Effect of school principals' favouritism behaviors and attitudes on teachers' organizational commitment, based on the perceptions of primary and secondary school teachers[1]

Veysel Okçu[2]
Adem Uçar[3]

Abstract

The purpose of this study is to determine whether there is relation between the favouritism attitudes and behaviours of the school administrators and the organizational commitment of the teachers, based on the perceptions of the teachers. This is a correlational study using survey model. The study is in relational screening model. Research population contains 1219 teachers working in schools (27 of which are primary schools and 25 are secondary schools) in Siirt city centre in the 2014 and 2015 school year. In this research, favouritism scale developed by Aydoğan (2009) and consisting of 15 items and a sub-dimension, as well as the organisational commitment scale developed by Balay (2000) and consisting of three sub-dimensions as compliance, internalization and identification were applied. As a result of the research carried out, it was determined that the primary and secondary school teachers' perceptions regarding the favouritism attitudes and behaviours of the school administrators are at low level. Moreover, teachers stated that they rarely agree with the items in the compliance sub-dimension of the organizational commitment, while they moderately agree with the items in the identification and internalization sub-dimensions. It was determined that based on the perceptions of the primary and secondary school teachers, there is a negative and medium level relation between the favouritism attitudes and behaviours of the school administrators, and the internalization and identification sub-dimensions of the organizational commitment. Moreover, a positive and low level relation was determined between the favouritism attitudes and behaviours of the school administrators, and the compliance sub-dimensions of the organizational commitment. Furthermore, it was concluded that the favouritism attitudes and behaviours of the school administrators significantly predict all sub-dimensions of the organizational commitment.

Keywords: Organizational commitment, favouritism, primary and secondary school teachers.

1. Introduction

Non-compliance with the codes of conduct in the acts and actions in schools, which are considered as social open systems has a negative effect on the attitudes of the employees towards their work and schools. One of the reasons of non-compliance is the favouritism attitudes and behaviours of

the administrators (Polat and Kazak, 2014). Favouritism is one of the inexpert professional rules and a disease within the phenomena of administration (Büte, 2011a; Çınar, 2009), which has had an important effect on the political behaviours through the human history (Kuznar and Frederick, 2005). Moreover, it is rather risky and difficult to resist a favouritism administration (Kuznar and Frederick, 2005). Favouritism attitudes and behaviours stand out as a variable directly affecting the organizational commitment perception of the employees.

Favouritism is the privilege granted by the public officials in public affairs to some people through immaterial means of influence such as family ties, and kinship (MoNE, 2006). As one of the main reasons of organizational and individual failure, favouritism is a practice that includes indirect benefit, regardless of any material benefit (Büte, 2011a). Favouritism, which is called as "Spoil System" in English (Aktan, 2001) is defined as a type of "corruption" in public bureaucracy and political decision-making (Kayabaşı, 2005). In terms of school administration, favouritism may be described as illegal and undeserved support and protection provided by the administrator towards the employees s/he feels close (Erdem and Meriç, 2013).

Types of favouritism encountered in the organizational environment are nepotism, cronyism, political favouritism, service favouritism, sexual favouritism, and patronage (Akalan, 2006; Asunakutlu and Avcı, 2010; Büte and Tekarslan, 2010; Kurt and Doğramacı, 2014; Meriç and Erdem, 2013; Özsemerci, 2003). These types of favouritism attitudes and behaviours damage the public interest, cause troubles in the functioning of the organization, and thus, eliminate the justice and equality principles (Erdem and Meriç, 2013). In a research carried out by Aydoğan (2009) on teachers, it was determined that the administrators ignore abilities and skills and favour his/her compatriots or those agreeing with his/her political views. In another study of Aydoğan (2012), holding the same political views; holding the same religious beliefs and ideologies, working in the same school, having a relation, being compatriots, being a member of the opposite sex, or having the same race were listed as the reasons of favouritism by the academicians.

Nowadays, in order to survive, to compete with their rivals, and to adapt the surrounding environment organizations expect their employees to focus their energies on the organization itself (Bolat and Bolat, 2008). Within this context, organizational commitment is important and necessary for the organizations. Definitions of the organizational commitment have a wide range of contents. Organizational commitment is a psychological contract between the individual and the organization (McDonald and Makin, 2000). Organizational commitment is the adoption and in a sense, internalization of the organization's features or viewpoint by the employee (O'Reilly and Chatman, 1986). Wiener (1982) defined commitment as the totality of internalized normative pressures. Mowday et al. (1982) describe organizational commitment as the internalization of an individual with a certain organization and the strength of his/her commitment towards the organization.

It is stated that in a positive and sound school environment, teachers display more commitment to the school (Turan, 2002). Moreover, it is expressed that the teachers with a high level of commitment to their profession and their schools will exert more effort for the success of the students and comply more with the objectives and values of their schools (Sezgin, 2010). It is expected that the increase in the professional performance of the teachers in line with the rise in their organizational commitment levels will contribute to the solution of the problems related to quality in the educational organizations (Okçu, 2011).

When the employees consider being exposed to unfair management, their trust in the organization will decrease and accordingly, their organizational commitment will diminish (Cremers, 2004; Karahan and Yılmaz, 2014; Küçükkaraduman, 2006; Polat and Kazak, 2014; Turhan and Taş

Akarsu, 2015). Balay (2000) and Korkmaz (2011) stated that the reason of an ineffective use of the human resources in the system might be related with the low level of organizational commitment among the employees. Results of the research carried out by Turhan (2014) pointed that the favouritism attitudes and behaviours of the school administrators have a negative effect on the trust in the administrator and the colleagues. In an environment such as a school, where the team work is essential to achieve the organizational objectives, favouritism attitudes and behaviours of the administrators impair the communication, interaction and cooperation in the work environment, and thus, lead to hostile acts and conflicts, besides decreasing the motivation and performance of the other employees, reducing job satisfaction and damaging the feeling of trust (Argon, 2016). Moreover, unfair competition resulting from favouritism has a negative effect on the intention of quitting job by undermining the organizational environment, job satisfaction of the employees and thereby, the organizational commitment (Araslı, Bavik and Ekiz, 2006). Accordingly, in schools, administrators should avoid favouritism attitudes and behaviours. To this end, firstly, the condition in schools should be determined. In this regard, favouritism attitudes and behaviours of the school administrators stand out as an important variable affecting the organizational commitment of the employees. This research attempts to reveal the effects of the favouritism attitudes and behaviours of the school administrators on the organizational commitment of the teachers.

1.1. Favouritism Attitudes and Behaviours of the School Administrators

Favouritism is known as "influential contact". As regards its origin, it is the synonym of the term: "preferential treatment" (Çınar, 2009; Polat and Kazak, 2014; Aktan, 2001). According to Turkish Language Institution, "favouritism is granting privilege and giving priority to a person for anything, favouring unfairly regardless of the laws and rules and backing a certain individual, group, thought or practice subjectively, when it is required to compare and make a choice among them (www.tdk.gov.tr). Favouritism is necessarily mentioned when talking about diseases within the phenomena of administration and the inexpert professional rules. In general, favouritism is described as "favouring a person". Why a person is favoured? The answer is to "have a person among themselves" in the decision making mechanism, to have him/her at the administrative level, and to have him/her control the process (Büte, 2011a).

Favouritism has various types. These can be grouped under six headings as "nepotism" "cronyism", "political favouritism", "service favouritism", "patronage" and "sexual favouritism" (Kurt and Doğramacı, 2014; Meriç, 2012; Büte, 2011a; Polat and Kazak, 2014; Erdem and Meriç, 2013; Pektaş, 1999; Erdem, Çeribaş and Karabaş, 2013; Aktan, 2001 and Aydoğan, 2009). Respectively, it can shortly be explained. **Nepotism:** nepotism is derived from the word "nepot" which means nephew in Latin (Erden Süneli, 2014; Kurt and Doğramacı, 2014). Nepotism still exists today and is perceived negatively as it was in the past. Another negative aspect of nepotism is that it demoralizes the employees who work or do business with the relatives of the high-level administrators and who feel that this relative is promoted or awarded unfairly (Asunakutlu and Avcı, 2010). Therefore, nepotism is an unethical behaviour just as irregularity, corruption and injustice (Saylı and Kızıldağ, 2007). **Cronyism**: It is the favouring of close friends, companions or cronies-except for the relatives-during the appointment or employment process, rather than considering the knowledge, skills and abilities, success and educational level of the individual (Büte, 2011b; Karakaş and Çak, 2007). "Favouring compatriots", which is very common in Turkey can also be considered as a specific type of cronyism (Özsemerci, 2003). **Political favoritism (partizanism)**: Political favouritism is observed when the political parties, which gained power, begin to treat preferentially to the voter segments supporting themselves and grant unfair benefits to them (Pektaş, 1999; Özsemerci, 2003). As a result of political favouritism, administrations become more susceptible to the effect of politics, and political factors begin to play an important role in appointments to several positions in the public sector (Eryılmaz, 2002). Accordingly, the

mentality to create positions for certain people, rather than employing those suitable for the position becomes effective and personal benefits precede public benefit. Political favouritism is an important indicator of the corruption in politics. **Service favouritism:** It is described as a kind of political corruption observed when the politicians transfer the public resources to their own election districts, by considering their own benefits; and lead to ineffective expenditure. **Patronage:** According to Karakaş and Çak (2007), the word "patronage" which is of French origin, means being backed and supported by a high-level authority. Patronage may be exemplified as the political parties' removing "high-level bureaucrats" in the public institutions and organizations and appoint their "political supporters", when they come into power (Özsemerci, 2003). Long-lasting practices such as favouring some people in employment, as they are relatives, compatriots, etc. and deterioration in the quality of the bureaucracy as a result of widespread application of political appointments damage the quality of service of the Turkish Public Bureaucracy (Yıldırım, 2013). **Sexual favouritism**: It is observed when the administrators grant privileges that are not granted to ordinary personnel but to people with whom they have a sexual and/or romantic affair. This attitude is not only unfair but also causes great damage to the personnel and administrators in the institution (Meriç, 2012).

1.2. Organizational Commitment of the Teachers

Organizational commitment is an important concept in terms of the effectiveness of the organization as well as the management and protection of the intellectual capital (Okçu, 2011). Commitment means the loyalty of people. Therefore, commitment is the highest level of emotion and also means the obligations to a person or an institution (Balay, 2014). In the literature, there are many definitions of organizational commitment. Bayram (2005) and Güney (2007) defined organizational commitment as an intense feeling for the organization while Karahan (2008) explained it as the willingness to stay in the organization. According to Balay (2014), Günce (2013) and Çetin (2004), organizational commitment is the good feelings of the individuals towards their organization, their loyalty, internalization of the organization's vision and values by them, and efforts exerted for the organizational benefits, considering the organization as a whole. Moreover, Balay (2000) defined organizational commitment as a concept explaining the integration level of an individual with his/her organization and consisting of internalization dimensions as the compliance aiming to achieve personal benefits and acquisitions, identification encouraging self-expression by establish in close relation with other people, and the convenience of the system of organizational and personal values.

Although it is possible to make different classifications in terms of commitment, three types of classification stand out in the literature. These are attitudinal commitment, behavioural commitment and multiple commitments (Balay, 2000; Gül, 2003; İnce and Gül, 2005). Kelman (1958) addressed commitment as an attitude during three motivational processes as the compliance, identification, and internalization. Depending on the approach of Kelman (1958) O'Reilly and Chatman (1986) stated that the psychological tie between the individual and the organization is based on three pillars as the compliance, identification and internalization. In this research, organizational commitment is based on this classification. They are explained respectively. **Compliance sub-dimension**: In this dimension, individuals act to obtain certain acquisitions or to avoid certain punishments (Balay, 2014). Attractiveness of the reward and repellency of the punishment matter in this type of commitment. Employees do not stay in the organization and work more than the required to gain some rewards. The willingness to stay in the organization is lower (Güney, 2007). **Identification sub-dimension**: In this type of commitment, employee is proud of being a member of the group. Identification is based on the willingness of the individual to establish close relations with the others (Balay, 2014). Employees behave in a way that does not provide them with any indirect benefit but that they spend more time and effort for the benefit of

the organization. The willingness of the employees to stay in the organization is higher (Güney, 2007). **Internalization sub-dimension**: It is a type of commitment resulting from the compliance between the personal and organizational values. This type of commitment is observed when the attitudes and behaviours comply with the value system of the organization. In short, internalization commitment means the compliance between the personal and organizational values. Employees behave in a way that does not provide them with any direct benefit but that they spend more time and effort for the benefit of the organization. Therefore, willingness of the employees to stay in the organization is high (Güney, 2007).

1.3. Research Objective

This research aims to determine the effect of favouritism attitudes and behaviours of the school administrators on the organizational commitment of the teachers, based on the perceptions of the primary and secondary school teachers. To this end, the following questions were tried to be answered:

1- Based on the perceptions of the primary and secondary school teachers, to what extent do the   school administrators display favouritism attitudes and behaviours?
2- What is level of organizational commitment of the primary and secondary school teachers?
3- Based on the perceptions of the primary and secondary school teachers, is there a significant relationship between the school administrators' favouritism attitudes and behaviours, and organizational commitment of the teachers?
4- Based on the perceptions of the primary and secondary school teachers, are the school administrators' favouritism attitudes and behaviours a significant predictor of organizational commitment of the teachers?

2. Method
2.1. Research Model

This is a correlational study using survey model. Relational survey models are research models aiming to determine the existence and/or level of co-variance among two or more variables (Karasar, 2009). In the research, favouritism attitudes and behaviours of the administrators were set as independent variable, while the organizational commitment of the teachers as dependent variable.

2.2. Population and Sample

The research population contains 1219 teachers working in 27 primary schools and 25 secondary schools in Siirt city centre in 2014 and 2015 school year. As the number of teachers included in the research population is not high, sampling was not made. Nearly 24% of the population (289) provided usable data. Information about the demographic characteristics of the teachers participating in the research are presented in Table 1.

Table 1. Personal information about the teachers in the study group

Variable	Level	n	%
Gender	Female	117	40.5
	Male	172	59.5
Education Level	Associate	13	4.5
	Undergraduate	240	83.0
	Master	32	11.1
	Doctorate	4	1.4
Seniority	1-5 Years	100	34.6
	6-10 Years	73	25.3

11-15 Years	43	14.9
16-20 Years	31	10.7
21 Years or above	42	14.5
Total	289	100

As seen in Table 1 above, 117 (40,5%) of the teachers are female and 172 (59,5%) of them are male. 13 (4,5%) of the teachers have associate's degree, 240 (83%) of them have bachelor's degree, 32 (11,1%) of them have master's degree and 4 (1,4%) of them have doctoral degree. The number of participants who have 1-5 years of seniority (34,6%) is close to that of those who have 6-10 years of seniority (25,3%) and they constitute most of the population; however, the ratio of those who have 11-15 years of seniority is 14,9%, 16-20 is 10,7% and 21 or above is 14,5%.

2.3. Data Collection Tools

In this research, "Favouritism Attitudes and Behaviours Scale" developed by Aydoğan (2009) and consisting of 15 items and a sub-dimension, as well as the "Organisational Commitment Scale" developed by Balay (2000) and consisting of three sub-dimensions were applied. 1-7 items of the organizational commitment scale developed by Balay (2000) and consisting of 27 items concern the compliance dimension; 8-16 items, identification dimension; and 17-27 items, internalization dimension. In accordance with the 5-point Likert Scale used in both scales, score ranges of 4.20 - 5.00 'Totally Agree', 3.40 - 4.19 'Fairly Agree', 2.60-3.39 'Medium Agree', 1.80- 2.59 'Rarely Agree', 1.00 - 1.79 'Totally Disagree' were used to grade and interpret the weighted average scores. The total variance explained by the first factor called the internalization dimension of organizational commitment was 32.43% and the eigenvalue of this factor was 8.732. The explained value of the second factor called the identification dimension of organizational commitment was 12.45% and the eigenvalue of this factor was 4.93. The explained variance of the third factor called the compliance dimension of organizational commitment was 5.93% and the eigenvalue of this factor was 2.05.It was found that the total variance explained by the three factors was 50.81%. In the research, it was calculated that the factor loadings of the items regarding the internalization dimension of organizational commitment ranged between.61 and.79; the factor loadings of the items regarding the identification dimension ranged between.49 and.73, and the factor loadings of the items regarding the compliance dimension ranged between.46 and.67. Cronbach's alpha reliability coefficient of the whole scale regarding organizational commitment was found as.81. Cronbach's alpha reliability coefficient of the subdimensions of the scale was calculated as.72 in compliance dimension, as.83 in identification dimensions, and as.86 in internalization dimension.

In this research, "Favouritism Attitudes and Behaviours Scale" developed by Aydoğan (2009) and consisting of 15 items. it has been determined that the items in the scale focus on one factors, and that the scale has a high reliability and validity. The total variance of these one factors was 46.35%. As a result of the reliability analysis, it can be seen that the total correlation coefficient of the items under the favouritism attitudes and behaviors factor of the scale varied between.52 and.78 and the Cronbach's alpha coefficient of this dimension was.73. These values point that both scales are reliable.

2.4. Data Collection and Analysis

A total of 289 data collected from the teachers in the study group was evaluated. Obtained data was estimated in SPSS 21 package programme. In this research, analyses were carried out by utilising descriptive statistics. Pearson correlation and regression analysis techniques were used for parametric distributions and significance of the data obtained was tested in p ≤ .05 and p ≤ .01 range.

3. Findings

3.1. Findings regarding the First, Second, and Third Sub-problems of the Research

Table 2 displays the descriptive statistics and results of the correlation analyses regarding the favouritism attitudes and behaviours of the school administrators, and the organizational commitment of the teachers, based on the perceptions of the teachers working in the primary and secondary schools in Siirt city centre.

Table 2. Findings of the correlation analyses and the descriptive statistics regarding the favouritism attitudes and behaviours of the school administrators, and the organizational commitment of the teachers (N=289)

Variables	$\overline{X}$	Sd	Organizational Commitment	Compliance	Identification	Internalization
Favouritism Attitudes and Behaviours	2.16	1.01	-.51**	.23**	-.31**	-.30**
Sub-dimensions of the Organizational Commitment						
Compliance	2.16	.88				
Identification	3.03	.99				
Internalization	3.39	.97				
Organizational Commitment Total	2.88	.71				

As seen in the Table 2 above, based on the perceptions of the primary and secondary school teachers, it was determined that the school administrators' favouritism attitudes and behaviours are at ($\overline{X}$ = 2,16, Sd = 1.11) 'Rarely Agree' level; and the organizational commitment perception is at the ($\overline{X}$ = 2.88, Sd = .71) medium level. Examining the sub-dimensions of the organizational commitment of the teachers, it was seen that they agree with the compliance sub-dimension ($\overline{X}$ = 2.16, Sd = .88) "rarely" and with the identification sub-dimension "Moderately". According to these findings, it may be stated that the participants' perceptions regarding the school administrators' favouritism attitudes and behaviours are low, while their organizational commitment perception is at the medium level. In other words, teachers generally think that the school administrators resort to favouritism rarely in their practices. It was determined that the organizational commitment level of the teachers is the highest at internalization sub-dimension followed by identification; and the lowest at compliance sub-dimension. In general, it was identified that the organizational commitment of the teachers is at medium level. When Table 2 is examined, it is seen that based on the perceptions of the primary and secondary school teachers, there is a negative and medium level relation between the school administrators' favouritism attitudes and behaviours and the organizational commitment (r =-.51; $p \le 0.01$). Considering the sub-dimensions of the organizational commitment, there is a negative and medium level relation between the school administrators' favouritism attitudes and behaviours and identification (r =-.31; $p \le 0.01$) and internalisation (r = -.30; $p \le 0.01$) sub-dimensions of the organizational commitment, while there is a positive and low level of relation with the compliance (r = .23; $p \le 0.01$) sub-dimension.

3.2. Findings regarding the Fourth Sub-problem of the Research

Table 3 displays the results of the regression analysis regarding the prediction of the favouritism attitudes and behaviours of the school administrators, and the compliance, identification and

internalization sub-dimensions of the organizational commitment, based on the perceptions of the teachers working in the primary and secondary schools in Siirt city centre.

Table 3. Results of the Regression Analysis regarding the Prediction of the Compliance, Identification and Internalization Sub-dimensions of the Organizational Commitment

		Predictor Variable (Favouritism Attitudes and Behaviours)		
		β	t	**p**
Predictor Variable (Organizational Commitment)	Compliance Dimension	-.58	-.12.06	**.00****
	R = .580, R² = .336 , F (1-288) = 145,322			
	Identification Dimension	.94	.46.39	**.00****
	R = .939, R² = .482 F(1-288) = 2149,820			
	Internalization Dimension	.64	.14.12	**.00****
	R = .640, R² = .410, F(1-288) = 199.226			

*p ≤ .05 and ** p ≤ .01

As seen in the Table 3 above, the results of the analysis pointed that there is a significant relation between the favouritism attitudes and behaviours, and the compliance sub-dimension (R=.341, R^2=.336, F=145.322, p ≤ .01). F value in the Table shows that the independent variable in the regression significantly predicts the dependent variable as whole. It was observed that the favouritism attitudes and behaviours, as the predictor variable significantly predict the compliance sub-dimension (p ≤ .01) of the organizational commitment. In other words, it may be said that based on the perceptions of the primary and secondary school teachers, commitment in terms of the compliance sub-dimension may increase as long as the school administrators display favouritism attitudes and behaviours. Together with the mentioned variable, it explains 34% of the total variance in the compliance sub-dimension.

According to the results of the regression analysis, it was determined that there is a significant relation between the favouritism attitudes and behaviours of the school administrators and identification sub-dimension of the organizational commitment (R=.939, R^2=.482, F=2149,820, p ≤ .01). In identification sub-dimension, favouritism attitudes and behaviours explain 48% of the total variance. In other words, in line with the increase in the favouritism attitudes and behaviours of the school administrators, organizational commitment of the teachers in identification sub-dimension may decrease. When the results of the regression analysis regarding the prediction of the internalization, a significant relation is observed between the favouritism attitudes and behaviours, and the internalization sub-dimension (R=.640, R^2=.410, F=199.226, p ≤ .01). F value shows that the independent variable in the regression significantly predicts the dependent variable. In internalization sub-dimension, favouritism attitudes and behaviours explain 41% of the total variance. In other words, in line with the increase in the favouritism attitudes and behaviours of the school administrators, organizational commitment of the teachers in internalization sub-dimension may decrease.

4. Discussion, Conclusion and Suggestions

As a result of the research carried out, it was determined that the primary and secondary school teachers' perceptions regarding the favouritism attitudes and behaviours of the school administrators are at "rarely agree" level. In other words, it was determined that the school administrators display favouritism attitudes and behaviours at a low level. This finding is in line with the results of the researches carried out by Aydın (2016), Kazancı (2010), Meriç (2012), Meriç and Erdem (2013), Polat and Kazak (2014).

It was determined that organizational commitment perceptions of the primary and secondary school teachers are the highest at internalization sub-dimension (Moderately agree) followed respectively by identification (Moderately agree); and the lowest at compliance sub-dimension (rarely agree). In other words, it may be said that in terms of the internalization sub-dimension of the organizational commitment, employees 'Moderately' agree with the items that they are willing to exert effort more than expected, embrace the problems of the school, have values complying with that of the school, and do not avoid any self-sacrifice. Research carried out by Balay (2000, 2007), Erdem (2008), Erdoğan (2009), Gümüştekin Eren, Özler Ergun and Yılmaz (2010), Güçlü and Okçu, (2015), Kolamaz (2007), Okçu, (2011, 2014), Özkan (2005), Sığrı (2007), Tengilimoğlu and Mansur Akdemir (2009), Yavuz (2009) Zaman (2006) pointed that the organizational commitment of the teachers is at a "good level"; and thus, does not fully comply with the results of this study. In the research, with regard to the identification sub-dimension of the organizational commitment, teachers "Moderately agree" with the items. In other words, with regard to the identification sub-dimension of the organizational commitment, teachers "Moderately agree" with the items that they are satisfied with the current school, and proud of working there; able to achieve the personal and professional development; work in an environment suitable for learning and the development of their skills; are able to communicate well with the colleagues, and prefer to work in their current school, rather than in an another one. Similarly, in the research carried out by Balay (2007), Erdem (2008), Işık (2009), Güçlü and Okçu, (2015), Okçu, (2011, 2014), Özkan (2005) and Zaman (2006), it was observed that the identification sub-dimension of the organizational commitment is at "medium level". Accordingly, it can be stated that the teachers do not have a high level of commitment to the school, but also, they are not disconnected to school fully. At this level of commitment, the individual complies with the organization but not willingfully and voluntarily. This finding is supported with the results of the research carried out by Balay (2007), Erdem (2008), Güçlü and Okçu, (2015), Okçu (2011), Okçu, (2014) and Özkan (2005); and also with the results of the research carried out by Balay (2000) on high-school teachers working in public or private schools. Consequently, it has been set forth that the employees with high-level of organizational commitment exert more effort to perform their duties, stay in the organization more, and have a positive relation with their organization.

As a result of the correlation analysis carried out in the research, a negative and medium level relationship determined between the favouritism attitudes and behaviours of the school administrators, and the organizational commitment. In other words, in line with the increase in the perception of the teachers about the favouritism attitudes and behaviours of the school administrators, organizational commitment of the members of the organization decreases. Accordingly, it can be said that the favouritism attitudes and behaviours of the school administrators have a great negative effect on the organisational commitment of the employees (Büte, 2011c; Develi, 2008; Karahan and Yılmaz, 2014; Küçükkaraduman, 2006; Turhan and Taş Akarsu, 2015;). Moreover, in organizations where favouritism attitudes and behaviours are displayed, decrease in both personal and organizational performance may be observed. It was determined that there is a positive and low level of relationship between the perceptions of the teachers about the favouritism attitudes and behaviours and their perceptions about the compliance

sub-dimension of the organizational commitment; and that there is a negative and medium level relationship with the internalization and identification sub-dimensions.

According to the result of the regression, analysis carried out for the prediction of the compliance sub-dimension of the organizational commitment, favouritism attitudes and behaviours of the school administrators significantly predict the compliance sub-dimension of the organizational commitment, and thus, explain 34% of the total variance. In this sense, it may be asserted that the favouritism attitudes and behaviours of the school administrators enhance the organizational commitment of the teachers in terms of the compliance sub-dimension. As Balcı claimed (2003), the reason of this is that the individual displays compliance as she/he really wants or believes but as she/he is afraid of punishment or expects reward. Moreover, the individual feels herself/himself obliged to display compliance. The individual accepts the organizational rules and the influence by the environment in return for a benefit, and complies with the organization in line with the realization of these benefits.

As a result of the regression analysis, it was determined that there is a significant relationship between the favouritism attitudes and behaviours of the school administrators, and the identification sub-dimension of the organizational commitment. In identification sub-dimension, favouritism attitudes and behaviours explain 48% of the total variance. Accordingly, it may be said that in line with the increase in the favouritism attitudes and behaviours of the school administrators, organizational commitment of the teachers in terms of the identification sub-dimension may decrease. In other words, teachers stated that favouritism attitudes and behaviours of the school administrators might cause them to think that they are not satisfied with their school, and proud of working there; not able to achieve the personal and professional development; do not work in an environment suitable for learning and the development of their skills; not able to communicate well with the colleagues, and do not prefer to work in that school. When the results of the regression analysis made for the prediction of internalization are examined, a significant relationship is determined between the favouritism attitudes and behaviours, and the internalization sub-dimension. In the internalization sub-dimension of the organizational commitment, favouritism attitudes and behaviours explain 41% of the total variance. Accordingly, it may be stated that favouritism attitudes and behaviours of the school administrators might decrease the organizational commitment of the teachers in terms of the internalization sub-dimension. In other words, favouritism attitudes and behaviours of the school administrators would cause the employees have less willingness to exert effort more than expected, not to embrace the problems of the school, to have values conflicting with that of the school, and to avoid any self-sacrifice.

Consequently, as long as the school administrators avoid displaying favouritism attitudes and behaviours, treat fairly, include the employees in decision making process and activities of the organization, behave transparently and objectively towards the employees, resort to punishment and reward system in a balanced way, they will ensure positive results in terms of organizational commitment. Accordingly, it may be stated that the favouritism attitudes and behaviours of the school administrators might have a negative effect on the organizational commitment of the teachers. So, school administrators must be avoid displaying favouritism attitudes and behaviours. Based on the results of this research, the following suggestions can be made:

- In-service trainings and seminars can be organized for the employees to raise awareness about the favouritism attitudes and behaviours.
- It was determined that the teachers' organizational commitment is at medium level. The reasons of this should be researched.

- More effective regulations and penal sanctions can be introduced to eliminate the favouritism attitudes and behaviours in schools.
- Through unions and civil society organizations, favouritism attitudes and behaviours of the school administrators may be replaced with effective attitudes and behaviours.
- This research was carried out with the quantitative data collection tools, it may also be carried out with qualitative data collection tools and at different stages of education.

References

Aktan, C. C. (2001). Siyasal ahlak ve siyasal yozlaşma. (Edit. C. C. Aktan), *Yolsuzlukla mücadele stratejileri*. Ankara: Hak-İş Yayınları.

Akalan, A. R. (2006). *Türk kamu hizmetinde iyi yönetim ve yolsuzlukla mücadele* Yayımlanmamış doktora tezi. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.

Araslı, H., Bavik, A. and Ekiz, E. H. (2006). The effects of nepotism on human resource management: The case of three, four and five star hotels in Northern Cyprus. *International Journal of Sociology and Social Policy, 26*(7/8), 295-308.

Argon, T. (2016). Öğretmen görüşlerine göre ilkokullarda yöneticilerin kayırmacılık davranışları. *Kastamonu Eğitim Dergisi, 24*(1), 233-250.

Asunakutlu T. ve Avcı,U. (2010). Aile işletmelerinde nepotizm algısı ve iş tatmini ilişkisi üzerine bir araştırma. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 15*(2), 93-109.

Aydın, Y. (2016). Örgütsel sessizliğin okul yönetiminde kayırmacılık ve öğretmenlerin öz yeterlik algısı ile ilişkisi. *Kuram ve Uygulamada Eğitim Yönetimi, 22*(2), 165-192.

Aydoğan, İ. (2009). Favoritism in the Turkish educational system: Nepotism, cronyism and patronage. *EducationalPolicy Analysis and Strategic Research, 4*(1), 19-35.

Aydoğan, İ. (2012). The existence of favoritism in organizations. *African Journal of Business Management, 6*(12), 4577-4586.

Balay, R. (2014). *Yönetici ve öğretmenlerde örgütsel bağlılık*. Ankara:Pegem Akademi Yayınları.

Balay, R. (2000). *Özel ve resmi liselerde yönetici ve öğretmenlerin örgütsel bağlılığı*. Yayımlanmamış Doktora Tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Balay, R. (2007). İlköğretim okulu öğretmenlerinin örgütsel bağlılık etkenleri: Şanlıurfa ili örneği. *XVI. Ulusal Eğitim Bilimleri Kongresi. Tam Metinler/Cilt I*. Tokat: Gaziosmanpaşa Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü, Tokat.

Balcı, A. (2003). *Örgütsel sosyalleşme kuram strateji ve taktikler*. Ankara: PegemA Yayınları.

Bayram, L. (2005). Yönetimde yeni bir paradigma örgütsel bağlılık. *Sayıştay Dergisi*, 59 (50)

Bolat, O. İ. ve Bolat T. (2008). Otel işletmelerinde örgütsel bağlılık ve örgütsel vatandaşlık davranışı ilişkisi. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 11*(19).

Büte, M. (2011a). Kayırmacılığın çalışanlar üzerine etkileri ile insan kaynakları uygulamaları ilişkisi: Türk kamu bankalarına yönelik bir araştırma. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 15*(1), 189-195.

Büte, M. (2011b). Nepotizm ve iş tatmini ilişkisinde iş stresinin aracı rolü var mıdır? *Dumlupınar Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 29*, 171-185

Büte, M. (2011c). Kayırmacılık algısı ile iş tatmini, olumsuz söz söyleme ve işten ayrılma niyeti arasındaki ilişki. *Electronic Journal of Social Sciences, 10*(36), 187-203.

Büte, M. ve Tekarslan, E. (2010). Nepototizmin çalışanlar üzerine etkileri:Aile işletmelerine yönelik bir saha araştırması. *Ekonomik ve Sosyal Araştırmalar Dergisi, 6*(1), 1-21.

Cremers, D. (2004). Procedural and distributive justice effects moderated by organizational identification. *Journal of Managerial Psychology*, *20*(1), 4-13.

Okçu, V., & Uçar, A. (2016). Effect of school principals' favouritism behaviors and attitudes on teachers' organizational commitment, based on the perceptions of primary and secondary school teachers. *Journal of Human Sciences*, *13*(3), 5901-5914. doi:10.14687/jhs.v13i3.4304

Çınar, İ. (2009). *Kayırmacılık ve yozlaşma: Bir* kavram çözümleme denemesi. Eğitişim Dergisi, 24. http://www.egitisim.gen.tr/site/arsiv/58-**24**/405kayirmacilik.html adresinden 16.08.2016 tarihinde alınmıştır.

Çetin, M. (2004). *Örgüt kültürü ve örgütsel bağlılık*. Ankara: Nobel Yayınları.

Develi, N. (2008). Aile işletmeleri, aile işletmelerinde karşılaşılan yönetim ve organizasyon sorunları:(Mersin ili örneği). Yayımlanmamış Yüksek Lisans Tezi. Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü. Denizli.

Erdem, B., Çeribaş S. ve Karataş, A. (2013). Otel işletmelerinde çalışan işgörenlerin kronizm (eş-dost kayırmacılığı) algıları: İstanbul'da faaliyet gösteren bir, iki ve üç yıldızlı otel işletmelerinde bir araştırma. *Çukurova Üniversitesi İktisadi ve İdari Bilimler Dergisi, 17*(1), 51-69.

Erdem, M. ve Meriç, E. (2013). İlköğretim okullarında görev yapan öğretmenlerin algılarına göre okul yönetiminde kayırmacılık. *Kuram ve Uygulamada Eğitim Yönetimi, 19(3), 467-498.*

Erdem, M. (2008). *Öğretmenlere göre kamu ve özel liselerde iş yaşamı kalitesi ve örgütsel bağlılıkla ilişkisi*. Yayımlanmamış doktora tezi. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Erden Sünneli, P. (2014). *The relationshiship between paternalistic leadership, perceived employment discrimination and nepotism*. Yayımlanmış Doktora Tezi. Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Erdoğan, D. (2009). *Resmi ilköğretim okullarındaki sınıf öğretmenlerinin örgütsel bağlılık düzeylerinin incelenmesine yönelik bir araştırma (Bağcılar Örneği)*. Yayımlanmış Yüksek Lisans Tezi. Beykent Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Eryılmaz, B. (2002). *Kamu yönetimi*. İstanbul: Erkam Matbaası

Güçlü, N. ve Okçu, V. (2015). İlköğretim öğretmenlerinin etkili takım çalışmasına ilişkin algıları ile örgütsel bağlılık arasındaki ilişki. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, XII*(I), 51-71.

Gül, H. (2003). *Karizmatik liderlik ve örgütsel bağlılık ilişkisi üzerine bir araştırma*. Yayımlanmamış Doktora Tezi. Gebze Yüksek Teknoloji Enstitüsü Sosyal Bilimler Enstitüsü, Kocaeli.

Günce, S. (2013). *İlköğretim okullarında örgütsel adalet ile örgütsel bağlılık ilişkisi*. Yayımlanmamış Yüksek Lisans Tezi. Harran Üniversitesi Sosyal Bilimler Enstitüsü, Şanlıurfa.

Güney, S. (2007). Örgütsel bağlılık. *Yönetim ve organizasyon*. (Edt: S. Güney) Ankara: Nobel Yayınevi.

Gümüştekin Eren, G., Özler Ergun, D. ve Yılmaz, F. (2010). 360 derece performans değerleme sisteminin örgütsel bağlılık üzerindeki etkisinin belirlenmesine yönelik bir araştırma. *İşletme ve Ekonomi Araştırmaları Dergisi*. 1(1).

Işık, M. (2009). *Okul yöneticilerinin etik liderlik özellikleri ile örgütsel bağlılık arasındaki ilişki: Beylikdüzü örneği*. Yayımlanmamış yüksek lisans tezi. Beykent Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

İnce, M. ve Gül, H. (2005). *Yönetimde yeni bir paradigma:Örgütsel bağlılık*. Konya: Çizgi Kitabevi.

Karahan, A. (2008). çalışma ortamındaki statü farklılıklarının örgütsel bağlılığa etkisi. *Sosyal Bilimler Dergisi*, *3*(10)

Karakaş, M. ve Çak, M. (2007). Yolsuzlukla mücadelede uluslararası kuruluşların rolü. *Maliye Dergisi,* 153, 74-101.

Karasar, N. (2009). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayınevi.

Karahan, A. ve Yılmaz, H. (2014). Nepotizm ve örgütsel bağlılık arasındaki ilişkinin incelenmesi ve bir uygulama. *Selçuk Üniversitesi İktisadi ve İdari Bilimler Fakültesi Sosyal ve Ekonomik Araştırmalar Dergisi*, *14*(27), 123-148**.**

Kayabaşı, Y. (2005). *Politik yozlaşmaya çözüm olarak anayasal iktisat*. Yayınlanmamış yüksek lisans tezi. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.

Kazancı, N. (2010). *İlköğretim okullarındaki yöneticilerin liderlik stilleri ile öğretmenlerin örgütsel adalet algıları arasındaki ilişki düzeyi*. Yayımlanmamış yüksek lisans tezi. Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.

Kelman, H. C. (1958). Compliance, identification and internalization: Three process of attitude change. *Journal of Conflict Resolution, 2, 51-60.*

Kolamaz, C. (2007). *Destekleyici ve geliştirici liderlik yaklaşımlarının örgütsel bağlılığa etkisi (Ankara ili Çubuk ilçesi örneği).* Yayımlanmamış yüksek lisans tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Korkmaz, M. (2011). İlköğretim okullarında örgütsel iklim ve örgüt sağlığının örgütsel bağlılık üzerindeki etkisi. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi, 17*(1), 117-139.

Kurt, E. ve Doğramacı, B. (2014). Terfi, işlem kayırmacılığı ve işe alma boyutlarında kayırmacılık davranışı algısının ölçülmesi: İstanbul ilinde faaliyet gösteren bir belediye iştirakinde çalışanlar üzerine bir araştırma. *Elektronik Mesleki Gelişim ve Araştırma Dergisi, 2*, 82-87.

Kuznar, L. A., and Frederick, W. (2005). Simulating the effect of nepotism onpolitical risk taking and social unrest. *NAACSOS (North American Association for Computational Social and Organizational Science) Annual Conference,* June, 26-28, 2005, Notre Dame, USA.

Küçükkaraduman, E. (2006). *İlköğretim okul müdürlerinin etik davranışlarının incelenmesi.* Yayımlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

McDonald, D., and Makin, P. J. (2000). The psychological contract, organizational commitment and job satisfaction of temporary staff. *Leadership and Organization Development Journal, 21*(2), 84-91.

MEB. (2006). Meslek etiği. Megep (meslekî eğitim ve öğretim sisteminin güçlendirilmesi projesi). Ankara.

Meriç, E. (2012). *İlköğretim okullarında görev yapan öğretmenlerin algılarına göre okul yönetiminde kayırmacılık.* Yayımlanmamış Yüksek Lisans Tezi. Yüzüncü Yıl Üniversitesi, Eğitim Bilimleri Enstitüsü, Van.

Meriç, E. ve Erdem, M. (2012). Okul yönetiminde kayırmacılığa ilişkin ölçek geliştirme çalışması. *Eğitim Bilimleri Araştırma Dergisi 2*(2), 141-154.

Mowday, R. T., Porter, L. W. and Steers, R. M. (1982). *Employee-organization linkages:* The *psychology of commitment, absenteeism and turnover.* New York: Academic Press.

Okçu, V. (2011). *Okul yöneticilerinin liderlik stilleri ile öğretmenlerin örgütsel bağlılıkları ve yıldırma yaşama düzeyleri arasındaki ilişkilerin incelenmesi.*Yayımlanmamış Doktora Tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Okçu, V. (2014). Ortaöğretim okulu yöneticilerinin etik liderlik davranışları ile öğretmenlerin örgütsel bağlılıkları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi, 20*(4), 501-524.

O'Reilly, C. ve Chatman, J. (1986). Organizational commitment and psychological attachment: the effect of compliance, identification and internalization on prosocial behavior. *Journal of Applied Psycholog, 71*(3), 492-499.

Özkan, Y. (2005). *Örgütsel sosyalleşme sürecinin öğretmenlerin örgütsel bağlılıklarına etkisi.* Yayımlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Özsemerci, K. (2003). *Türk kamu yönetiminde yolsuzluklar, nedenleri, zararları ve çözüm önerileri.* Ankara: Sayıştay Yayınları.

Pektaş, K. E. (1999). *Büyük kent belediyelerinin eğitim ve kültür hizmetlerine siyasal parti ideolojilerinin yansıması.* http://www.ekitapyayin.com/id/027/ *E.T. 07.04.2015*

Polat, S. ve Kazak E. (2014). *Okul yöneticilerinin kayırmacı tutum ve davranışları ile öğretmenlerin örgütsel adalet algıları arasındaki ilişki. Kuram ve Uygulamada Eğitim Yönetimi Dergisi, 20*(1), 71-92.

Saylı, H. ve Kızıldağ, D. (2007) Yönetsel etik ve yönetsel etiğin oluşmasında insan kaynakları yönetiminin rolünü belirlemeye yönelik bir analiz. *Afyon Kocatepe Üniversitesi, Sosyal Bilimler Dergisi, 9*(1), 231-251.

Sezgin, F. (2010). Öğretmenlerin örgütsel bağlılığın bir yordayıcısı olarak okul kültürü. *Eğitim ve Bilim, 35*(156), 142-159.

Sığrı, Ü. (2007). İş görenlerin örgütsel bağlılıklarının Meyer ve Allen tipolojisiyle analizi: kamu ve özel sektörde karsılaştırmalı bir araştırma. Anadolu Üniversitesi Sosyal Bilimler Dergisi. 7(2), 261-278.

TDK. Türk Dil Kurumu. http://www.tdk.gov.tr. ErişimTarihi: 07.04.2015

Tengilimoğlu, D. ve Mansur Akdemir, F. (2009). İşletmelerde uygulanan mobbingin (psikolojik şiddet) örgütsel bağlılığa etkisi. *Uluslararası İktisadi ve İdari İncelemeler Dergisi*, *1*(3), 1-16.

Turan, S. (2002). Organizational climate and organizational commitment: a study of human interactions in Turkish public schools. *Educational Planning, 14*(2), 20-30.

Turhan, M. ve Taş Akarsu, N. (2015). Grup İçi Yanlılığın Bireysel Davranışlarla İlişkisi Üzerine Bir Model. *VII. Uluslararası Eğitim Denetimi Kongresi*, bildiri özetleri Kitabı, 20-22 Mayıs 2015, ss.84-85. Ankara: PegemAkademi yayınları.

Turhan, M. (2014). Organizational cronyism: A scale development and validation from the perspective of teacher. *Journal of Business, 123*(2), 295-308.

Weiner, Y. (1982). Commitment in organizations: A normative view. *Academy of Management Review, 7*(3), 418-428.

Yavuz, E. (2009). İşgörenlerin dönüşümcü liderlik ve örgütsel bağlılık ile ilgili tutumlarına yönelik bir araştırma. *İşletme Araştırmaları Dergisi, 1*(2), 51-69.

Yıldırım, M. (2013). Kamu yönetiminin kadim paradoksu: Nepotizm ve meritokrasi. *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi, 11*(2), 353-380.

Zaman, O. (2006). *Ortaöğretim kurumlarında çalışan alan dışından atanmış rehber öğretmenlerin iş doyumları ile örgütsel bağlılıkları arasındaki ilişki (Ankara ili örneği).* Yayımlanmamış yüksek lisans tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.