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The Predictive Power of the Organizational Commitments of Assigned Teachers in Different Branches on Their Organizational Dissent

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Abstract: The purpose of this study is to investigate the effect of the organizational commitments of assigned teachers in different branches on their organizational dissent. The study universe consists of 234 randomly selected persons. In the study, Organizational Commitment Scale, Organizational Dissent Scale and "Personal Information Form" were used to collect the data. Correlation analysis (r) was performed to determine the relationship between the scores from the scales and the Regression Analysis (β) was performed to determine whether the scores were could predict each other. A significant positive correlation was detected between the moral commitment sub-dimension of organizational commitment and the articulated dissent sub-dimension of organizational dissent, and a significant negative correlation was detected between the alienative commitment sub-dimension of organizational commitment and the external dissent sub-dimension of organizational dissent. When the prediction of organizational dissent by organizational commitment was examined, it was determined that the moral commitment and alienative commitment sub-dimensions predicted organizational dissent levels and that the organizational dissent levels of the teachers decreased as the organizational commitment levels increased. In conclusion, the present study was conducted to determine how organizational commitment perceptions of teachers impact organizational dissent. In the present study, it was concluded that moral and alienative commitment had a significant and direct impact on the dimension of dissent and that calculative commitment did not have any impact on dissent.

Keywords: *Physical Education; Teacher; organizational dissent; organizational commitments.*

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1. Introduction

Apart from the innovations in human life, technological developments have led to serious problems throughout history (Karakus, & Köse, 2018). In today's information age where information is rapidly renewed and developed, the most important factors in the development of societies are undoubtedly educated individuals and educated workforces. Problems require solutions and these solutions respond to the problems of individuals (Karakuş, & Köse, 2018). For this reason, information is produced by qualified and educated individuals and only the societies that possess this production capacity are able to survive. Over the past quarter of a century, the mission, roles and functions of teachers have perpetually and significantly changed (Sterling, 2010). It should be ensured that the teachers of today are good administrators, good observers and qualified guides that are able to organize teaching-learning processes. For this reason, teaching has become a profession that requires more qualifications and competence today (Bayrak, Çınar, Çoban, & Çoşkuner, 2013). However, although it is necessary, competence is not a sufficient condition in organizations. The educational style represents a series of traits that circumscribe the teachers' behavior in relation to their pupils and it emphasizes that what is specific to each teacher in accomplishing their tasks (Sălăvăstru, 2006). For this reason, employees are required to have positive attitudes towards their job and working area in addition to the basic knowledge and skills required by the job. Perspectives of employees on working life are of great importance in terms of organizational development (Balay, 2000). Therefore, having employees with a high level of commitment is one of the most important factors for an organization to be able to survive effectively.

Organizational commitment is the degree to which employees establish collaboration with their organization and feel a part of their organization. (Schermerhorn, Hunt, & Osborn, 1994).

There are many definitions of organizational commitment in the literature. In one of these, organizational commitment is defined as the unity of identity and loyalty that a person enters with a certain organization (Leong, Furnham, & Cooper, 1996). Schermerhorn, Hunt, & Osborn, (1994) organizational commitment, they describe it as "the degree of the unity of force established by the organization with which the person works and the feeling of being a part of the organization" (Schermerhorn, Hunt, & Osborn, 1994). Apart from these definitions, it is defined as the identification of the individual with an organization and the relative strength of identity unity.

Three characteristics of organizational commitment from these definitions it is possible to remove.

It is a sum of the normative pressures internalized to act towards organizational interests (Yoash, 1982). It is when individuals are emotional attached to the goals and values of the organization without pursuing any interest. It is the expression of the individual's behavioral loyalty towards the organization and the strength of the rapport that employees feel towards their organization (Bayram, 2005). Based on these definitions, the subjects of which organizational commitment is related to and discussed as a concept can be listed as follows.

YEAR	RESEARCHER	FINDINGS
1956	Whyte	Defined the commitment of the employee to the organization and conducted studies on the importance of the employee for the organization.
1958	Morris and Sherman	Conducted studies on the transitional model of organizational commitment.
1960	Gouldner	Researched the reciprocal communication between the employee and organization in order to strengthen the organizational commitment.
1964	Etzioni	Determined that social relationships positively affected organizational commitment.
1966	Grusky	Examined the relationship between education, gender, and commitment.
1971	Sheldon	Stated the effect of aim and value integrity on organizational commitment.
1974	Porter	Suggested the attitudinal approach to organizational commitment.
1975	Etzioni	Stated the negative effects of pragmatist organizations.
1977	Salancik	Determined that role ambiguity brought along responsibility and thus, decreased the organizational commitment.
1978	Kidron	Determined that strong personal work ethics is associated with the organizational commitment.
1979	Mowday	Urged upon the psychological approach towards organizational commitment.
1982	Mowday	Developed the process model of organizational commitment.
1983	Rusbult and Farrell	Developed the authority model about organizational commitment.

(Wiener, 1982, pp. 418-428)

Penley, & Gould, (1988) have identified three different types of commitment: moral commitment, self-commitment and alienating (forced) commitment.

Moral Commitment: The individual is devoted to his organization and regards his job as one of the most valuable reasons for his existence, and he is committed to his job (Yağcı, 2003).

Interesting Commitment; it is based on the award. It is based on reward and incentive expectations in response to employees' contributions. In self-interest commitment, employees see the organization as a means to achieve awards (Bülbül, 2007).

Gul (2002) alienating (forced) commitment; expressed as the type of commitment that occurs when there is no alternative job opportunities and the individual does not have control over organizational conditions (Gülova, & Demirsoy, 2012).

When the importance of organizational commitment is examined with respect to educational institutions, it is observed that schools are the smallest institutions that constitute the education systems. These organizations exist to achieve the goals of education systems (organizational, managerial and educational). In order for the aforementioned goals to be achieved selflessly, it is necessary for teachers and administrators to internalize these goals and identify with their school. In brief, the commitment of school staff, especially teachers and administrators, to their school is quite significant in terms of achieving the goals of education systems (Balay, 2000).

The integration of personal values of the employees with the values of the organization increases the organizational commitment of the employees. (Meyer, & Allen, 1997). This situation significantly contributes to the achievement of school goals (Lin, 2007).

Previous studies demonstrated that employees with high organizational commitment put more effort in fulfilling their duties and goals. Employees with a high level of commitment develop better relationships with their organization and stay in their position for a longer period. More importantly, such employees are able to internalize and embrace their organization as their own. Individuals with low commitment towards their organization are unable to achieve sufficient success. Such individuals do not attach importance to the mission of their organization and are unable to willingly devote themselves to their duty (Cruise, Taylor, & Oberholster, 2000).

Today, modern organizations that have understood the importance of different ideas in the organizational sense support employees to be

involved in the decision-making processes within the company. As a requirement of organizational democracy; employees should be strengthened mentally, organizational improvements towards business quality and participation should be made, an environment that is suitable for the members of the organization to express their current dissenting opinions should be established, and employees should be encouraged to express their opinions (Dachler, & Wilpert, 1978; Cheney, 1995; Kassing, 1997).

Dissidence occurs when a triggering event exceeds the tolerance levels of the individual (Redding, 1985). Organizational dissent is defined as in-organizational conflicts and contradictory opinions being expressed by the members of an organization (Kassing, 1997). In the process of organizational dissent, organization members disagree with organizational management and express this dissidence (Kassing, 2008). Organization members perceive the existence of a problem within the organization before expressing their dissenting opinions. With this perception, they measure the reactions they will receive if they are aware of the seriousness of the situation and express their dissenting opinions (Graham, 1986).

Kassing (1998) listed the sub-dimensions of organizational dissent as articulated dissent, latent dissent and displaced dissent, which were briefly explained as follows.

1. Articulated dissent: It is the type of dissent that occurs when organization members express their dissenting opinions to the people who can influence the balance in the organization. Articulated dissent involves the direct and explicit expression of dissenting opinions towards administrators (Kassing, & Avtgis, 2009; Kassing, & Armstrong, 2009).

2. Latent dissent: This type of dissent occurs when organization members state their dissenting opinions to other organization members who have no influence over the balance in the organization (Kassing, 1998).

3. Displaced dissent: This dissent strategy occurs when organization members opt to express their dissenting opinions to individuals outside the organization. Such individuals consist of friends, spouses, partners and family members outside the organization (Kassing, 2001).

Considering the contemporary condition of the educational institutions, it is quite significant to clarify the concepts of organizational commitment and organizational dissent. It is expected from this study to make a contribution to the implementers with regards to increasing the awareness of principals and teachers by determining their organizational commitment and organizational dissent levels and taking necessary precautions.

It is considered that the obtained findings would fulfill the deficiencies and expectations in the literature and would guide the future studies. When the aforementioned information was evaluated as a whole, it was observed that the concepts of organizational commitment and organizational dissent in the literature can influence different areas of life in various levels and scales. When the literature is examined, studies on organizational commitment and organizational dissent are often found separately or integrated with other subjects. However, there weren't any studies that interrelatedly examined the levels of organizational commitment and organizational dissent. In this regard, the general aim of the present study is to examine the relationship between the organizational commitments of assigned teachers in different branches and their levels of organizational dissent.

2. Material and method

2.1. Formation of Volunteer Groups:

The present study was carried out with a study group. The study group was comprised of of 234 randomly selected teachers in different branches who were teaching in other schools on assignment while permanently serving in Kayseri in the academic year of 2019-2020, including English (47), Music (42), Physical Training and Sports (59), Visual Arts (48) and Information Technologies (38) teachers.

2.2. Data Collection Tools

The evaluation phase was established by the researcher in the schools where the teachers were assigned and it was ensured that the participants would fill the forms without hurry over a large period of time after receiving the necessary instructions. Then, the scales were applied to the participants after the appropriate materials and ambient conditions were established in order for the teachers to fill the forms in a comfortable environment. The Personal Information Form and Organizational Commitment and Organizational Dissent Scales were used to collect the data in the study.

2.3. Personal Information Form

When the personal information form of the study was being prepared, the personal information forms of the previous studies in the literature on organizational commitment and organizational dissent were examined and a pool comprised of the features of the teachers related to the

study was generated. This personal information form is comprised of five questions involving the gender, year of seniority, teaching level, educational background, and branch of the participants.

Table 1. Personal Information of the Participants

	Variable	N	%
Gender	Male	178	76.1
	Female	56	23.9
Year of Seniority	1-5	30	12.8
	6-10	102	43.6
	11-15	81	34.6
	16-20	21	9.0
Level	Primary School	97	41.5
	Secondary School	137	58.5
Educational Background	Graduate	42	17.9
	Undergraduate	192	82.1
Branch	English	47	20.1
	Music Education	42	17.9
	Physical Education	59	25.2
	Visual Arts Education	48	20.5
	Information Technologies Education	38	16.2

It was determined that 76.1% of the participants were male and 23.9% were female, 12.8% had 1-5 years of seniority while 43.6% had 6-10 years, 34.6% had 11-15 years and 9.0% had 16-20 years of seniority, 41.5% of the participants were teaching at primary school while 58.5% were teaching at secondary school, 17.9% had master's degree while 82.1% had bachelor's degree, and the branch of 20.1% of the participants was English while this rate was 17.9% for music education, 25.2% for physical education, 20.5% for visual arts education and 16.2% for information technologies education.

2.4. Organizational Commitment Scale

In their study, Penley, & Gould, (1988) developed a three-dimensional measuring tool consisting of 15 items related to Etzioni's organizational commitment model to examine organizational commitment. The scale was developed in the form of a "6-point Likert Scale. Which was translated into Turkish by Ergün, & Çelik, (2019), The Cronbach Alpha internal consistency coefficient was determined as .94. These results indicate that all sub-dimensions that constitute the scale have high internal

consistency. It was determined that a Cronbach Alpha Coefficient of over .80 indicates that the scale is highly reliable (Ergün, & Çelik, 2019)

2.5. Organizational Dissent Scale

The organizational dissent scale developed by Kassing, (1998) was adapted into Turkish by Dağlı, (2005) and the validity and reliability analyses of the scale were performed. It was observed that the item and factor structures of the scale were above the normal values. The Cronbach Alpha internal consistency coefficient of the scale was determined as .87. The 18 items included in the scale are graded in the form of a "5-point Likert Scale" Additionally, items 1, 4, 5, 9 and 15 under the upward dissent factor and items 13 and 16 under the lateral dissent factor were designed as reverse items (Dağlı, 2005).

2.6. Data Analysis

The scores obtained from the scales were analyzed through the SPSS 20 software. The scores obtained from the scales were tested for normality and it was found that the data were distributed normally. While the Correlation analysis was performed to uncover the relationship between the scores obtained from the scales, the Logistic Regression Analysis was performed to reveal how much Organizational Commitment predicts Organizational Dissent.

3. Findings

Table 2. The Mean Scores of the Participants from the Organizational Commitment and Organizational Dissent Scales

Scale	Sub-Dimension	N	Minimum	Maximum	X̄±SD	Skewness	Kurtosis
Organizational Commitment	Calculative Commitment	234	3.80	5.00	4.50±0,25	-.161	-.628
	Moral Commitment	234	2.80	4.40	3.63±0,28	-.112	.325
	Alienative Commitment	234	2.00	3.40	2.61±0,30	-.026	-.355
Organizational Dissent	Lateral Dissent	234	2.33	4.00	3.34±0,2	.091	.511
	Upward Dissent	234	3.00	4.00	3.57±0,22	-.026	-.312

As seen in Table 2, in terms of the sub-dimensions of organizational-commitment, the participants had a mean score of 4.50 from calculative commitment, 3.63 from moral commitment and 2.61 from alienative commitment. With regards to the sub-dimensions of organizational dissent, the participants had a mean score of 3.34 from lateral dissent and 3.57 from upward dissent.

Table 3. The Relationship between the Scores Obtained from the Organizational Commitment and Organizational Dissent Scales

Scale	Sub-Dimension	R	Calculative Commitment	Moral Commitment	Alienative Commitment	Lateral Dissent	Upward Dissent
Organizational Commitment	Calculative Commitment	r	1				
		p					
		N	234				
	Moral Commitment	r	-.210**	1			
		p	.001				
		N	234	234			
	Alienative Commitment	r	.161*	.026	1		
		p	.014	.697			
		N	234	234	234		
Organizational Dissent	Lateral Dissent	r	-.095	.066	.073	1	
		p	.147	.314	.267		
		N	234	234	234	234	
	Upward Dissent	r	-.068	**-.270****	**.130***	-.023	1
		p	.302	**.000**	**.048**	.721	
		N	234	**234**	**234**	234	234

When Table 3 was examined, it was determined that there wasn't any relationship between the scores of the calculative commitment sub-dimension of organizational-commitment and lateral dissent (r=-.095, p=.147) and upward dissent (r=-.068, p=.302) sub-dimensions of organizational dissent.

While there were low, significant and negative correlations between the scores of the moral commitment sub-dimension of organizational-commitment and the upward dissent sub-dimension of the organizational dissent (r=-**.270**, p=**.000**), there wasn't any relationship between the scores of moral commitment and lateral dissent (r=-.095, p=.147).

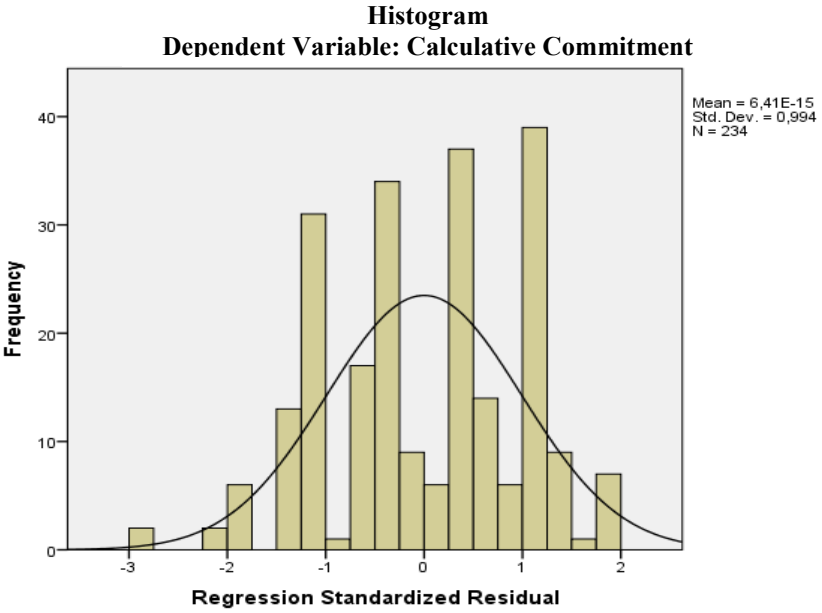
While there were low, significant and positive correlations between the scores of the alienative commitment sub-dimension of the organizational commitment and the upward dissent sub-dimension of the organizational dissent (r=**.130**, p=**.000**), there wasn't any relationship between the scores of alienative commitment and lateral dissent (r=.073, p=.267).

Table 4. The Predictive Power of the Participants' Calculative Commitment Scores on the Scores from the Organizational Dissent Sub-Dimensions

Organizational Commitment	Organizational Dissent	β	t	p	R	R^2	F	p
					.136	.019	1.446	.230
Calculative Commitment	Lateral Dissent	-.097	-1.486	.139				
	Upward Dissent	-.083	-1.251	.212				

(F,3.230)

It can be seen from Table 4 that the model does not present a significant relationship between the calculative commitment sub-dimension of organizational commitment and the sub-dimensions of organizational dissent (R=.136, R^2=.019; p>.05). When the results of the t-test related to the significance of the regression coefficient were examined, it was found that the levels of lateral dissent (t=-1.486, p =.139) and upward dissent (t=-1,251, p =.212) did not predict the levels of organizational commitment (F (3.230) = 1.446, p >.05).



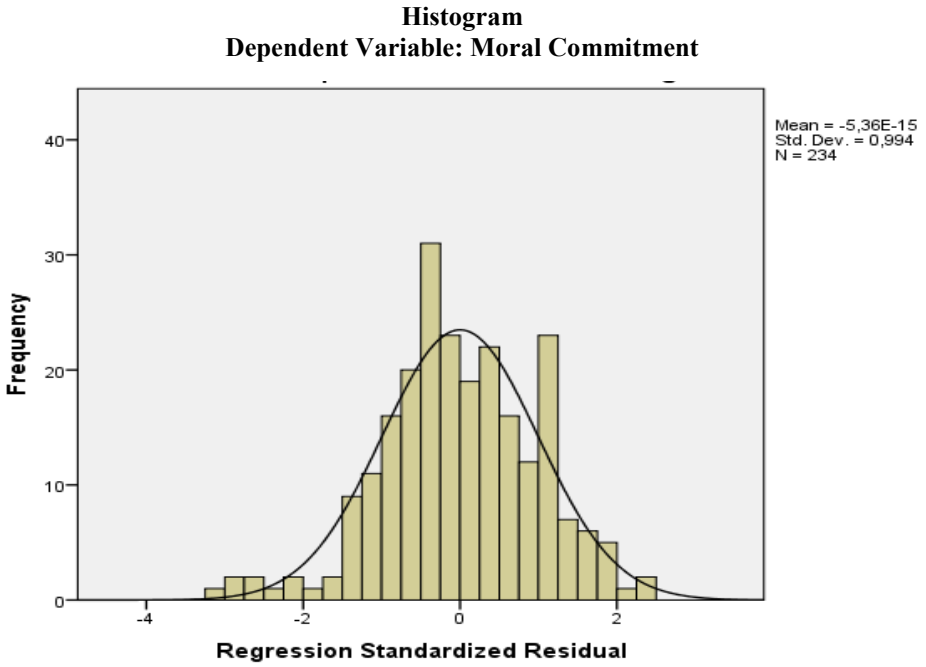
Graphic 1. Dependent Variable Calculative Commitment Histogram

Table 5. The Predictive Power of the Participants' Moral Commitment Scores on the Scores from the Organizational Dissent Sub-Dimensions

Organizational Commitment	Organizational Dissent	β	t	p	R	R^2	F	p
					.281	.079	6.564	.000
Moral Commitment	Lateral Dissent	.059	.939	.349				
	Upward Dissent	-.278	-4.313	.000				

(F,3.230)

It can be observed from Table 5 that the model presents a significant relationship between the moral commitment sub-dimension of the organizational commitment and the sub-dimensions of organizational dissent (R=.281, R^2=.079; p<.05). When the results of the t-test related to the significance of the regression coefficient were examined, it was found that the levels of upward dissent (t=-4.313, p =.000) predicted the levels of organizational commitment and explained 7.9% of the total variance (F (3.230) = 6.564, p<.05).



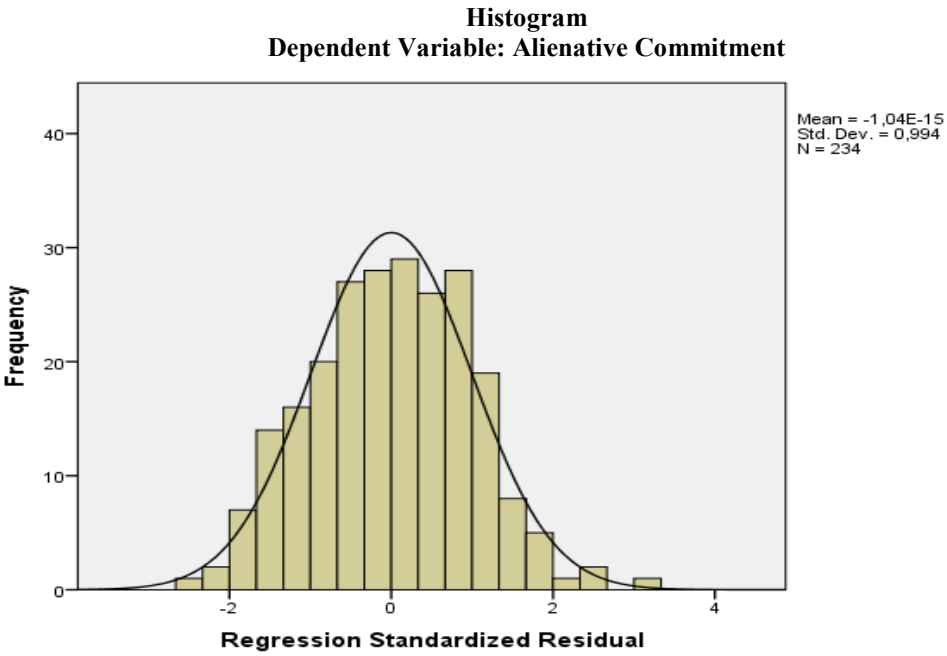
Graphic 2. Dependent Variable Moral Commitment Histogram

Table 6. The Predictive Power of the Participants' Alienative Commitment Scores on the Scores from the Organizational Dissent Sub-Dimensions

Organizational Commitment	Organizational Dissent	β	t	p	R	R^2	F	p
					.249	.062	5.083	.002
Alienative Commitment	Lateral Dissent	.077	1.209	.228				
	Upward Dissent	.170	2.616	.009				

(F,3.230)

It can be seen from Table 5 that the model presents a significant relationship between the alienative commitment sub-dimension of organizational commitment and the sub-dimensions of organizational dissent (R=.249, R^2=.062; p<.05). When the results of the t-test related to the significance of the regression coefficient were examined, it was found that the levels of upward dissent (t=2.616, p =.009) predicted the levels of organizational commitment and explained 6.2% of the total variance (F (3.230) = 5.083, p<.05).



Graphic 3. Dependent Variable Alienative Commitment Histogram

4. Discussion and conclusion

The impact of the individual and professional values of employees on various professional outcome variables has become increasingly popular in recent years. Factors such as the existence of employees who are more attached to their profession than their organization, increasing emphasis on professionalism, the changed meaning that employees place on the concept of business and the differentiation of expectations related to work make the relationship between individuals' work-related values and organizational commitment levels more significant (Özcan, 2008).

When Table 2 was examined, it was determined that the total scores of the teachers from the organizational commitment scale were moderate compared to the average scores from the scale (Table 2). From this finding, it was understood that the participating teachers had high levels of organizational commitment.

When the literature is examined, in parallel with the present study, levels of organizational commitment were found to be "moderate" in the overall scale by Yüksel, (2018) in his study on school staff and by Küçük, (2015), Özdemir, (2015), Salih, (2013) and Kolay, (2012) in their study on teachers. In the present study, it can be said that the teachers were

committed to their institutions and worked towards the goals of their institution.

Loyalty of employees is seen as a very important factor in achieving organizational success (Dick, & Metcalfe, 2001). As a matter of fact, every organization wants to increase the loyalty of its members because it is desirable that the employees are not problem-generating people but problem-solving people. It is generally accepted that employees with high organizational commitment are more efficient and more responsible (Chow, 1994).

It has been identified that the total scores of the teachers from the organizational dissent scale were moderate compared to the average scores from the scale (Table 2). When the literature is examined, in parallel with the present study, levels of organizational dissent were found - "moderate" in the overall scale by Aydın, (2015), in their studies on teachers. In the present study, it can be stated that the teachers were able to express their suggestions, ideas and dissenting opinions in their institutions.

Every institution aims to increase the organizational commitment of its members. Studies show that employees with high levels of organizational commitment spend more effort in fulfilling their duties. In addition to this, it is stated that employees with high organizational commitment stay in their organizations for longer and establish a positive relationship with the organization (Cruise, Taylor, & Oberholster, 2000).

When the relationships between the sub-dimensions of the organizational commitment scale and the sub-dimensions of the organizational dissent scale were examined in tables 4, 5 and 6, it was found that there was a low, significant and negative correlation between the scores of moral commitment and upward dissent while this correlation was determined as positive between alienative commitment and upward dissent.

According to Hirschman's exit-voice-loyalty theory (Hirschman, 1994) and certain studies, employees with high levels of organizational commitment are expected to demonstrate upward dissent behavior (Kassing, 2008; Wang, Weng, McElroy, Ashkanasy, & Lievens, 2014). However, with the influence of cultural factors, school employees in Turkey with a moral commitment to their school aim to trust their principals to turn to upward dissent. In other words, employees with moral commitment are able to demonstrate upward dissent through trust in the principal (Ergün, & Çelik, 2019). In the present study, it can be stated that the moral commitment of the teachers is influential on their upward dissent behavior, the teachers have an open communication structure with the principals of their institution and

they are able to express their opinions regarding the solutions to the problems of the institution directly and openly.

Alienative commitment has minor negative effects on upward dissent in both its direct form and through trusting principals (Hirschman, 1994). In this case, the school employee who remains in the organization by necessity would not be concerned about the development of the school. School employees who think that the events in their institution are beyond their control, stay in their position by necessity and seek opportunities to leave would not be expected to demonstrate upward dissent. No one would want to invest in an organization they would eventually leave (Ergün, & Çelik, 2019). In this context, it can be stated that the teachers who participated in our study behave in accordance with the values of their organization, although they are assigned temporarily.

The work-related values of teachers positively affect their attitudes towards their job, school, school principals and co-workers. It is hypothesized that teachers who possess strong values regarding their job would have higher levels of commitment towards their school and all related elements (Bağrıyanık, 2016).

When the prediction of organizational dissent levels by the organizational commitment was examined, it was determined that the moral commitment and alienative commitment sub-dimensions predicted organizational dissent levels and that the organizational dissent levels increased as the organizational commitment levels increased (Table 4).

Expression of suggestions, ideas, dissatisfaction with in-organization practices and opposing views by employees may produce very important results for the performance and even the survival of an organization. It is an undeniable that organization administrators require information from their employees in order to react to the changing market conditions, to make the right decisions and to solve problems (Ökten, & Cenkci, 2013).

In conclusion, the present study was conducted with the aim of determining how organizational commitment perceptions of teachers impact organizational dissent. In the present study, it was concluded that moral and alienative commitment had a significant and direct impact on the dimension of dissent and that calculative commitment did not have any impact on dissent. In this context, it is believed that as teachers' level of commitment to their institutions increase, solutions to problems will be easier to reach by exchanging ideas at management level and making joint decisions

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