

The Effect of Organizational Support on Organizational Commitment

Yüksel Gündüz

*Artvin Çoruh University, College of Education, Department of Educational Sciences,
08000, Artvin, Turkey*

Telephone: 90 535553 7910, E-mail: gunduz@artvin.edu.tr

KEYWORDS Teacher. Personal Development. Work Structure. School. Gender

ABSTRACT This research examines the effect of organizational support for teachers on their organizational commitment. The data was collected from 819 primary school teachers in seven cities from every geographical regions of Turkey. In the research, the two scales administered are “Perceived Organizational Support Scale (POSS)” and “Teachers’ Organizational Commitment Scale (TOCS)”. The results reveal that teachers perceive organizational support and organizational commitment at a moderate level. While teachers’ organizational commitment perceptions differentiate in terms of gender, experience, reward and education level variables, their organizational support perceptions differentiate in terms of experience and reward variables. It shows that the more teachers’ organizational support perceptions increase, the higher their commitment perceptions are. While organizational support perceptions towards “personal development” have a low influence on the dependent variable, organizational support perceptions towards “work structure” have a negative influence on the dependent variable.