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ORGANISATIONAL COMMITMENT LEVELS OF PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF THE LEARNING SCHOOL: A MIXED METHOD RESEARCH

(Research Article)

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Abstract

The aim of this study was to reveal the relationship and effect of learning school with organisational commitment behaviours, examined as a psychological concept. In the research model, sequential explanatory design from mixed-method research designs was preferred. In the quantitative aspect of the study, teachers working at primary schools in Istanbul were selected as the population and 1387 teachers, determined by the cluster sampling method from the random sampling method, constituted the research sample. In the qualitative dimension of the study, the phenomenology research design was applied. A total of twenty teachers participated in the quantitative dimension and working at schools were determined as the study group, determined by the purposive sampling technique. Within the framework of the research problems, the one-way analysis of variance (ANOVA) was applied to determine whether there was a significant relationship between descriptive statistics values, teachers' age and length of service, and learning school and organisational commitment scales and their sub-dimensions. Additionally, Pearson Product-Moment Correlation was used to investigate the relationships between teachers' perceptions of the learning school and their organisational commitment, and the simple linear regression analysis was used to investigate the results of the perceptions of the learning school in predicting their organisational commitment. According to the research results, it was seen that there was a significant difference in the learning school and organisational perception levels of the teachers according to the variables of age and length of service, a positive correlation was determined, and the learning school predicted the organisational commitment behaviour at a significant level. The teachers' opinions on organisational commitment in the dimensions of learning school transforming around five disciplines and its effects on commitment were determined during the qualitative research process.

Keywords: Education management, learning, learning school, organisational commitment, five disciplines.

1. Introduction

Learning provides a competitive advantage that will make a difference in the future. For organisations, it is crucial to establish structures at the point of being effective, building a system and turning this advantage into a gain (Ahmad & Marinah, 2013). According to Erturgut and Atak (2010), sharing knowledge and creating this culture is a necessary for a learning organisation (Erturgut & Atak, 2010; Balay, 2012). A learning organization provides employees with a commitment to learning processes and offers open communication, dialogue and continuous learning environments (Ahmad & Marinah, 2013). When the literature was examined, it was seen that affective, continuance and normative commitment, which constitute the dimensions of organisational commitment, had a positive effect on job satisfaction and was an important antecedent affecting employees' intentions to leave (Yücel, 2012; Angle & Perry, 1981; Erturgut & Atak, 2010).

1.1. Learning School

Learning schools are places where personal mastery affects the discipline of team learning by enriching the individual, mental models create a shared vision on common ground by destroying the ossified assumptions of the individual, and these disciplines interact with systems thinking and represent the whole by combining parts working simultaneously (Çetin, Doğan and Tatık, 2016). According to Argyris and Schön (1974), learning organisation is a process that involves questioning the problems within the organisation by people (Argyris and Schön, 1974). As the source of the problems is questioned, solutions can be diversified, and a decision mechanism that is shared and adopted by all employees can become operational. According to Schleicher (2012), to cope with the pressures arising in the rapidly changing world, schools are encouraged to learn quickly, and teachers are encouraged to be knowledge workers (Schleicher, 2012). A learning organisation enables employees to commit to learning processes and offers open communication, dialogue, and continuous learning environments (Ahmad & Marinah, 2013). Learning organisations are defined as organisations in which individuals continuously expand their capacities to achieve their targeted results (Senge, 2012, p.3). In other words, the learning organisation is a place where knowledge is produced, acquired and transferred, and new knowledge and perspectives are transformed into behaviour (Worrel, 1995). School organizations have goals to achieve learning. The learning school model also ensures that this purpose is functionally and systematically transformed around specific components. The learning school model put forward by Senge focuses on integrating the components of the learning school- personal mastery, mental models, shared vision, and team learning- with systems thinking, which is the fifth discipline, in which all the elements interacting both inside and outside the school are part of the system.

Organisational Commitment

Organisational commitment is defined in the most general terms as the commitment that a person establishes with the organisation (Morrow, 1983; Newstrom & Davis, 1993; Vernon-Dotson et al., 2009; Balsan et al., 2020). Organisational commitment, which is a mental competence uniting employees to harmonize the goals of the organisation with the working conditions (Javed et al., 2021; Modway, Steers, & Porter, 1979; Porter et al., 1974), consists of affective, continuance and normative commitment dimensions (Allen et al. Meyer, 1990; Meyer, Allen, & Smith, 1993; Greenberg, 2005; Turner & Chelladurai, 2005). When the studies related to organisational commitment are examined, it is reached that the employees with high commitment demonstrate high performance and are willing to take responsibility. In contrast, behaviours of low performance, quitting and absenteeism occur in the case of weak organisational commitment (Ward and Davis 1995; Erturgut, 2009; Randall, 1987). In addition, the collective organisational commitment existing in an organisation reflects the level of

commitment of all employees towards the school (Zhu, Devos, & Li, 2011). According to Sezgin (2010), teachers' organisational commitment is approached in three dimensions: commitment to the school's goals, making an effort for the school and working at school willingly (Sezgin, 2010). In the global world of the 21st century, where technological and scientific changes are advancing so rapidly that they cannot be followed, it is unthinkable for the individual, who is expected to have versatile qualities, to perceive the learning culture as a paradigm that is acquired only in schools and ends with school. Learning schools can be explained by the description of an intellectual structure rather than a physical description. It can have a starting point; however, it highlights a continuous learning process instead of an ending phase. The healthy functioning of the disciplines of the learning school around a systems thinking requires the disciplines in this process to work in harmony, coordination, and self-control (Çetin, Doğan, & Tatık, 2016).

1.3. The Relationship Between Learning School and Organizational Commitment

Efficiency and competitiveness largely reflect the function of producing and processing information (Castells, 2001, p.52; Ulrich, 1998, p.18). As educational organizations, the primary function of schools is to train human resources in terms of social and economic needs. Learning may depend on the transformation of expected behaviours into tangible outcomes, the coordination of all system parts, and the strength of employees' commitment to the organization. According to Kofman and Senge (1993), learning does not occur without commitment in an organization, and it should not be expected that the organization will transform into a learning organization (Kofman & Senge, 1993).

Primary schools, which form the basis of the education system, are vital for teachers to realize the goals and values of the school with a strong belief, motivation and organizational commitment (Erdem & Uçar, 2013). When the literature was examined, it was seen that there were studies investigating the relationship between learning school and organizational commitment (Atak & Erturgut, 2010; Balay, 2012; Massingham & Diment, 2009; Lim, 2010; Dirani, 2009; Jo & Joo, 2011). However, it was determined that the studies (Ahmad Ahmad & Marinah, 2013; Erdem & Uçar, 2013) investigating the primary school teachers' opinions on organizational commitment in the context of school were limited. It is expected that this research will contribute to the literature due to the lack of in-depth and exploratory studies on the relationship between primary school teachers' perceptions of learning school and organizational commitment, the effect of teachers' perceptions of learning school on their organizational commitment, and how their organizational commitment is affected in the context of learning school.

This study aims to reveal the relationship between the organisational commitment levels of teachers working at primary schools and their perceptions of learning school. For this purpose, answers were sought for the following sub-problems.

1. Do teachers' perception levels of learning school and organisational commitment regarding the school they work at significantly differ according to their demographic characteristics (age, length of service)?
2. Is there a significant relationship between teachers' perception levels of learning school and organisational commitment regarding the school they work at?
3. Do teachers' perceptions of the learning school significantly predict their organisational commitment levels?
4. What are the teachers' opinions on organisational commitment within the framework of the five disciplines of the learning school?

5. In what aspects do teachers think that the learning school will strengthen organisational commitment?

2. Research Model

It is important to use multiple methods together, as each method has strengths and weaknesses in the field of social sciences. Although mixed-method studies are more expensive than single method approaches in terms of time, cost, and energy, while providing validity and reliability of the data (Abowitz & Toole, 2010; Creswell, 2003; Johnson and Onwuegbuzie, 2004). Mixed methods is an approach applied to the collection, analysis and mixing of qualitative and quantitative data to bring a deeper understanding of the research problem (Tashakkori and Teddlie 2003). As the research model, sequential explanatory design from mixed-method research designs was preferred. According to Creswell (2019), the purpose of the sequential explanatory design is to start the research problem with a quantitative phase for both data collection and analysis, and then carry out a qualitative study to explain the quantitative results (Creswell, 2019, p.38).

In this study, expert review and triangulation method, which strengthens the data collection process, was used in order to increase the credibility in the validity and reliability phase (Başkale, 2016).

2.1. Study Group

In the quantitative aspect of the study, teachers working at state and private primary schools in the districts of Avcılar (278), Beylikdüzü (72), Büyükçekmece (82), Çatalca (98), Esenyurt (418), Kartal (154) and Pendik (285) in İstanbul were selected as the population, and 1387 teachers, determined by the cluster sampling method from the random sampling method, constituted the research sample. The cluster sampling method, which is summarized as selecting clusters to decide on the sampling, the number of each cluster, and the determination of the random cluster sample, provides advantages to the researcher in terms of time and cost (Taherdoost, 2016). 25% of the participating teachers were between the ages of 21-30, 39% were 31-40, 25% were 41-50, and 11% were 51 and over. In the distribution according to the length of service; it is seen that 23% of teachers had 1-5 years of service, 19% had 6-10 years of service, 20% had 11-15 years of service, 12% had 16-20 years of service, 16% had 21-25 years of service, and 10% had 26 and more years of service.

In the qualitative dimension of the study, the phenomenology research design was applied. A total of twenty teachers participated in the quantitative dimension and working at ten state schools and ten private schools were determined as the study group, determined by the purposive sampling technique. According to Patton (2002), criterion-based sampling includes studying all situations meeting an essential predetermined criterion (Patton, 2002, p.238). The criterion sampling method is frequently used to carry out studies based on a particular criterion in a broad context (Suri, 2011). In this study, face-to-face interviews were conducted with volunteers among the teachers who participated in the quantitative dimension. 35% of the teachers participating in the research were between the ages of 21-30, 40% were 31-40, and 25% were 41-50. In the distribution according to the length of service; it is seen that 15% of teachers had 1-5 years of service, 30% had 6-10 years of service, 15% had 11-15 years of service, 30% had 16-20 years of service, 16% had 21-25 years of service, and 10% had 26 and more years of service.

2.2. Data Collection

Different data collection tools were used to collect quantitative and qualitative data within the scope of the research. It was stated that the permission to apply the "Demographic Information Form", "Learning School Scale", "Organisational Commitment Scale" and "Semi-

Structured Interview Form" used in the research was ethically appropriate as per the decision taken at the meeting of the Social Sciences Ethics Commission of Istanbul Aydın University, dated 01/04/2021, numbered 2021/4 provided that they were used only for scientific purposes and the participants were selected voluntarily. In the quantitative dimension, the demographic information form, the Learning School Scale developed by Çetin and Subaş (2014) and the Organisational Commitment Scale developed by Meyer, Allen and Smith (1993) and adapted into Turkish by Dağlı, Elçiçek and Han (2018) were applied. Qualitative data were obtained via demographic information form, semi-structured interview questions developed by the researchers and face-to-face interviews. Interview questions were developed in line with the opinions and suggestions of field experts. Participants were asked to fill in consent forms before the interview. Interviews were conducted with the participants who gave consent. The Learning School Scale ($\alpha=.96$) consists of 30 items and five dimensions, including personal dominance ($\alpha=.87$), mental models ($\alpha=.79$), shared vision ($\alpha=.94$), learning in teams ($\alpha=.97$), and system thinking ($\alpha=.97$). The scale offers participants 4-point Likert-type options. The Organisational Commitment Scale ($\alpha=.90$) consists of affective commitment ($\alpha=.81$), continuance commitment ($\alpha=.74$) and normative commitment ($\alpha=.82$) dimensions and 18 items. The scale offers participants 5-point Likert-type options.

2.3. Data Analyses

In order to test the normality distribution of the Learning School and Organisational Commitment scales, the data obtained from the Kolmogorov-Smirnov test, kurtosis-skewness values and Q-Q plot graph were examined. When Kolmogorov-Smirnov values were examined, it was concluded that the scores of both scales and sub-dimensions were not normally distributed ($p<.05$). To test the normality of the distribution, kurtosis-skewness and Q-Q plot values were examined as alternative methods. Parametric methods were used to analyse the data, as the kurtosis-skewness values were between -1.5 and +1.5 (Tabachnick & Fidell, 2013), and the points on the plot graph demonstrated normal distribution.

2.3.1. In the quantitative dimension of the study;

According to the descriptive analyses of the study's data, conducted by using the SPSS 15.0 program, it was revealed that there were no missing values. Within the framework of the research problems, the one-way analysis of variance (ANOVA) was applied to determine whether there was a significant relationship between descriptive statistics (arithmetic mean, standard deviation) values, teachers' age and length of service, and learning school and organisational commitment scales and their sub-dimensions. Besides, the Post-hoc Scheffe test was applied to determine from which groups the difference originated. Additionally, Pearson product-moment correlation was used to investigate the relationships between teachers' perceptions of the learning school and their organisational commitment, and the simple linear regression analysis was used to investigate the results of the perceptions of the learning school in predicting their organisational commitment. The significance level was determined as $p<.05$.

2.3.2. In the qualitative dimension of the study;

The qualitative data were obtained through a semi-structured interview form by applying the interview technique. Before the interviews, the participants were asked to approve the informed consent form. The interviews lasted an average of 20-25 minutes. Themes, sub-themes and codes were created by subjecting the data to content analysis with the NVIVO 12 program. In the analysis of qualitative data, data reduction (a), data display (b), and conclusion and verification (c) stages were followed (Miles & Huberman, 1984). In order to ensure the credibility of the qualitative research, the credibility (expert opinion), transferability (variety

of data), reliability (gradual repetition) and confirmability (direct quotation) strategies developed by Guba and Lincoln (1982) were used (Çetin & Doğan, 2020).

3. Findings

3.1. Quantitative Findings

3.1.1. Do teachers' perception levels of learning school and organisational commitment significantly differ according to demographic variables (age, length of service)?

Table 1. ANOVA Test Results Regarding the Differences in Teachers' Perception Levels of Organisational Commitment by Age Variable

Score	Group	N	\bar{x}	ss	Var. K.	KT	sd	KO	F	p
Affective Commitment	Ages 21-30 (1)	343	3,80	,76	Between Groups	8,20	3	2,73	4,38	,004
	Ages 31-40 (2)	538	3,68	,82	In-group	862,97	1383	,62		
	Ages 41-50 (3)	346	3,86	,73	Total	871,17	1386			
	Ages 51 and over (4)	160	3,81	,84						
	Total	1387	3,77	,79						
Continuance Commitment	Ages 21-30 (1)	343	3,36	,70	Between Groups	13,74	3	4,58	8,60	,000
	Ages 31-40 (2)	538	3,31	,75	In-group	736,67	1383	,53		
	Ages 41-50 (3)	346	3,54	,67	Total	750,41	1386			
	Ages 51 and over (4)	160	3,53	,84						
	Total	1387	3,58	,74						
Normative Commitment	Ages 21-30 (1)	343	3,47	,78	Between Groups	23,37	3	7,79	11,47	,000
	Ages 31-40 (2)	538	3,14	,85	In-group	939,40	1383	,68		
	Ages 41-50 (3)	346	3,23	,78	Total	962,78	1386			
	Ages 51 and over (4)	160	3,26	,92						
	Total	1387	3,26	,83						
Organisational Commitment	Ages 21-30 (1)	343	3,54	,65	Between Groups	9,02	3	3,01	6,79	,000
	Ages 31-40 (2)	538	3,38	,70	In-group	612,13	1383	,44		
	Ages 41-50 (3)	346	3,54	,59	Total	621,14	1386			
	Ages 51 and over (4)	160	3,53	,73						
	Total	1387	3,48	,67						

According to Table 1, as a result of the one-way analysis of variance (ANOVA), a significant difference was found among the arithmetic means of the Organisational Commitment Scale and its sub-dimensions according to the age variable. Post-hoc Scheffe test was applied to reveal which groups had a significant difference in ANOVA results. As a result of the Scheffe test, there is a significant difference in the affective commitment sub-dimension between the teachers in the third age group and second age group in favour of the third age group ($\bar{x}=3,86$), and in favour of the teachers in the third age group ($\bar{x}=3,54$) in the continuance commitment sub-dimension. There is a significant difference between the teachers in the first age group and the second age group in the normative commitment sub-dimension in favour of the teachers in the first age group ($\bar{x}=3,47$). For the overall scale, there is a significant difference among the teachers in the third age group and first and second age groups in favour of the third age group teachers ($\bar{x}=3,54$) ($p<.05$). These findings indicate that teachers' organisational commitment in different age groups is higher than in other age groups in the sub-dimensions with significant differences and the context of the overall scale.

Table 1. ANOVA Test Results Regarding the Differences in Teachers' Perception Levels of Learning School by Age Variable

Score	Group	N	\bar{x}	ss	Var. K.	KT	sd	KO	F	<i>p</i>
Shared Vision	Ages 21-30 (1)	343	3,02	,54	Between Groups	5,78	3	1,93		
	Ages 31-40 (2)	538	2,87	,64	In-group	518,42	1383	,38		
	Ages 41-50 (3)	346	2,98	,60	Total	524,20	1386		5,14	,002
	Ages 51 and over (4)	160	2,93	,69						
	Total	1387	2,94	,61						
Learning in Teams	Ages 21-30 (1)	343	3,12	,55	Between Groups	8,34	3	2,78		
	Ages 31-40 (2)	538	2,93	,63	In-group	517,49	1383	,37		
	Ages 41-50 (3)	346	3,02	,60	Total	525,82	1386			
	Ages 51 and over (4)	160	2,98	,68					7,43	,000
	Total	1387	3,01	,62						
Learning School	Ages 21-30 (1)	1387	3,07	,49						
	Ages 21-30 (1)	343	3,13	,43	Between Groups	2,43	3	,81		
	Ages 31-40 (2)	538	3,02	,45	In-group	282,24	1383	,20		
	Ages 41-50 (3)	346	3,09	,46	Total	284,67	1386		3,97	,008
	Ages 51 and over (4)	160	3,07	,50						
Total	1387	3,07	,45							

According to Table 2, as a result of the one-way analysis of variance (ANOVA), a significant difference was found among the arithmetic means of the Learning Scale (overall) and its sub-dimensions of shared vision and learning in teams according to the age variable. Post-hoc Scheffe test was applied to reveal which groups had a significant difference in ANOVA results. As a result of the Scheffe test, there is a significant difference between the teachers in the first and second age group in the overall scale ($\bar{x}=3.13$), shared vision ($\bar{x}=3.02$) and team learning ($\bar{x}=3.12$) sub-dimensions, in favour of teachers in first the age group ($p<.05$). This situation indicates that the teachers' perception of learning school in the first age group is higher than the other age groups in the sub-dimensions where there is a significant difference and the overall scale.

Table 3. *The One-Way Analysis of Variance (ANOVA) Results Regarding the Differences in Teachers' Perception Levels of Organisational Commitment by Length of Service Variable*

Score	Group	N	\bar{x}	ss	Var. K.	KT	sd	KO	F	p
Affective Commitment	1-5 years (1)	312	3,88	,78	Between Groups	14,39	5	2,88		
	6-10 years (2)	266	3,65	,81	In-group	856,78	1381	,62		
	11-15 years (3)	273	3,65	,82	Total	871,17	1386		,50	,000
	16-20 years (4)	174	3,78	,68						
	21-25 years (5)	217	3,85	,79						
	26 years and over (6)	145	3,86	,81						
	Total	1387	3,77	,79						
Continuance Commitment	1-5 years (1)	312	3,41	,70	Between Groups	18,37	5	3,65		
	6-10 years (2)	266	3,25	,74	In-group	732,04	1381	,53		
	11-15 years (3)	273	3,33	,74	Total	750,40	1386		1,24	,000
	16-20 years (4)	174	3,44	,66						
	21-25 years (5)	217	3,61	,70						
	26 years and over (6)	145	3,45	,83						
	Total	1387	3,40	,74						
Normative Commitment	1-5 years (1)	312	3,55	,76	Between Groups	40,94	5	8,19		
	6-10 years (2)	266	3,19	,85	In-group	921,84	1381	,67		
	11-15 years (3)	273	3,04	,84	Total	962,78	1386		1,56	,000
	16-20 years (4)	174	3,20	,77						
	21-25 years (5)	217	3,24	,84						
	26 years and over (6)	145	3,23	,85						
	Total	1387	3,26	,83						
Organisational Commitment	1-5 years (1)	312	3,61	,66	Between Groups	16,47	5	3,30		
	6-10 years (2)	266	3,36	,70	In-group	604,67	1381	,44		
	11-15 years (3)	273	3,34	,67	Total	621,15	1386		4,00	,000
	16-20 years (4)	174	3,47	,56						
	21-25 years (5)	217	3,57	,65						
	26 years and over (6)	145	3,51	,71						
	Total	1387	3,48	,67						

According to Table 3, as a result of the one-way analysis of variance (ANOVA), a significant difference was found among the arithmetic means of the Organisational Commitment Scale (overall) and its sub-dimensions according to the length of service variable. Post-hoc Scheffe test was applied to reveal which groups had a significant difference in ANOVA results. As a result of the Scheffe test, there is a significant difference among the teachers in the first length of service group and the second and third groups in the affective commitment sub-dimension, in favour of the teachers in the first group ($\bar{x}=3.88$). In the sub-dimension of continuance commitment, there is a significant difference among the teachers in the fifth length of service group and the second and third groups, in favour of the first group ($\bar{x}=3.41$). In the normative commitment sub-dimension, there is a significant difference among the teachers in the first length of service group and the second, third, fourth, fifth and sixth group, in favour of the teachers in the first group ($\bar{x}=3.55$). For the overall scale, there is a significant difference among the teachers in the first length of service group and the second and third groups, in favour of the first group ($\bar{x}=3.61$), and among the teachers in the fifth

length of service group and the second and third groups, in favour of the fifth group ($\bar{x}=3.57$) ($p<.05$). This situation indicates that the teachers' organisational commitment in different length of service groups is higher than the other length of service groups in the sub-dimensions with significant differences and the context of the overall scale.

Table 4. *The One-Way Analysis of Variance (ANOVA) Results Regarding the Differences in Teachers' Perception Levels of Learning School by Length of Service Variable*

Score	Group	N	\bar{x}	ss	Var. K.	KT	sd	KO	F	p
Personal Dominance	1-5 years (1)	312	2,08	,40	Between Groups	2,061	5	,412	2,985	,011
	6-10 years (2)	266	2,05	,38	In-group	190,73	1381	,138		
	11-15 years (3)	273	2,05	,35	Total	192,79	1386			
	16-20 years (4)	174	2,06	,36						
	21-25 years (5)	217	2,05	,39						
	26 years and over (6)	145	2,17	,32						
	Total	1387	2,07	,37						
Shared Vision	1-5 years (1)	312	3,06	,58	Between Groups	9,701	5	1,940	5,208	,000
	6-10 years (2)	266	2,87	,59	In-group	514,499	1381	,373		
	11-15 years (3)	273	2,84	,63	Total					
	16-20 years (4)	174	2,96	,58						
	21-25 years (5)	217	2,91	,68						
	26 years and over (6)	145	3,03	,61						
	Total	1387	2,94	,61						
Learning in Teams	1-5 years (1)	312	3,15	,58	Between Groups	5	1,919	5,135	5,135	,000
	6-10 years (2)	266	2,94	,58	In-group	1381	,374			
	11-15 years (3)	273	2,92	,64	Total	1386				
	16-20 years (4)	174	2,99	,57						
	21-25 years (5)	217	2,99	,68						
	26 years and over (6)	145	3,03	,63						
	Total	1387	3,01	,62						
System Thinking	1-5 years (1)	312	3,13	,49	Between Groups	5	,640	2,641	2,641	,022
	6-10 years (2)	266	3,04	,46	In-group	1381	,242			
	11-15 years (3)	273	3,02	,50	Total	1386				
	16-20 years (4)	174	3,06	,47						
	21-25 years (5)	217	3,06	,56						
	26 years and over (6)	145	3,16	,45						
	Total	1387	3,07	,49						
Learning School	1-5 years (1)	312	3,16	,45	Between Groups	5	1,060	5,237	5,237	,000
	6-10 years (2)	266	3,02	,43	In-group	1381	,202			
	11-15 years (3)	273	3,00	,44	Total	1386				
	16-20 years (4)	174	3,06	,42						
	21-25 years (5)	217	3,05	,52						
	26 years and over (6)	145	3,14	,43						
	Total	1387	3,07	,45						

According to Table 4, as a result of the one-way analysis of variance (ANOVA), a significant difference was found among the arithmetic means of the Learning Scale's sub-dimensions of personal dominance, shared vision, learning in teams and system thinking according to the length of service variable. Post-hoc Scheffe test was applied to reveal which groups had a significant difference in ANOVA results. As a result of the Scheffe test, in the dimension of personal dominance, there is a significant difference among the teachers in the sixth length of service group and the second and third group ($\bar{x}=2.17$), in favour of the teachers in the sixth group. In the shared vision dimension, there is a significant difference among the

teachers in the first length of service group and the second and third groups, in favour of the teachers in the first group ($\bar{x}=3.06$). In the sub-dimension of learning in teams, there is a significant difference among the teachers in the first length of service group and the second and third groups, in favour of the first group ($\bar{x}=3.15$). For the overall scale, there is a significant difference among the teachers in the first length of service group and the second and third groups, in favour of the teachers in the first group ($\bar{x}=3,16$) ($p<.05$). This situation indicates that the learning school perceptions of the teachers in the first length of service group are higher than the other groups in the sub-dimensions with significant differences and the context of the overall scale.

3.1.2. Is there a significant relationship between teachers' perception levels of learning school and organisational commitment?

Table 5. *The Relationship Between Teachers' Organisational Commitment and Learning School Perceptions*

Dimensions/Scale	Personal Dominance	Mental Models	Shared Vision	Learning in Teams	System Thinking	Learning School
Affective Commitment	,305	,263	,532	,499	,384	,519**
Continuance Commitment	,209	,206	,429	,396	,319	,407**
Normative Commitment	,245	,214	,524	,512	,346	,497**
Organisational Commitment	,299**	,268**	,585**	,554**	,412**	,561**

According to Table 5, as a result of Pearson product-moment correlation analysis, a positive and moderately significant relationship was found between teachers' organisational commitment and learning school perceptions ($r=.561$, $p<.05$). There revealed a positive and moderately significant relationship between the affective commitment ($r=.519$, $p<.05$) sub-dimension of the Organisational Commitment Scale and teachers' perceptions of the learning school. A positive and weakly significant relationship was found between the continuance commitment ($r=.407$, $p<.05$) and normative commitment sub-dimensions ($r=.497$, $p<.05$) and their learning school perceptions. There revealed a positive relationship between the personal dominance ($r=.299$, $p<.05$), mental models ($r=.268$, $p<.05$) and system thinking ($r=.412$, $p<.05$) sub-dimensions of the Learning School Scale and teachers' organisational commitment. A positive and moderately significant relationship was found between the shared vision ($r=.585$, $p<.05$) and learning in teams ($r=.554$, $p<.05$) sub-dimensions and their organisational commitment.

3.1.3. Do teachers' perceptions of the learning school affect their organisational commitment levels?

Table 6. *Regression Analysis Results Regarding Teachers' Perceptions of Learning School Predicting their Organisational Commitment*

Dependent Variable	Independent Variable	R	R ²	B	Sh	β	F	t	p
Learning School	Organisational Commitment	,561	,314	,934	,102	,561	634,56	9,157	,000

According to Table 6, as a result of simple regression analysis, it is seen that teachers' perceptions of learning school have a positive and weakly significant effect on their organisational commitment ($R = .561$, $R^2 = .314$, $p < .05$). As a predictor variable, teachers' perceptions of school learning explain 31% of the total variance in their organisational

commitment. Accordingly, teachers' perceptions of learning school significantly affect their organisational commitment ($\beta = .561, p < .05$).

3.2. Qualitative Findings

3.2.1. What are the teachers' opinions on organisational commitment within the framework of the five disciplines of the learning school?

The sub-themes and codes of the School Transforming Around Five Disciplines are given in detail in Figure 3. Quantitative data in the study were summarized as the number of participants (N) / frequency (f). The personal mastery sub-theme is divided into physical conditions (9/13), face-to-face education (20/18), and professional development (20/25) codes. The mental models sub-theme is divided into innovative practices (18/22), creative thinking (3/5), critical thinking (2/4), and technology use (6/8) codes. The team learning sub-theme is divided into family participation (7/10), coordination of grades (20/22), project-based practices (20/26), and cooperation (20/26) codes. The shared vision sub-theme is divided into parenting education (4/4), planning (5/7), evaluation (2/3), and school-parents cooperation (14/16) codes. The systems thinking sub-theme is divided into productivity (14/17), student circulation (1/1), student readiness (2/2), school culture (18/20), and image (10/10) codes.

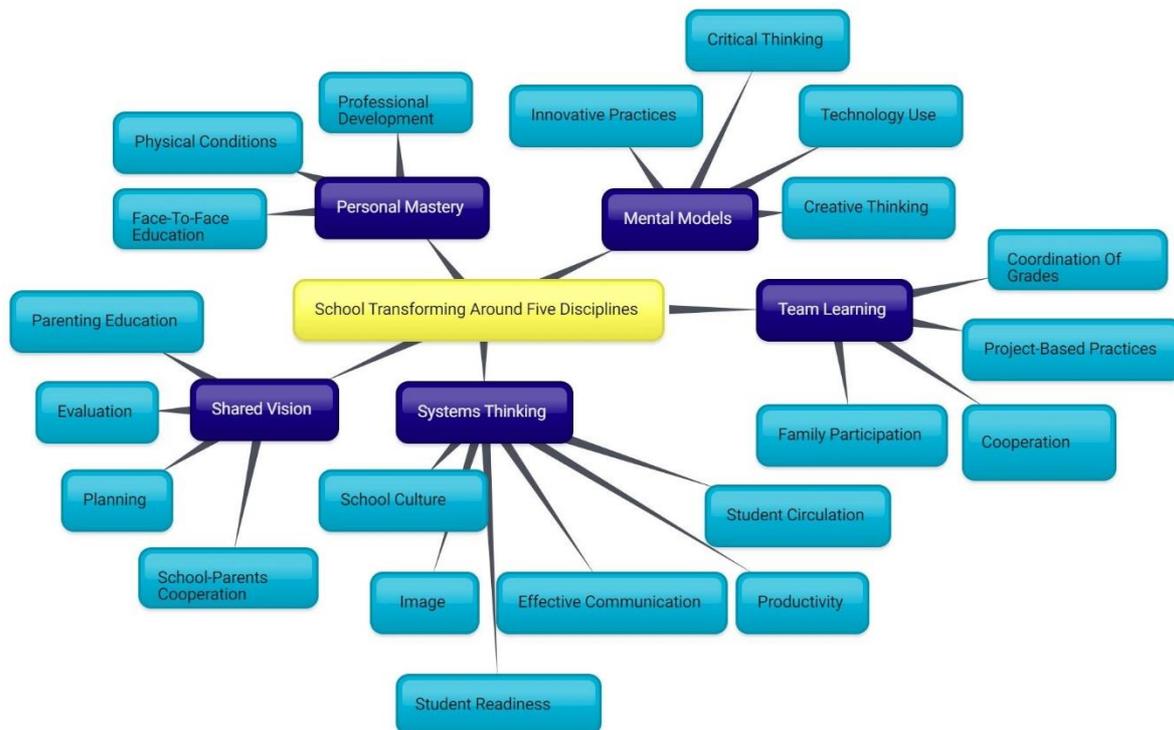


Figure 1. The school transforming around the five disciplines

The entire study group expressed their opinions on organisational commitment within the framework of the five disciplines of the learning school. Participants agree that schools should be effective in their professional development activities, any application cannot replace face-to-face education, direct interaction between the administrator-teacher can affect performance, and teamwork can add value to education in the context of professional development (20/25), face-to-face education (20/18), coordination of grades (20/22) and cooperation (20/26) codes. Most of the teachers, on the other hand, think that innovative practices (18/22), school culture (18/20), productivity (14/17) and school-parents cooperation (14/16) can both strengthen the

perception of learning school and increase organisational commitment. The opinions of the participating teachers were given below:

K1: The result is ineffective if the kindergarten does not prepare children for primary school. Doctors are trained from the school you produce graduates. We will evaluate their success in the profession. The surgeon healing 95 out of 100 patients is my choice (Systems thinking/Student readiness).

K9: I am doing teamwork. Our school has a vision. Shared ideas are adopted. Our administrators and teachers bring innovation every year (Team learning/Coordination of grades).

K14: The more teachers and administrators empower themselves, the more their commitment to children and the institution increases (Personal mastery/Professional development).

K19: Employees need to be willing, open to innovation and have different views. Some say they will continue with the old, and others say they will learn new things. The ones following the traditional ways do not use technology (Mental models/Innovative practices).

K4: First of all, education starts in the family. Children of overprotective families are not very comfortable (Shared vision/Parenting education).

K8: Teamwork increases commitment. Sharing good examples, producing knowledge, not being individual affects me (Team Learning/Cooperation).

3.2.2. In what aspects do teachers think that the learning school will strengthen organisational commitment?

The sub-themes and codes related to the theme of Effects on the Level of Commitment are given in detail in Figure 4. The theme of Effects on the Level of Commitment consists of “positive effects” and “negative effects” sub-themes. Quantitative data in the study were summarized as the number of participants (N) / frequency (f). The positive effects sub-theme is divided into self-confidence (3/5), happiness (20/26), confidence (8/10), belonging (12/15), peace (14/14), appreciation (20/21), sense of competence (16/16), tolerance (16/18), and home-school distance (5/5) codes. The negative effects sub-theme is divided into favouritism (15/22), gossip (3/5), jealousy (6/7), rivalry (1/2), non-traditional teaching methods (8/11), and economic reasons (9/11) codes.

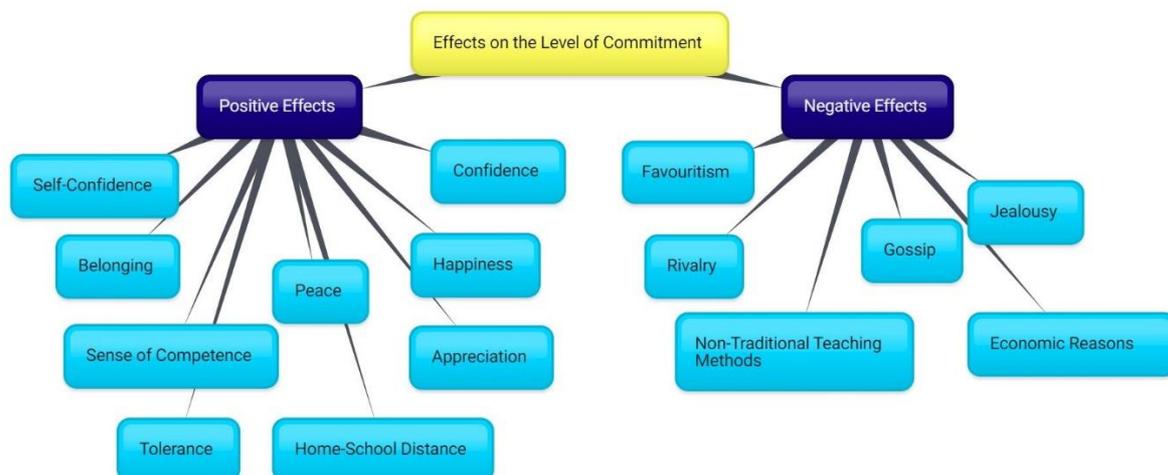


Figure 2. *Effects on the level of commitment*

The entire study group expresses their opinions on positive effects within the framework of the central theme of effects on the level of commitment. Participants emphasized that being visible by the school management, their efforts being appreciated, and being encouraged in their learning processes can increase their commitment in the context of happiness (20/25) and appreciation (20/21) codes. On the other hand, teachers believe that organizational commitment is negatively affected as a result of situations such as favouritism (6/5), rivalry (9/11), economic reasons (10/10) and the encouragement of the implementation of traditional teaching methods by the school climate. Most of the teachers stated that belonging (12/15), peace (14/14), sense of competence (16/16) and tolerance (14/16) naturally existed in a learning school and that they could develop a voluntary commitment to their school organisations as a result. The opinions of the participating teachers were given below:

K2: Life is based on learning. We learn and teach something new every moment, making me happy (Emotional effects/Happiness).

K4: I have a bond with my institution, but that does not mean it will not lead me to other areas. If we feel more competent in our institution with continuous learning, we do not seek different pursuits (Emotional effects/Sense of competence).

K7: Peace of mind is essential to me where I work. The vision, mission and values of the institution are significant to me. If these are identified with me, I work peacefully (Emotional effects/Peace).

K11: Those who are more intimate with the administration are favoured. Managers are not impartial. A task is always assigned to specific people (Negative influences/Favouritism).

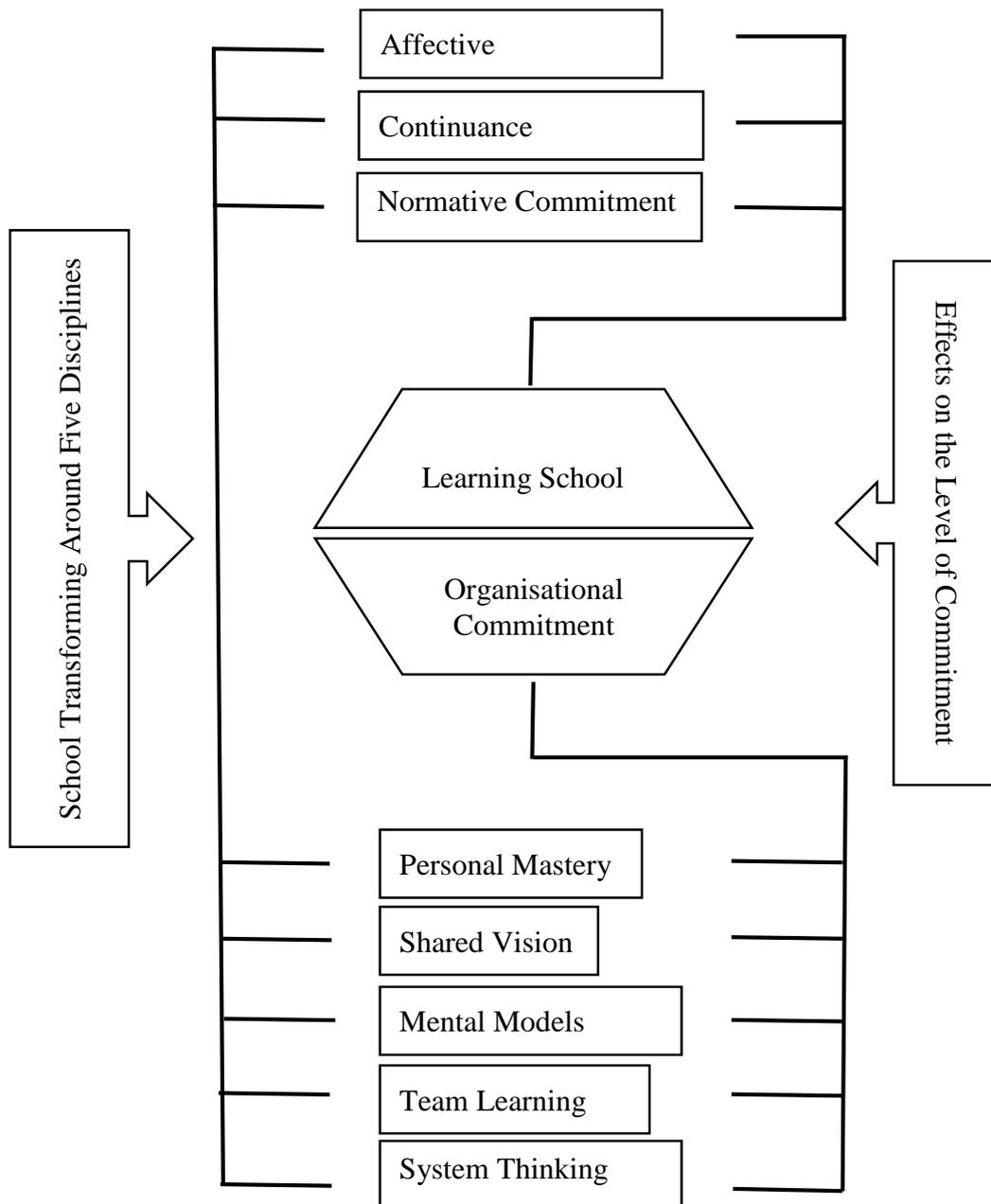


Figure 3. *Organizational Commitment Model of Teachers in the Context of the Learning School*

When Figure 3 is examined, according to the findings of the study, it is seen that primary school teachers' perceptions of learning school affect their organizational commitment in terms of dimensions and relations among dimensions. On the other hand, in the affective and continuance commitment dimensions of the factors affecting organizational commitment, it is stated on the model that the findings emerging in the main theme of the school, transforming around five disciplines, are connected with all the components of the learning school.

4. Discussion and Conclusion

Adapting to changes is a very important maneuver for organizations to survive. Organizations need employees with a high level of belonging and commitment to the organization in order to adapt to future changes and to minimize the resistance and non-acceptance behaviors of employees against these scenarios. In this study, it has been revealed

that in the rapidly changing world, knowledge as a living organism makes learning a critical process and that learning schools increase organizational commitment (Örücü, Zenginer, & Onay, 2021). This result emphasizes the importance of learning schools in order to prevent teachers' negative feelings towards the school organization such as burnout, quitting, absenteeism, intimidation, and cynicism.

According to the study results, it was revealed that the organisational commitment of the teachers aged 41-50 and the learning school perception of the teachers aged 21-30 were higher than the other groups. The normative commitment dimension of organisational commitment expresses the obligation of employees to work according to norms and moral values (Allen & Meyer, 1990). Considering that teachers in the 41-50 age group are in the expertise stage, it can be stated that their commitment to school increases in this stage. In Bakioğlu's (1996) study, it was determined that teachers entering the expertise stage found career interesting and showed commitment to school at a high level. In the study of Lim (2010), it was revealed that learning school culture and organizational commitment did not significantly differ according to the age variable. By analyzing the professional needs of teachers according to their career stages, their professional development can be supported in specific subjects.

Team learning, shared vision and systems thinking from the disciplines of the learning school constitute the school culture (Silins, Zarins, & Mulford, 2002). According to the results of the study, it was seen that these disciplines differed according to the age and length of service variables and affected school culture in the context of systems thinking. It emerged from the research that a school where teamwork, a shared vision, continuous learning, beliefs, values and approaches come together for organizational purposes could contribute positively to organizational commitment. Erturgut & Atak (2010) revealed that affective and continuance commitment dimensions of organizational commitment positively affected the learning organization but did not cause any effect on the normative commitment dimension. According to the results of the research, organizational commitment is a factor affecting the learning school (Erturgut & Atak, 2010). The shared vision of the learning school, the perception of team learning and the high normative commitment of primary school teachers who have just started their profession can be explained by their behaviors of adapting to the organizational culture.

In this study, the fact that the learning school unites the employees around a shared vision by seeing them as parts of the team and providing an environment for them to develop their personal mastery is related to their organizational commitment according to the teachers' perceptions participating in the research. It is seen that organizational commitment increases when the goals and expectations of the organization are compatible with the goals and expectations of the individual (Silins, Zarins, & Mulford, 2002; Walker & Sackney, 1998). On the other hand, it is among the research results that the learning school predicts organizational commitment and has a significant effect on it. Balay (2012) revealed in his study that employees empowered by the learning organization is affected their organizational commitment. In an educational organization where the learning school culture is dominant, since it is observed that the employees' intention to leave their job decreases and their tendency to show job satisfaction, motivation, high performance and productivity is observed.

Senge (1990, p.3) describes the learning organization as a place where people continually develop their capacities to achieve the desired results, new ways of thinking pushing the boundaries are put forward, and people constantly learn together. According to the results of this study, it can be stated that productivity, innovative practices, creative and critical thinking, cooperation and professional development are among primary school teachers' expectations from the school transforming around the five disciplines.

According to the results of this study, the entire study group expressed their opinions on organizational commitment within the framework of the five disciplines of the learning school. Participants agree that schools should be effective in their professional development activities, any application cannot replace face-to-face education, direct interaction between the administrator-teacher can affect performance, and teamwork can add value to education in the context of professional development, face-to-face education, coordination of grades and cooperation codes. Most of the teachers, on the other hand, think that innovative practices, school culture, productivity and school-parents cooperation can both strengthen the perception of learning school and increase organisational commitment. In their study, Watkins & Marsick (1997) defined the dimensions of the learning organizational culture as providing continuous learning opportunities, developing inquiry and dialogue, encouraging collaboration and team learning, and adopting strategic leadership for learning.

On the other hand, the participating teachers expressed the effects on the level of commitment as positive and negative effects. All the participants emphasized that being visible by the school management, their efforts being appreciated, and being encouraged in their learning processes can increase their commitment in the context of happiness and appreciation codes. Most of the teachers stated that belonging, peace, sense of competence and tolerance naturally existed in a learning school and that they could develop a voluntary commitment to their school organisations as a result. According to Erturgut & Atak (2010), organizations in the information age need to take measures to increase the commitment of employees to create a learning organization and employees with high organizational commitment. It is crucial for organizations to provide opportunities for employees with high organizational commitment, especially in the dimension of affective commitment (Erturgut & Atak, 2010). The learning organization plays a mediating role in explaining the relationship between interpersonal trust and organizational commitment (Song & Kim, 2009; Massingham & Diment, 2009; Lim, 2010; Dirani, 2009; Jo & Joo, 2011). Learning organization practices can support the organization to integrate its vision, mission, strategy and implementation processes. Applying the learning organization model encourages employees to produce innovative approaches that include new problem-solving skills and the process of bringing value-based ideas together (Tseng, 2010).

5. Suggestions

It can be suggested to ensure that their high perceptions are permanent and continuous for the new teachers and leaders to take measures to achieve the organisation's goals in other dimensions of commitment and around the components of the learning school.

By analyzing the professional needs of teachers according to their career stages, their professional development can be supported in specific subjects.

Applying strategic and transformational leadership approaches can contribute to structuring the objectives of the learning school, which will strengthen the organizational commitment of the participating teachers by continuous learning, informing the vision, and open and direct communication by the leaders.

As a result, educational policies can be produced for the integration of the learning school model with educational organizations in order to strengthen the organizational commitment of primary school teachers working at the basic education level, which plays an executive role as an actor in the axis of achieving the goals of education. The role model of educational leaders for the adoption of continuous learning, knowledge generation and behavior transformation practices as a school culture, where systems thinking depends on the interaction of all dimensions of the learning school, can initiate the transformation to a large extent.

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