment Dimensions by Participants' Marital Status

	Marital Status	Number of Participants	Average.	Std. Deviation	t Value	p Value
Emotional Commitment	Married	118	3,47	1,19	1,157	0,249
	Single	52	3,29	1,05		
Continuance Commitment	Married	118	3,14	1,01	1,165	0,245
	Single	52	2,98	0,98		
Normative Commitment	Married	118	3,26	1,30	1,589	0,114
	Single	52	2,99	1,14		

Table 7 points to no significant difference in the organizational commitment levels of the teachers participating in the survey according to their marital status.

Table 8. T-Test Results on Job Satisfaction by Participants' Marital Status

	Marital Status	Number of Participants	Average.	Std. Deviation	t Value	p Value
Job Satisfaction	Married	118	4,21	0,88	1,127	0,261
	Single	52	4,07	0,91		

Table 8 points to no significant difference in Job satisfaction levels according to the marital status of the teachers who participated in the survey.

Table 9. T-Test Results on Organizational Commitment Dimensions by Participants' Educational Status

	Education	Number of Participants	Average	Std. Deviation	t	p
Emotional Commitment	Graduate	120	3,42	1,13	2,245	0,109
	Postgraduate	37	3,04	0,89		
Continuance Commitment	Graduate	120	3,00	0,97	1,398	0,250
	Postgraduate	37	3,00	0,96		
Normative Commitment	Graduate	120	3,22	1,21	-2,731	0,016
	Postgraduate	37	2,70	0,88		

Since the normative commitment p value is less than 0.05 (0.016), a significant difference is observed.

Table 10. T-Test Results on Job Satisfaction by Participants' Educational Level

	Education	Number of Participants	Average	Std. Deviation	t	p
Job Satisfaction	Graduate	123	3,36	1,10	1,093	0,337
	Postgraduate	47	3,57	1,23		

Table 10 shows that there was no significant difference in Job satisfaction levels of the teachers participating in the survey according to their educational status. (p values=0.337 and 0.568; $p > 0.05$).

Table 11. T-Test Results on Organizational Commitment Dimensions Based on Participants' Years of Seniority

	Seniority	Number of Participants	Average.	Std. Deviation	t Value	p Value
Emotional commitment	1-10 years	86	4,01	0,641	0,176	0,937
	11 years and more	84	4,13	0,579		
Continuance commitment	1 -10 years	86	3,86	0,646	0,371	0,511
	11 years and more	84	3,95	0,598		
Normative commitment	1 -10 years	86	4,14	0,631	0,49	0,365
	11 years and more	84	4,09	0,651		

Table 11 indicates no significant difference in the organizational commitment levels of the teachers participating in the survey based on their years of seniority. (p values=0.937; 0.511 and 0.365; $p>0.05$).

Table 12. Job Satisfaction T-Test Results According to Participants' Years of Seniority

Job satisfaction	Seniority	Number of Participants	Average.	Std. Deviation	t Value	p Value
	1-10 years	86	3,91	0,655	0,438	0,765
	11 years and more	84	3,99	0,664		

Table 12 shows that there was no significant difference in Job satisfaction levels depending on the years of seniority of the participant teachers. (p value= 0.765; $p>0.05$).

Table 13. T-Test Results on Organizational Commitment Dimensions According to Participants' Branches

	Branch	Number of Participants	Average.	Std. Deviation	t Value	p Value
Emotional Commitment	Cultural	89	3,61	1,05	1231	0,198
	Vocational	81	3,42	1,12		
Continuance Commitment	Cultural	89	3,28	1,12	1,127	0,142
	Vocational	81	3,52	1,04		
Normative Commitment	Cultural	89	3,08	1,21	1,436	0,127
	Vocational	81	3,19	1,07		

Table 13 shows no significant difference in the organizational commitment levels of the teachers participating in the survey according to their branches.

Table 14. T-Test Results on Job Satisfaction According to Participants' Branches

	Branch	Number of Participants	Average.	Std. Deviation	t Value	p Value
Job Satisfaction	Cultural	89	3,98	0,92	1,176	0,347
	Vocational	81	4,11	0,86		

Table 14 points out that the teachers who participated in the survey did not show a significant difference in Job satisfaction levels according to their branches. (p values=0.347 and 0.631; $p > 0.05$).

Table 15. Correlation Analysis between Job Satisfaction and Organizational Commitment

		Job satisfaction	Organizational Commitment
Job satisfaction	(r)	1	0,641**
	(P)		
Organizational Commitment	(r)	0,641**	
	(P)	,000	1

There is a significant relationship between job satisfaction and organizational commitment ($P < 0.05$). As shown in Table 15, there is a moderate positive relationship between job satisfaction and organizational commitment ($r = 0,641$).

3.8. Regression Analysis

Regression analysis investigates the effect of one or more independent variables on a dependent variable. In case of more than one independent variable, “Multiple Regression” analysis is used (Saruhan and Özdemirci, 2011:190). Multiple regression analysis was not used because it was the only independent variable (Job satisfaction). The dependent variable of the research is organizational commitment, and the independent variable is Job satisfaction. First, the relationship between Job satisfaction and organizational commitment will be examined with regression analysis, then the data obtained will be analyzed after performing a simple linear regression analysis for the three sub-dimensions of the dependent variable.

Table 16. Results of Regression Analysis Between Job Satisfaction and Organizational Commitment

Model	r	r ²	F	P	Beta
1	0,641	0,411	117,293	,000	0,521

In the regression analysis, job satisfaction was taken into the equation as an independent variable and

Organizational Commitment as the dependent variable. According to the analysis result in Table 16, the relationship between organizational Commitment and Job satisfaction is significant ($P < 0.05$). There is a moderately positive relationship between the variables ($r = 0.641$). The coefficient of determination ($r^2 = 0.411$) was calculated. The Organizational Commitment is explained by Job satisfaction with a variance rate of 41%. It is seen that a one-unit increase in Organizational Commitment causes an increase of 0.521 units in Job satisfaction.

Table 17. Anova Analysis Between Job Satisfaction and Organizational Commitment

Model 1	Sum Squares	df	Mean Square	F	Sig.
Regression	19,917	1	19,917	117,293	0,000
Residual	28,528	168	0,170		
Total	48,445	169			

Table 18. Table of Regression Coefficients Between Job Satisfaction and Organizational Commitment

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	sig
1	Constant	1,971	,193		10,224	,000
	Job satisfaction	,521	,048	,641	10,830	,000

$$\text{Organizational Commitment} = 1,971 + 0,521 * (\text{Job satisfaction})$$

Table 19. Results of Regression Analysis Between Job Satisfaction and Emotional Commitment

Model	r	r ²	F	P	Beta
2	0,655	0,428	125,957	,000	0,609

In the regression analysis, Job satisfaction was taken into the equation as the independent variable and emotional commitment as the dependent variable. According to the analysis result in Table 19, the relationship between emotional commitment and Job satisfaction is significant ($P < 0.05$). There is a moderately positive relationship between the variables ($r = 0.655$). The coefficient of determination ($r^2 = 0.428$) was calculated. A one-unit increase in emotional commitment appears to result in a 0.609-unit increase in Job satisfaction

Table 20. Anova Analysis Between Job Satisfaction and Emotional Commitment

Model 2	Sum of Squares	df	Mean Square	F	Sig.
Regression	27,199	1	27,199	125,957	0,000
Residual	36,278	168	0,216		
Total	63,477	169			

Table 21. Table of Regression Coefficients Between Job Satisfaction and Emotional Commitment

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	sig
2	Constant	1,663	,217		7,652	,000
	Job satisfaction	,609	,054	,655	11,223	,000

Emotional commitment=1,663+0,609*(Job satisfaction)

Table 22. Table of Regression Coefficients Between Job Satisfaction and Continuance Commitment

Model	r	r ²	F	P	Beta
3	0,597	0,357	93,160	,000	0,564

In the regression analysis, job satisfaction was taken into the equation as the independent variable, and continuance commitment as a dependent variable. According to the analysis result in Table 22, the relationship between continuance commitment and Job satisfaction is significant (P<0.05). There is a moderately positive relationship between the variables (r=0.597). The coefficient of determination (r²=0.357) was calculated. A one-unit increase in Continuance commitment appears to result in a 0.564-unit increase in Job satisfaction.

Table 23. Anova Analysis Between Job Satisfaction and Continuance commitment

Model 3	Sum of Squares	df	Mean Square	F	Sig.
Regression	23,341	1	23,341	93,160	0,000
Residual	42,091	168	0,251		
Total	65,432	169			

Table 24. Table of Regression Coefficients between Job Satisfaction and Continuance commitment

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	sig
3	Constant	1,676	,234		7,157	,000
	Job satisfaction	,564	,058	,597	9,652	,000

Continuance commitment=1,676+0,564*(Job satisfaction)

Table 25. Results of Regression Analysis Between Job Satisfaction and Normative Commitment

Model	r	r ²	F	P	Beta
4	0,402	0,162	32,377	,000	0,390

In regression analysis, Job satisfaction was taken into the equation as the independent variable and normative commitment as the dependent variable. According to the analysis result in Table 25, the relationship between normative commitment and job satisfaction is significant (P<0.05). There is a weak positive correlation between the variables (r=0.402). The coefficient of determination (r²=0.162) was calculated. A one-unit increase in normative commitment appears to result in a 0.39-unit increase in Job satisfaction.

Table 26. Anova Analysis Between Job Satisfaction and Normative Commitment

Model 4	Sum of Squares	df	Mean Square	F	Sig.
Regression	11,169	1	11,169	32,377	0,000
Residual	57,956	168	0,345		
Total	69,126	169			

Table 27. Table of Regression Coefficients Between Job Satisfaction and Normative Commitment

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	sig
4	Constant	2,574	,275		9,366	,000
	Job satisfaction	,390	,069	,402	5,690	,000

Normative commitment=2,574+0,390*(Job satisfaction)

CONCLUSION

Changing living conditions and globalization forced employers and employees to develop various attitudes and behaviors. They aim to improve their sector by boosting productivity and customer and service area satisfaction. Organizations set codes of conduct to ensure their preferability and success; thus, employees are expected to follow them. Today's competitive working conditions eventually led people to work harder to ensure job security.

This study examines the impact of job satisfaction on organizational commitment behavior. The study focuses on an analysis of job satisfaction on organizational commitment. It differs from other studies in determining whether job satisfaction affects organizational commitment behaviors in vocational high school teachers in Bağcılar, Istanbul.

Today, the terms of competition are different, and employees have different expectations from the institutions. Employees' expectations are rather financial, varying from wages to job security. They need to feel supported by business organizations to achieve their career objectives. As a result, career management activities are considered more important for business organizations than ever.

Simply, *organizational commitment* can be defined as an individual's psychological commitment to the organization. The employee's commitment to the organization refers to the desire to internalize the organizational values and objectives and to sustain their career and success in line with the organizational objectives. When individuals' organizational commitment levels are high, they invest in self-improvement in line with the company values and increase their performance and productivity. High levels of organizational commitment also result in such citizenship behaviors as self-sacrifice and honesty, in addition to a reluctance to leave. As a result, organizational commitment is needed more than ever to preserve qualified employees in competitive industries.

Job satisfaction is considered the product of a comparison between what the individual achieves and wants to achieve in his business, social and private life. Upon assuming that the codes of emotional behavior can be a variable for organizational commitment behaviors, analysis results show that job satisfaction accounts for 41% variance for organizational commitment behaviors. (See Table 16)

Regression Analysis examined the statistical relationship between job satisfaction and organizational commitment. A moderate positive correlation was found between the variables ($r=0.641$). The coefficient of determination ($r^2=0.411$) was calculated. It is seen that a one-unit increase in Organizational Commitment causes an increase of 0.521 units in Job satisfaction. (See Table 16). At the same time, the relationship between emotional commitment and job satisfaction is significant ($P<0.05$). There is a moderately positive relationship between the variables ($r=0.655$). The relationship between continuance commitment and job satisfaction is significant ($P<0.05$), and there is a moderate positive correlation between the variables ($r=0.597$). The relationship between normative commitment and job satisfaction is significant ($P<0.05$), and there is a weak positive correlation between the variables (See Table 17-18-19)

The study was carried out with the participation of individuals working as vocational high school teachers in Bağcılar Istanbul, and the study results are as follows:

An analysis of socio-demographic characteristics shows that most participants (57%) are women (See Table 2). An analysis of marital status shows that the majority of the participants (69.4%) are married (See Table 2). An analysis of educational status reveals that the majority (72.4%) of the participants with a graduate diploma (See Table 2). An analysis of seniority criteria reveals that the majority (33.8%) of the participants with a seniority of 20 years or more (See Table 2). An analysis of the branch variable indicates that culture teachers (52.3%) are slightly more than vocational teachers (47.7) (See Table 2).

The study used an independent sample t-test to determine whether the participants' organizational commitment differed in gender. As a result of the t-test analysis, a gender-related difference was found in the organizational commitment scores of the participants (See Table 5-6). Research by Podsakoff, Mackenzie, Paine, and Bachrach in 2000 shows no relationship between organizational citizenship behavior and gender. However, some studies suggest a relationship between organizational citizenship behavior and gender. A study by Lovell, Kahn, Anton, Davidson, Dowling, Post and Mason in 1999 shows that women exhibit more organizational citizenship behavior than men.

An Independent sample t-test was used to determine whether the participants' job satisfaction differed in terms of marital status variable. As a result of the t-test analysis, no difference was found in the job satisfaction scores of the participants in marital status (See Table 7-8).

Analysis results indicate a difference in organizational commitment scores for educational background (See Table 9). Therefore, it can be concluded that the higher the educational level, the higher the organizational commitment. Apart from this, education has no other effect on job satisfaction (See Table 10).

Analysis results show no difference in the job satisfaction scores of the participants for seniority (See Table 11-12). Correlation analysis was used to determine the relationship between the frequency of exhibiting job satisfaction and organizational commitment. It has been determined that there is a positive, moderate relationship between exhibiting job satisfaction and organizational commitment (See Table 15). Research by Erdiř in 2013 suggests a positive low-level relationship between organizational citizenship behavior and organizational commitment. Another research by Arın in 2016 concludes a positive, moderate relationship between organizational citizenship behavior and organizational commitment.

REFERENCES

- Bakan, İ. ve Büyükbeře T. (2006). Kurum Kültürü, Kurumsal Kültür Organizasyonlar, Kurallar ve Kurumlar, (Ed.) Cořkun Can Aktan, Ankara: Sermaye Piyasası Kurulu Yayını.
- Bakan, İ. ve Büyükbeře, T. (2004). Örgütsel İletişim ile İş Tatmini Unsurları Arasındaki İlişkiler: Akademik Örgütler İçin Bir Alan Araştırması, Akdeniz İİBF Dergisi, Sayı: 7, s. 1-30.
- Çalışır, H. (2012). Sağlık Çalışanlarında İş Doyumu, Beykent Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi, İstanbul.
- Çekmeceliođlu, H. (2005). Örgüt İkliminin İş Tatmini ve İşten Ayrılma Niyeti Üzerindeki Etkisi: Bir araştırma, Cumhuriyet Üniversitesi İktisadi ve İdari Bilimler Dergisi, Cilt: 6, Sayı: 2, s. 23-39.
- Çetin, K.Ö. (2009). Ortaöğretim Okulu Yöneticilerinin Dönüşümsel Liderlik Özellikleri ile Öğretmenlerin Örgütsel Bağlılıkları Arasındaki İlişki: Bolu İli Örneđi, Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi, Bolu.
- Hoş, C. ve Oksay, A. (2015). Hemşirelerde Örgütsel Bağlılık İle İş Tatmini İlişkisi, Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, Sayı: 4, s.1-18.
- Kılıç, G. (2008). Kariyer Yönetimi ve Örgütsel Bağlılık İlişkisi Beş Yıldızlı Otel İşletmelerinde Bir Araştırma, Gazi Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Doktora Tezi, Ankara.
- Öztrak, M., & Barış, O. (2022). Uzaktan çalışma süreçlerinde dijital zorbalığın örgütsel dışlanmaya etkisi üzerine bir çalışma. *Business & Management Studies: An International Journal*, 10(2), 605-630.
- Öztrak, M., & Bayram, V. (2022). Sağlık çalışanlarının kayırmacılık algıları ile örgütsel sessizlik davranışları arasındaki ilişkinin incelenmesi: Kamu ve özel hastaneler üzerinde karşılaştırmalı bir araştırma. *Business & Management Studies: An International Journal*, 10(3), 956-976.

- Pekdemir, I. Özçelik, O. Karabulut, E. ve Arslantaş, C. (2006). Personel Güçlendirme, İş Tatmini ve Örgütsel Bağlılık Arasındaki İlişkileri Belirlemeye Yönelik Bir Çalışma, Verimlilik Dergisi, Cilt: 4, Sayı: 16), s. 1-36.
- Sabuncuoğlu, Z. ve Tüz, M. (2005). Örgütsel Psikoloji, Bursa: Alfa Yayınları.
- Sarıdede, U. ve Doyuran, Ş. (2004). Eğitim Örgütlerinde Örgütsel Bağlılığın İşten Ayrılma Niyetine Etkisi, 13. Ulusal Eğitim Bilimleri Kurultayı, Malatya.
- Saruhan, Ş.C. ve Özdemirci, A. (2011). Bilim, Felsefe ve Metodoloji, İstanbul: Beta Yayınları.
- Serinkan, C.ve Bardakçı, A. (2009). Pamukkale Üniversitesindeki Akademik Personelin İş Doyumları ve Tükenmişlik Düzeylerine İlişkin Bir araştırma, Manas Üniversitesi Sosyal Bilimler Dergisi, Cilt: 11, Sayı: 21, s. 115-132.
- Tınaz, P. (2009). Çalışma Yaşamından Örnek Olaylar, İstanbul: Beta Yayınları.