The Effect of Personal Factors on Organizational Commitment Among Teachers Working at Libyan Schools in Turkey

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Abstract—The current study has been conducted to understand the organizational commitment levels of the teachers, who are currently working at the Libyan schools, which are operating in Turkey based on their different personal factors (gender, marital status, age and length of service). This data set has been collected by asking 116 teachers to fill-in questionnaires. The mentioned teachers are currently working for 10 Libyan schools operating in Turkey. The questionnaire includes the first part consisting of demographic questions while its second part deals with the questions pertaining to the teachers' organizational commitment levels. In order to measure the teachers' personal factors like seniority, gender, age, and marital status, the first part has been carefully designed. In the second part, eighteen organizational commitment assessment items were selected for measuring the teachers' organizational commitment levels. For this purpose, we applied an already tried and tested scale, which was originally developed by [1], so as to test the four hypotheses. According to our one-way variance analysis, the mean scores obtained for the teachers showed significant differences in organizational commitment when variables like marital status and age were taken as independent variables.

Index Terms—Organizational commitment, affective commitment, continuance commitment, personal factors.

I. INTRODUCTION

Many previously conducted studies highlight the relation between organizational commitment and personal factors [2]. [3] showed that personal factors have strong and positive effects on the different forms of organizational commitment. This played a major role in the employees' personal careers; therefore, it has a definitive impact on the employing organizations. Moreover, highly-committed employees exhibit better performances and reduced negative behaviors [4]. As far as the overall education system is concerned, teachers' commitment levels are certainly important because their behaviors and commitment affect students and their futures. For instance, [5] have demonstrated that the teachers' organizational

commitment levels are linked to their students' achievements. Moreover, they also mentioned that the teachers' low commitment levels substantially reduce their students' performances. [6] based his research on the students' socioeconomic statuses and highlighted the link between teacher commitment and student performance. Furthermore, teachers' organizational commitments on individual levels strongly affect the school culture that acts as a significant indicator of students' academic achievements [7]. This study examines certain personal factors and their impact on the teachers' organizational commitment in Libyan schools operating in Turkey.

II. LITERATURE REVIEW

Organizational commitment is significant for almost all types of employees because it has a definitive impact on their performances [8]. Highly committed employees exhibited lower stress levels, better performances, and less absenteeism [9], [10]. During the past two decades, organizational commitment has gained considerable attention of the research community [11]. This type of commitment is directly linked with loyalty, and a person's attachment to his/her organization [12]. It is also linked to job satisfaction levels [13]. Researchers believe that organizational commitment is a form of psychological state that prolongs the employees' wish to keep on serving an organization [14].

[15] defined organizational commitment as "a strong belief" of an employee, based on which, s/he accepts the organizational values and objectives, exerts noticeable effort, and maintains organizational membership. According to [16], organizational commitment is a "relative strength" and involvement that an individual show in an organization. Eminent researchers like [14] highlighted the components of organizational commitment as: continuance, affective and normative commitment.

Affective Commitment: It implies an employee's emotional involvement, attachment, and identification with an organization and its objectives. It is primarily an employee's identification with a specific organization that makes him/her contribute towards the organizational values and goals, focus on targets, and continue serving the organization.

Continuance Commitment: It means an employee's willingness to be a part of the team to achieve 'nontransferable' assets such as rank and retirement benefits.

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This commitment type mainly deals with continuation to serve the organization, and the employee has real/psychological perception that s/he would face losses in case of leaving the organization.

Normative Commitment: It is a commitment form that makes a person feel a sense of obligation to his/her organization or department. It combines the feelings of duty and loyalty, or in other words, a sense of moral obligation towards the employing organization.

Several factors create an impact on organizational commitment, which mainly include personal factors, previous experiences, situational factors, and organizational functional factors [17]. The current study mainly analyzes the impact personal factors have on the organizational commitment levels of teachers working for Libyan schools, which are operational in Turkey. We also focused on the classification of organizational commitment for this investigation.

Some researchers investigated the role that gender plays for employees' organizational commitment levels; however, their results were mostly inconsistent because some researchers found that gender has a significant effect and others termed it insignificant [18]. Many researchers [19], [20], [21], [22], [2], [23] noted significant differences in organizational commitment based on gender; so, decision-making is difficult as to whether gender actually results in higher or lower organizational commitment. Some other researchers [24], [25], [13], [26], [27] reported insignificant differences in gender-based organizational commitment levels; therefore, we propose the following hypothesis:

H₁: Significant difference exists between organizational commitments of teachers working at the Libyan schools in Turkey based on gender.

Some researches pointed at the link between the employees' marital statuses and their commitment levels. They reported that married employees exhibited higher organizational commitment levels in comparison with single/divorced employees, which is mainly because of their serious financial and family responsibilities. Some researchers also provided empirical evidences to validate this finding [28], [29], [30], [31], [32], [33], [34]. Based on the mentioned factors, the following hypothesis is proposed:

H₂: Significant difference exists between organizational commitments of teachers serving the Libyan schools in Turkey based on marital status.

Researchers have studied age as an organizational commitment antecedent because it significantly affects the employees' organizational commitment levels [30], [35]. Some researchers, such as [36], believe that the employees' commitment levels increase with age. According to some

studies [37], [38], [39], older employees are more committed as compared to their younger colleagues because they prefer continue working for the same organization rather than switching jobs mainly because new jobs mostly have certain upper age limits [40]. Contrary to that, [41] reported that insignificant difference exists between workers' organizational commitment and age; so, we proposed the following hypothesis:

H₃: Significant difference exists between organizational commitments of teachers serving the Libyan schools in Turkey based on the teachers' ages.

Another common finding was investigated and reported by the researches: Employees, who serve an organization for a long time, show higher organizational commitment levels than their colleagues, who haven't served that organization for long time. [42] demonstrated that the length of service has a positive and significant link with organizational commitment levels because it increases an employee's emotional attachment; consequently, s/he avoids switching his/her job; therefore, they reported positive relation between organizational commitment and length of service mainly because employees without strong commitment generally discontinue serving an organization whenever they get another slightly lucrative opportunity [43]. Obviously, length of service may be the antecedent of the employees' commitment levels [30], [39], so here, we proposed the following hypothesis:

H₄: Significant difference exists between the organizational commitments of teachers serving at the Libyan schools in Turkey based on their lengths of service.

III. METHODOLOGY

This study examines the personal factors affecting the chosen teachers' organizational commitment levels. We collected the data through a well-structured online questionnaire, through which, the respondents could easily submit their answers. The link to the online questionnaire was sent to 116 teachers through their emails; 42 % of which were women while others were men. As mentioned earlier, the first part comprised demographic questions while the remaining questions dealt with the teachers' organizational commitment levels. We used 18 items pertaining to the organizational commitment based on the research by Meyer, [1], 9 of which were removed due to their low factor loading. In addition, we used five-point Likert scale for ratings ranging from "strongly disagree" to "strongly agree". Their averages were calculated to create the organizational commitment index, and pilot results were consulted for more clarity of questions. Later, we analyzed the data applying Analysis of Moment Structures (AMOS) and Statistical Package for Social Sciences (SPSS).

Then, Factor, Correlation and Regression analyses were performed to find the differences among the arithmetic means

of gender, age, marital status, and length of service with respect to the three organizational commitment components [44]. The point $p < 0.05$ was taken as a cut-off point because it highlights whether the relationship between the two variables is statistically significant or not. SPSS Version 24.0 has been applied for analyses and interpretation.

IV. FINDINGS

First, we examined the participating teachers' personal factors, and then performed the one-way variance analysis to understand whether the teachers' organizational commitment (based on their personal factors) was different or not.

In Table 1, the respondents' personal factors have been mentioned. In the chosen population of teachers, 69 (59.5%)

teachers were men while the remaining were women; so, most of them were men. We divided the teachers in three categories based on their ages; out of which, 39 (33.6%) were 35-44 years old, 49 (42.2%) were 18-34 years old, and 28 (24.1%) were above 44. The teachers' majority belonged to the age group 18-34 years. Moreover, 75.9% respondents were married while others were unmarried. When their qualifications were assessed, it was found that 3.4% (approx.) had a high school certificates, 91.4% were university graduates while 5.2% had master's degrees. Out of the selected teachers, 32.8% respondents had served the school for 1-3 years, 50.9% had served for 4-6 years, 10.3% had served for 7-10 years, and 6.0% served for more than 10 years.

TABLE 1: FINDINGS RELATED TO PERSONAL FACTORS

Personal Factors		
	Frequency	Percent
Gender		
Male	69	59.5
Female	47	40.5
Age		
18-34 years	49	42.2
35-44 years	39	33.6
More than 44	28	24.1
Marital Status		
Married	88	75.9
Unmarried	28	24.1
Qualification		
High school	4	3.4
University degree	106	91.4
Master degree	6	5.2
Length of Service		
1-3 years	38	32.8
4-6 years	59	50.9
7-10 years	12	10.3
More than 10 years	7	6.0
Total	116	100.0

We used the 18-item scale to conduct factor analysis and Varimax rotation to measure the teachers' organizational commitment; consequently, after conducting factor analysis in both groups, we removed 9 expressions based on their low factor loadings. We performed factor analysis taking 1 as our Eigenvalue for improving the factor strength. Later, we

extracted three factors when the rotation converged in 3 iterations. We used principal component procedures and Confirmatory Factor Analysis (CFA) to assess the measurement quality of our research. Then, we conducted three factor analyses for analyzing the measures' quality. These processes are elaborated below.

TABLE 2: ROTATED COMPONENT MATRIX

Item	Component		
	1	2	3
1 I would be very happy to spend the rest of my career with this organization.			.841
2 I really feel as if this organization's problems are my own	.931		
3 I feel a strong sense of "belonging" to my organization	.574	.513	.414
4 I feel "emotionally attached" to this organization	.826		
5 Right now, staying with my organization is a matter of necessity as much as desire.		.905	
6 It would be very hard for me to leave my school right now, even if I wanted to.		.878	
7 One of the few negative consequences of leaving this school would be the scarcity of available alternatives	.340	.460	-.548
8 I would feel guilty if I left my school now.	.764	-.441	
9 I would not leave my school right now because I have a sense of obligation to the people in it.	.850

Fig. 1. Components number

Fig 2. Spatial representation of the relationships between the derivative factors.

The three-factor solution is the outcome of this analysis while every Eigen value, which is greater than 1, shows 78.201% total variance; however, it is 59.64% in the available literature. The value of KMO was 0.589, which indicates a highly meritorious level [45]]. The significance of the Barlett's Sphericity Test remained significant ($\chi^2 = 686.67$, $p = 0.00$). In Table 3, the mean values, standard deviations, and Cronbach's alpha values have been presented with more than 0.60 subscale reliabilities.

The results of the CFA show that the three-factor/full measurement model is a better fit ($\chi^2 = 108.67$, $\chi^2 / df = 3.52$, GFI = 0.790, NFI = 0.489, IFI = 0.551, TLI = 0.282, CFI = 0.521, and RMSEA = 0.00) [46], [47] [48], [49]. The p value is used to test null hypothesis at RMSEA value lower than 0.05 [50].

TABLE 3: MEANS, STANDARD DEVIATIONS, AND CRONBACH'S ALPHA COEFFICIENTS

Subscales	Items	Means	Standard deviations	Cronbach's alpha Coefficient
AC	4	16.59	2.418	.637
CC	3	10.07	2.313	.660
NC	2	9.15	.907	.799

TABLE 4. FIT STATISTICS FROM MEASUREMENT MODEL COMPARISON

Model	GFI	NFI	IFI	TLI	CFI	DF	χ^2 / DF	RMSEA
Default model	.790	.489	.551	.282	.521	24	3.52	.000
Saturated model		1.000	1.000		1.000	0		
Independence model	.589	.000	.000	.000	.000	36	5.911	.000
Zero model	.000					45	11.500

Fig. 3. Path diagram of the CFA results of the organizational commitment scale

A. Hypotheses testing

First hypothesis: Significant difference exists between organizational commitments of teachers working at the Libyan schools in Turkey based on gender. To examine the interrelationship between the correspondents' personal factors

and their organizational commitment levels, we used three variables (continuance, affective, and normative commitment) as independent variables while gender is a dependent variable. We applied the regression model that explains 44.7% of

variance based on gender. It was significant ($F = 0.530$, $\text{sig} = 0.468$).

TABLE 3: ANOVA TEST BETWEEN GENDER AND ORGANIZATIONAL COMMITMENT

Independent variable	Dependent variable	B	P-value	F	Results of Hypothesis
Gender	AC	.069	1.589(.115)	5.780***(.000)	unacceptable
	CC	.029	.668(.505)		unacceptable
	NC	.164	3.791***(.000)		acceptable
	OC	.034	.728(.468)	.530(.468)	unacceptable

***, **, * Significant at level 1%, 5% and 10%, respectively

Table 3 shows that continuance and affective commitment forms have no gender-based statistical significance; however, normative commitment is statistically significant in terms of gender.

Second hypothesis: Significant difference exists between organizational commitments of teachers serving the Libyan schools in Turkey based on marital status.

TABLE 4: ANOVA TEST BETWEEN MARITAL STATUS AND ORGANIZATIONAL COMMITMENT

Independent variable	Dependent variable	B	P-value	F	Results of Hypothesis
Marital status	AC	.148	3.869***(.000)	4.991***(.003)	acceptable
	CC	.001	.031(.975)		unacceptable
	NC	-.002	-.044(.965)		unacceptable
	OC	.120	3.116***(.002)	9.708***(.002)	acceptable

***, **, * show significance levels 1%, 5% and 10%, respectively.

Table 4 shows that normative and continuance commitment forms have no statistical significance based on marital status; however, affective commitment is statistically significant based on marital status.

Third hypothesis: Significant difference exists between organizational commitments of teachers serving the Libyan schools in Turkey based on the teachers' ages.

TABLE 5: ANOVA TEST BETWEEN AGE AND ORGANIZATIONAL COMMITMENT

Independent variable	Dependent variable	B	P-value	F	Results of Hypothesis
Age	AC	.402	33.428***(.000)	33.704***(.000)	acceptable
	CC	-.045	-.816(.416)		unacceptable
	NO	.372	6.811***(.000)		acceptable
	OC	.193	2.665***(.009)	7.104***(.009)	acceptable

*** Significant at level 1%.

Based on Table 5, we rejected the null hypothesis because no statistically significant difference was found at 5% significance level between continuance commitment and age. In this case, we accepted the alternative hypothesis, which states that at 5% significance level; statistically significant difference exists between organizational commitment and its affective and normative forms. Moreover, statistically significant difference was observed at 5% significance level between age and organizational commitment, and its affective and normative

forms; so, we accepted the null hypothesis, which states that statistically significant difference (at 5%) between age and organizational commitment, specifically its affective and normative forms.

Fourth hypothesis: Significant difference exists between the organizational commitments of teachers serving at the Libyan schools in Turkey based on their lengths of service.

TABLE 6: ANOVA TEST BETWEEN LENGTH OF SERVICE AND ORGANIZATIONAL COMMITMENT

Independent variable	Dependent variable	B	P-value	F	Results of Hypothesis
length of service	AC	-.142	-1.916*(.058)	2.959**(.035)	acceptable
	CC	.104	1.394(.166)		unacceptable
	NC	-.134	-1.806*(.074)		acceptable

OC

-0.086 -1.131(.261)

1.278(.261)

unacceptable

***, **, * Significant at level 1%, 5% and 10%. Respectively.

Table 6 shows that normative and affective commitment levels have statistical significance in terms of length of service but continuance commitment form has statistically insignificant impact on length of service.

V. DISCUSSION AND CONCLUSION

This paper is based on empirical findings regarding the impact of personal factors on the organizational commitment levels of teachers, who are currently working at the Libyan schools, which are operational in Turkey. The response analysis shows a positive and statistically significant relation between the teachers' organizational commitment levels and 1) their marital statuses, and 2) their ages; so, we can conclude that both marital status and age are important precursors of the teachers' commitment levels. This finding is supported by practical evidence that has been presented in several previous empirical studies, which established positive link between the mentioned variables [37], [39], [38], [35], [18].

Moreover, it is obvious from Table 2 that affective commitment showed higher and more significant score while the normative and continuance forms of commitment had considerably lower and less significant scores. If we interpret this finding, it implies that the teachers working at Libyan schools are emotionally attached to their schools, and they do not feel trapped at all. This finding is consistent with a previous research [51]. Another reason behind the high affective commitment score may be collectivism/individualism as a part of cultural dimensions. They are mentioned in Geert Hofstede's work that emphasizes on social relations and collective/group objectives [52].

In conclusion, this study explores the interrelationships among the teachers' organizational commitment levels and their four personal factors.

If we summarize the results, it is obvious that our population, which comprises teachers working at Libyan schools in Turkey, have significantly differentiated organizational commitment levels based on their ages and marital statuses but their lengths of service and gender have insignificant effect on their organizational commitment levels. Consequently, only second and third hypotheses were supported and the first and fourth hypotheses could not be supported.

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