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TITLE: THE LEVEL OF ORGANIZATIONAL COMMITMENT OF THE ADMINISTRATORS & THE TEACHERS IN PRIMARY SCHOOLS IN AYDIN

ABSTRACT

This study aims at determining the level of organizational commitment of the teachers and administrators in primary school by establishing whether their organizational commitment level shows significant difference in terms of sub-dimensions of organizational commitment (affective, continuance and normative commitment). In addition to this, the study also tries to identify whether there are significant differences between the teachers and administrators' organizational levels and some variables such as gender, marital status, age, number of children, total time of service, the title they have, time of service with the current title they have, education level, type of education level, whether the teachers and administrators live in the surroundings of the school or not, whether they are from Aydın or not, time of service they have in Aydın, time of service at the current institution.

The research is in the descriptive model. The universe of the study consists of 78 school administrators and 1018 teachers who work in primary schools in Kuyucak, Karacasu, Köşk, Bozdoğan districts and city center of Aydın during 2011-2012 education terms. The sample of the study is determined by the stratified sampling method and composed of 46 administrators and 529 teachers. Organizational Commitment Questionnaire developed by Allen and Meyer (2004) is applied to the participants. The data obtained from the scale is analyzed by SPSS 18. In the data analysis, t-test, One-Way ANOVA, Kruskal Wallis-H Test, Tamhane and Scheffe tests are used.

As a result, the overall mean of the participants' organizational commitment level is found as "I partly agree" level. In other words, low organizational commitment is seen. When the organizational commitment level in terms of sub-dimensions is considered, it is determined that the teachers and administrators show affective commitment at the highest level. Normative commitment and continuance commitment follow affective commitment successively.