

**AN ANTECEDENT OF TEACHER PERFORMANCE: OCCUPATIONAL COMMITMENT****Mustafa ÖZGENEL***Dr., Istanbul Sabahattin Zaim University, mustafa.ozgenel@izu.edu.tr  
ORCID: 0000-0002-7276-4865**Received: 08.06.2019 Accepted: 07.10.2019***ABSTRACT**

The aim of the study is to specify whether the occupational commitment of teachers is an antecedent's variable that predicts/affects their performance. With this object, relational survey model was used and 535 volunteer teachers from different districts of Istanbul Anatolian Side participated in the study. In this research, data were collected by using Four-Dimensional Occupational Commitment Scale (Blau, 2003) and Teacher Performance Evaluation Scale (Özgenel, 2019). The reliability of the data set was calculated, normal distribution was determined, and parametric tests were performed. According to the findings of the research, the occupational commitment and performance of the teachers were compared according to their gender, educational, seniority, age and school types. A moderate and positive significant relationship was found between teachers' occupational commitment and their performance, and it was found that occupational commitment was a primary variable that predicts/affects teacher performance by 15%. The research findings were discussed in the context of understanding the relationship between teachers' occupational commitment and performance.

**Keywords:** Teacher performance, performance evaluation, occupational commitment

## INTRODUCTION

Occupational commitment is conceptualized in various ways. When the literature is examined, it is observed that instead of the concept of occupational commitment, the concepts of professional commitment and career commitment are also used (Blau, 1985; Blau & Lunz, 1998; Kim & Mueller, 2011; Meyer & Allen, 1991; Meyer, Allen, & Smith, 1993). However, even if these concepts are used interchangeably, *career, professional and occupational* commitment have not the same meaning (Lee, Carswell, & Allen, 2000).

Blau (1985) defined the relationship between these concepts by looking at what expressions they were measured. According to Blau, *career commitment* is a personal interest in business activities. *Professional commitment* is defined as following up publications related to professional development, attending meetings, being a member of professional associations, and not considering leaving the profession, while *occupational commitment* is defined as maintaining the intention to stay in the profession by considering possible alternatives. Besides, the concept of *occupation commitment* can be considered as a group of people doing the same kind of work in a broader sense, and profession commitment can be considered as a subset of this group. The concept of career commitment is a pattern of work-related experiences in one's life (Blau, 2001a; Meyer, Allen, & Smith, 1993) and a behaviorally expressed concept (Aryee & Tan, 1992). Occupational commitment is accepted as a psychological relationship between a person and his or her profession based on the affective response to that occupation. Therefore, occupational commitment includes both career and professional commitment (Lee et al. 2000). In this study, *occupational commitment* concept is used in accordance with the aim of the research.

Moreover, it is seen that *organizational commitment* concept is used instead of professional commitment concept in the literature. Commitment to occupation is a psychological connection based on an affective response between a person and his/her occupation (Lee et al., 2000). However, organizational commitment can be defined by a condition that individual perceives interests of the organization superior to its own interests (Baysal & Paksoy, 1999). Although occupational commitment and organizational commitment are defined differently, it is stated that the variables that determine the reasons for occupational and organizational commitment are the same (Meyer & Allen, 1984; Meyer & Allen, 1991; Meyer, Allen, & Smith, 1993) and affect the organizational processes and outcomes positively. For instance, employees with high organizational commitment are inclined to make more effort for the organization and remain as a part of the organization (Fullan & Hargreaves, 1996), while employees with high occupational commitment are strongly identified with their occupations and experience positive emotions (Blau, 1985). Blau, Paul and John (1993) illustrated that after comprehensive data and scale analysis, organizational commitment and occupational commitment were separate factors. Hoy and Miskel (1991) reported that there are mutual interactions between occupational and organizational commitment. In a nutshell, in the literature, organizational commitment and occupational commitment are defined as different aspects of commitment itself.

Commitment as a general definition is an individual's strong belief in the committed object/being, voluntarily fulfilling what is expected from him/her, his/her willingness to strive for the welfare of the committed object/being and maintain his/her commitment (Firestone & Pennell, 1993). In other words, commitment is an immanent force that directs an individual's behavior without realizing it. In addition to this, the occupation is seen as the field of study in which the individual struggles to earn a living. Skills, knowledge, and duties of an occupation distinguish itself from another occupation (Lee, Carswell, & Allen, 2000). Furthermore, when the conditions of an engagement being an occupation are examined, it is emphasized that employees' commitment to job and occupation is necessary (Blau, 1988). In the occupational commitment, the individual should be willing to; (a) accept and believe the goals and values of the occupation, (b) voluntarily making effort for the benefit of the occupation, and (c) maintain membership in the occupation (Aranya, Barak, & Amernic, 1981). Occupational commitment defined as the individual's motivation to work in a chosen career/occupation role (Carson & Bedeian, 1994; Hall, 1971), attitude towards the occupation (Blau, 1985), degree of influence on job performance, self-efficacy belief and self-esteem (Lodahl & Kejner 1965), the occupation is valued in the entire life of the individual (Greenhaus, 1971), identification with the occupation, belief in occupational values and the desire to continue to the occupation (Morrow & Goetz, 1988; Vandenberg & Scarpello, 1994). Occupational commitment is the level of commitment of a person to his/her occupation or line of job and the belief and acceptance of the values of the chosen occupation and the willingness to become a member of this occupation (Linares, 2011). On the other hand, Meyer and Allen (1991), defined occupational commitment as a psychological condition that characterizes employees' relationship with the organization and influences the decision to continue or terminate the membership of the organization. In this regard, an individual with strong occupational commitment experiences stronger and more positive feelings about the occupation than an individual with a weak occupational commitment. This affective bond that the individual feels about the occupation affects various job behaviors and, more importantly, whether he or she wants to dwell in the occupation (Lee et al. 2000).

When the occupational commitment literature is examined, it is seen that there are different classifications related to occupational commitment (Allen & Meyer, 1990; Blau, 1985; Blau, 2001b; Carson, Carson & Bedeian, 1995; Dave & Rajput, 1998; Firestone & Pennell, 1993; Greenhaus, 1971; Louis, 1998; Meyer, Allen, & Smith, 1993; Morrow, 1983). Kerr, Von Glinow and Schriesheim (1977) stated that occupational commitment is one dimension of the five-dimensional structure that characterizes professionalism. These dimensions are the desire for professional autonomy, commitment to the profession, identification with the profession, professional ethics and belief in the protection of collegial standards. Morrow (1983) divided occupational commitment into three sub-dimensions. These dimensions are; general attitude towards the job, professional planning and relative importance of job.

In this study, the three-dimensional occupational commitment model developed by Meyer, Allen and Smith (1993) based on the three-dimensional organizational commitment model proposed by Meyer and Allen (1984, 1987) and Allen and Meyer (1990), and again proposed through expanding this three dimensional occupational

commitment structure by Blau (2003) the four-dimensional occupational commitment model is discussed. According to this model, *affective commitment* to the occupation means one's moral commitment to the profession. *Normative commitment* describes a sense of obligation to remain in the occupation. *Continuance commitment*, on the other hand, expresses the idea of dwelling in the occupation by considering the cost of leaving the occupation (Meyer, Allen, & Smith 1993). In another saying, occupational affective commitment means an individual's affective commitment to his/her occupation (Blau, 2003), acceptance of occupational goals and values, exerting extraordinary efforts for the benefit of the occupation (Allen & Meyer, 1990), and willingly staying in the occupation while working with pleasure (Meyer et al. 1993). Normative occupational commitment signifies an individual's thinking that is morally correct of staying the occupation (Meyer & Allen, 1991) and the feeling of the obligation to remain in the occupation (Blau, 2003). Individuals with a high level of continuance commitment, ie who think that the cost of leaving the occupation is high, tend to participate less in occupational activities than individuals with high levels of commitment in other dimensions. As in the organizational commitment, occupational commitment shows a negative relationship with useful activities that improve the occupation and continuance commitment (Meyer, et al., 1993). The reason for this has been shown to be that the individual continues to occupation only because he/she needs the occupation (Blau, 1985). The quality of occupational commitment differs because employees with strong affective commitment want it, those with continuance commitment need it, and those with strong normative commitment think they should do it (Allen & Meyer, 1990).

Blau (2003) states that stronger tests should be performed to understand whether the occupational commitment is unidimensional and distinctive validity of occupational commitment dimensions. From this point of view, he argued that the dimension of commitment to occupation consists of two separate components (*accumulated costs and limited alternatives*). *The accumulated costs* (eg time, money, education) of the individual before and after the occupation make it even more difficult for the individual to change his/her occupation. However, the perception of alternatives as limited alternatives means that it is not possible for the individual to choose another suitable occupation (Blau, 2001a, 2003). In summary, employees with a high level of affective commitment pursue their occupation because they "*want it*"; employees with a high level of continuance commitment continue their occupation because they "*need it*"; employees with high normative commitment continue their occupation because they feel "*obliged to it*" (Blau, 2001b: 285). The common point in the whole concept of commitment in the literature; employees with a high level of commitment are less likely to leave the organization (Allen and Meyer, 1990). Dave and Rajput (1998) emphasize occupational commitment should be an indispensable part of pre-service and post-service training of teachers. The authors also identified five areas of commitment for teachers;

- i) *Commitment to the Learner*; love for students, readiness to help students, be concerned about their versatile development,
- ii) *Commitment to the Society*; awareness and concern about the impact of teachers' work on the progress of families, communities and nations,

- iii) Commitment to the Profession;* internal acceptance of the role and responsibility of the teaching profession under any circumstances,
- iv) Commitment to Achieve Excellence;* taking care to do everything in the best way in the classroom, school and society,
- v) Commitment to Basic Human Values;* impartiality, intellectual integrity, national loyalty, etc.

Commitment reflects teachers' cognitive, affective and behavioral intentions and attitudes towards the occupation. Therefore, it can direct the teachers' educational activities/actions, in other words, their performance. Occupational commitment in the education system can express the intention/desire of a teacher's success and continue to carry out the activities/job/tasks in the education and training process.

When the related literature is examined, it is seen that the researchers have carried out studies to determine variables that show meaningful relationships with occupational commitment and generated from occupational commitment. Relationships are detected among occupational commitment and burnout, classroom management, working conditions, and quality, intention to quit and remain in the occupation, psychological capital, job satisfaction, motivation, occupational identity, self-efficacy, locus of control, staff exchange, participation in work and work ethics, organizational commitments and some organizational behaviors (Aryee & Tan, 1992; Bartol, 1979; Bateman & Strasser, 1984; Blau, 2003; Baysal & Paksoy, 1999; Billingsley & Cross, 1992; Blau & Ryan, 1997; Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Cohen, 2007; DeCotiis & Summers, 1987; Ergen, 2016; Firat, 2015; Firestone & Pennell, 1993; Fu & Chen, 2015; Kaya, 2012; Kim & Mueller, 2011; Koberg, & Chusmir, 1989; Lee, Carswell, & Allen, 2000; Meyer, Allen, & Smith, 1993; Meyer, Stanley, Hersovitch, & Topolnytsky, 2002; Mowday, Porter, & Steers, 1982; Pai et. al., 2012; Sorensen & McKim, 2014; Sturnpf & Hartman, 1984). The performance of organizational employees is also associated with occupational commitment and is considered to be a variable as a result of occupational commitment (Ayree & Tan, 1992; DeCotiis & Summers, 1987; Mottaz, 1989; Rabinowitz, Hall, & Goodale, 1971; Wiener & Vardi, 1980). According to Wiener and Vardi (1980), occupational commitment affects performance because it is driven by an internal satisfaction. While organizational support is an external variable, it does not affect job performance (Stamper & Johlke, 2003); occupational commitment, which is an internal variable, positively affects the performance of the individual in the sense of doing his/her job willingly and lovingly. For example, organizational support does not affect an individual's work performance because it is an external variable (Stamper & Johlke, 2003), while occupational commitment is driven by an internal satisfaction (Wiener & Vardi, 1980), and positively affects an individual's performance as he/she wants to do the job voluntarily. Particularly, an individual who feels emotional commitment to his/her profession identifies with his/her profession and accepts it as a part of his/her life, thus decreasing his/her absenteeism and intention to quit and improves his/her performance (Mottaz, 1989). In other words, occupational commitment is seen as a positive orientation towards the occupational of the individual. Furthermore, this occupational is assumed to lead to behaviors that determine/influence the individual's level of work performance positively/negatively or low/high. In epitome, it

is suggested that there is a high level of relationship between professional commitment and performance (Kaya & Selçuk, 2007).

Performance evaluation is the qualitative and quantitative determination of the extent to which the individual or organization has achieved the intended purpose (Özkanlı, 1995). Performance evaluation, as an activity of the human resources management of the organization (Barutçugil, 2004), is a cyclical process which regularly reviews the individual's success in fulfilling the predetermined tasks/jobs and the capabilities of the individual (Budak, 2016; Fındıkçı, 2018; Sabuncuoğlu, 2000). Performance evaluation is based on positive social behavior in organizations (Brief & Motowidlo, 1986), which provides benefits to the individual, the team and the organization.

Performance evaluation is very important for the organization. The main reason for this is the competitiveness of the organization and its success, efficiency and effectiveness depends on the performance of the employees (Aydoğan & Akgemici, 2016; Ertürk, 2018; Jordan, 2009; Palmer, 1998). However, unmeasurable performance cannot be controlled and managed effectively (Ertürk, 2018). In order to measure performance in an organization, first of all, an individual must have a task/job, be in accordance with the characteristics of this job/task and have pre-determined standards as an indicator of the level of performance of this task (Öge, 2017). An effective performance evaluation evaluates the level of success of the individual and enables plans for new goals and objectives (Mondy, 2017). If the result of the performance evaluation is positive, it is accepted that the individual performs his / her job successfully and if the result is negative, it is considered that the individual is unsuccessful (Öge, 2017). When performance evaluation effectively serves its real purpose, it becomes a powerful tool for the organization (DeCenzo, Robbins, & Verhulst, 2017).

The purpose of performance evaluation is to gather information and provide feedback on the functioning of the organization (Çetin, Dinç Elmalı, & Arslan, 2018; DeCenzo, Robbins, & Verhulst, 2017; Neo, 2009). In other words, the purpose of performance evaluation is to determine the success of the individual for his / her job and to evaluate the factors that affect his / her success (Ertürk, 2018) and to increase individual and organizational effectiveness and productivity (Barutçugil, 2004; Jordan, 2009; Palmer, 1998). Another purpose of performance evaluation is to gather information about the performance of the individual. This information provides important information to the organization to decide on wage increases, bonuses, discipline, promotion, developing and improving the individual's performance, identifying training needs, reward systems and management decisions, productivity and effectiveness, and dismissal (Budak, 2016; DeCenzo, Robbins, & Verhulst, 2017; Jordan, 2009; Kim & Mueller, 2011; Mondy, 2017; Palmer, 1998).

Three approaches are used for performance evaluation: Employees are evaluated according to the *absolute standards* where they are compared and evaluated with a certain standard, independent of all other employees, *dependent standards* where employees' performance is compared with other employees, and the *results* made depending on how many employees reach a group of special goals (DeCenzo, Robbins, & Verhulst, 2017). There are also various approaches as to who should make the assessment. These; 360-degree feedback,

which is information collected by all stakeholders of the organization for evaluation, evaluation of colleagues, the evaluation of subordinates, the evaluation of managers and customers and self-evaluation (Ergin, 2002; Sabuncuoğlu, 2000). In this study, teachers' performances were conducted according to the self-assessment approach. Self-evaluation is the evaluation of the individual's own performance during the performance evaluation process. It helps the individual to recognize his/her professional competencies, skills and development, field/job/task knowledge, attitudes and values, in brief, professionally know her/his-self, and to discover his/her strengths and weaknesses. Self-evaluation can direct the individual's professional performance and development to realistic evaluation independently from other employees. It can be used as a tool to get feedback about an individual's own performance. An effective performance evaluation process takes place in 6 stages; setting performance standards, reporting expectations, measuring actual performance, comparing performance with standards, discussing assessment with employees, and applying corrective/enhancing activities (DeCenzo, Robbins, & Verhulst, 2017).

One of the most important problems in educational organizations is the lack of (a) information gathering/performance evaluation about the level of performance of the duties of teachers and administrators. In other words, it is not possible to make a performance evaluation to determine the level at which the administrators and teachers have reached the administrative, educational and organizational goals of the school (Başaran, 2000) and to determine the level of their competencies, knowledge, abilities and skills in reaching these goals.

Teachers are accepted as one of the main elements of qualified education at the center of the education process and it is accepted that the most important role in the success of education reforms is the teachers (Ministry of National Education [MNE], 1995). In this context, the determination of teachers' performance can contribute to both the occupational development of teachers and the success of the education system (MNE, 2017a). Ministry of National Education (1995, 2006a, 2006b, 2008, 2010, 2015, 2017a, 2017b) has made many attempts to measure teachers' performance. However, these initiatives could not be implemented. In this study, it is assumed that occupational commitment plays a decisive role in influencing teachers' performance levels. Because, as well as the quality of education is directly related to teachers, the high occupational commitment of teachers can directly affect the quality of education by positively affecting their performance in the education process. To put it in a different way, it can be said that teachers with high occupational commitment have also high performances. The quality and degree of teachers' occupational commitment can improve teachers' performance, empower teachers in the face of difficulties, and ultimately affect the quality of education at school. Identifying factors that affect performance can help improve and manage performance and improve school success and productivity. Examining the relationship between occupational commitment and performance can bring a new perspective to commitment and performance processes. These results may be useful for research on increasing the occupational commitment of teachers and conducting a more effective performance evaluation. However, in the meta-analysis study in the literature, it was found that there are limited number of studies dealing with the relationship between occupational commitment and performance,

and the relationship between occupational commitment and performance is suggested as an undiscovered aspect of occupational commitment (Lee, Carswell, & Allen, 2000). This presented information points out the importance of occupational commitment and understanding the relationship between performance and occupational commitment in terms of potentially contributing to teachers' performance. In this regard, the general purpose of the study is to determine whether teachers' occupational commitment has an effect on their performance. For the general purpose of the research, the following questions are tried to be answered:

- i) Do teachers' occupational commitment and performance differ significantly by gender, seniority, educational level, age, and school type?
- ii) Is there a significantly relationship between teachers' occupational commitment and performance?
- iii) Does the occupational commitment of teachers predict their performance?

## METHOD

### Research Model

In this study, one of the quantitative research models, relational survey model, was used to determine whether teachers' occupational commitment affects their performance. The relational survey model involves exploring the relationship between variables (Best & Kahn, 2017).

### Population and Sample

The population of the study was composed of teachers working on the Anatolian side of Istanbul in 2018-2019 academic year. A simple random sampling method was used to determine the sample of the study. Kartal, Pendik, Üsküdar, Ümraniye, Sultanbeyli and Kadıköy districts located on the Anatolian side of Istanbul were determined by simple random method. 535 teachers from public/state schools in these districts volunteered to participate in the study.

**Table 1.** Demographic Information of the Sample Group

Variables	Gruplar	f	%
Gender	Female	320	59.8
	Male	215	40.2
Graduation	Bachelor's degree	478	89.3
	Postgraduate	57	10.7
School Type	Primary	149	27.9
	Secondary	220	41.1
	High School	166	31.0
Seniority	5 years and under	180	33.6
	6-10 years	177	33.1
	11-15 years	63	11.8
	16-20 years	57	10.7
	21 years and above	58	10.8
Age	30 years and under	216	40,4
	31-40 years	209	39,1
	41-50 years	80	15,0
	51 years and above	30	5,6
<b>Total</b>		535	%100

As can be seen in Table 1, 59.8% of the participating teachers were female and 40.2% were male; 89.3% are undergraduate and 10.7% are postgraduate. 27.9% of the teachers work in primary schools, 41.1% in secondary schools and 31% in high schools. Moreover, 33.6% of the participating teachers had seniority of 5 years or less, 33.1% of them had 6-10 years, 11.8% of them had 11-15 years, 10.7% of them had 16-20 years and 10.8% of them had seniority of 21 years or more. Finally, 40% of teachers are 30 years and under, 39.1% 31-40 years, 15.0% 41-50 years, 5.6% 51 years and over.

### Data Collection Tools

In the study, as a data collection tool, Information Form and Occupational Commitment Scale are used to specify teachers' occupational commitment and Teacher Performance Evaluation Scale is used to determine teachers' performance.

*The Occupational Commitment Scale* was developed by Blau (2003) and adapted to Turkish by Utkan and Kırdök (2018). The original form of the scale consists of 24 items with 4 dimensions. Two items were excluded from the Turkish version of the scale. The scale measures dimensions of individuals' occupational commitment's affective, normative, accumulated costs and limitation of alternatives. The scale was rated as 5-point Likert (I disagree=1, Disagree=2, Unstable=3, Agree=4, and I completely agree=5). In the scale, 4 items (19, 20, 21, and 22) are inversely scored. The scale is evaluated by taking the total scores and overall total scores of the sub-dimensions.

*Teacher Performance Evaluation Scale* was developed by Özgenel (2019) using the 50-item self-evaluation form included in the teacher performance evaluation draft prepared by the Republic of Turkey Ministry of National Education (2018) in order to measure teachers' performance. The scale consists of 34 items and 5 sub-dimensions (field knowledge, communication, preparing the education process, conducting the learning-teaching process and occupational development, occupational attitudes and values), 5-point Likert graded as (Very Little=1, Less=2, Medium=3, Good=4 and Very Good=5). There is no item on the scale that is reverse graded. The scale is evaluated by sub-dimension total scores and overall total score. The high score obtained from the overall scale and sub-dimensions of the scale indicates that the teacher's performance is high, or the low score points out that the performance of the teacher is low.

### Data Analysis

Descriptive values and reliability coefficients were calculated and given in Table 2 before analyzing the collected data of occupational commitment and performance evaluation scales.

**Table 2.** Reliability coefficients and descriptive values of four-dimensional occupational commitment and teacher performance evaluation scales

Variables	<i>n</i>	$\bar{X}$	<i>SD</i>	Skewness	Kurtosis	Cronbach Alpha
Occupational commitment	535	3.72	.517	-.326	-.112	.865
Performance	535	4.39	.429	-.500	-.082	.959

When Table 2 is examined, it is seen that teachers' occupational commitment is high ( $\bar{X}=3.72$ ) and their performance is very high ( $\bar{X}=4.39$ ). Skewness (.32) and kurtosis (.11) values of occupational commitment and performance evaluation scales were found to be between -1 and +1, and it was determined that the data showed normal distribution and parametric analyzes were performed. When the Cronbach Alpha values given in Table 2 are examined, it is seen that the scales are reliable.

## FINDINGS

The independent groups' *t* test results are given in Table 3 in order to determine whether teachers' occupational commitment and performance levels differ significantly according to gender.

**Table 3.** Independent Group T-Test to Determine Whether Teachers' Occupational Commitment and Performances Differ According to Gender of Teachers

Variables	Groups	n	$\bar{X}$	SD	t test		
					t	df	Sig.
Affective	Male	320	4.388	.574	.858	533	.391
	Female	215	4.342	.640			
Normative	Male	320	3.721	.862	-2.408	533	.016
	Female	215	3.900	.812			
Accumulated costs	Male	320	3.608	.868	-2.028	533	.043
	Female	215	3.761	.840			
Limited alternatives	Male	320	2.943	.988	4.855	533	.000
	Female	215	2.520	.982			
Occupational commitment	Male	320	3.725	.530	-.002	533	.999
	Female	215	3.725	.496			
Performance	Male	320	4.413	.413	1.031	533	.303
	Female	215	4.374	.441			

When Table 3 is examined, normative commitments of male and female teachers ( $t_{[533]}=2.40$ ;  $p<.01$ ), accumulated costs commitments ( $t_{[533]}=2.02$ ;  $p<.01$ ) and limited alternatives commitments ( $t_{[533]}=4.85$ ;  $p<.01$ ) shows significant differences. Male teachers had higher normative commitments ( $\bar{X}=3.90$ ) and accumulated costs commitments ( $\bar{X}=3.76$ ), and female teachers had higher normative commitments ( $\bar{X}=3.72$ ) and accumulated costs commitments ( $\bar{X}=3.60$ ). Teachers' affective commitments ( $t_{[533]}=.85$ ;  $p>.01$ ) and performances did not show significant differences ( $t_{[533]}=1.03$ ;  $p>.01$ ). The independent groups *t* test results are given in Table 4 in order to determine whether teachers' occupational commitment and performance differ significantly according to their educational level.

**Table 4.** Independent group t-test to determine whether occupational commitment and performance of teachers differ according to their educational background

Variables	Groups	n	$\bar{X}$	SD	t test		
					t	df	Sig.
Affective	Bachelor's degree	478	4.386	.586	1.833	533	.067
	Postgraduate	57	4.232	.708			
Normative	Bachelor's degree	478	3.816	.840	1.799	533	.073

	Postgraduate	57	3.603	.882			
Accumulated costs	Bachelor's degree	478	3.676	.875	.544	533	.587
	Postgraduate	57	3.611	.720			
Limited alternatives	Bachelor's degree	478	2.764	1.019	-.614	533	.539
	Postgraduate	57	2.850	.897			
Occupational commitment	Bachelor's degree	478	3.735	.517	1.313	533	.190
	Postgraduate	57	3.640	.505			
Performance	Bachelor's degree	478	4.392	.433	-.862	533	.389
	Postgraduate	57	4.443	.349			

When Table 4 is examined, the affective commitments of bachelor’s degree and postgraduate teachers ( $t_{[533]}=1.83$ ;  $p>.01$ ), normative commitments ( $t_{[533]}= 1.79$ ;  $p> .01$ ), accumulated costs commitments ( $t_{[533]}=. 54$ ;  $p>.01$ ), limited alternatives commitments ( $t_{[533]}=. 61$ ;  $p>.01$ ) and occupational commitments ( $t_{[533]}=1.31$ ;  $p>.01$ ) and performances ( $t_{[533]}=.86$ ;  $p>.01$ ) total scores did not differ significantly. The independent groups t-test results are given in Table 5 to determine whether the occupational commitment and performance of the teachers differ significantly according to the school type in which they work.

**Table 5.** One-way ANOVA to determine whether teachers' occupational commitment and performances differ according to their school type

	School Type	n	$\bar{X}$	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
Affective	A-Primary	149	4.388	.662	Between Groups	.250	2	.125			
	B- Secondary	220	4.344	.571	Within Groups	192.886	532	.363	.345	.708	---
	C-High School	166	4.387	.585	Total	193.137	534				
	Total	535	4.370	.601							
Normative	A-Primary	149	3.914	.795	Between Groups	6.195	2	3.097			
	B- Secondary	220	3.825	.858	Within Groups	376.325	532	.707	4.379	.013	A>C
	C-High School	166	3.642	.857	Total	382.519	534				
	Total	535	3.793	.846							
Accumulated costs	A-Primary	149	3.693	.870	Between Groups	8.905	2	4.452			
	B- Secondary	220	3.791	.821	Within Groups	386.157	532	.726	6.134	.002	B>C
	C-High School	166	3.486	.875	Total	395.062	534				
	Total	535	3.669	.860							
Limited alternatives	A-Primary	149	2.904	1.063	Between Groups	4.509	2	2.255			
	B- Secondary	220	2.679	1.008	Within Groups	536.471	532	1.008	2.236	.108	---
	C-High School	166	2.780	.940	Total	540.980	534				
	Total	535	2.773	1.006							
Occupational commitment	A-Primary	149	3.788	.512	Between Groups	1.934	2	.967			
	B- Secondary	220	3.747	.545	Within Groups	140.734	532	.265	3.655	.027	A>C
	C-High School	166	3.639	.471	Total	142.668	534				
	Total	535	3.725	.516							

Performance	A-Primary	149	4.521	.400	Between Groups	3.491	2	1.746	9.969	.000	A>B; A>C
	B-Secondary	220	4.376	.441	Within Groups	93.160	532	.175			
	C-High School	166	4.315	.403	Total	96.651	534				
	Total	535	4.397	.425							

When Table 5 is analyzed, it is observed that the teachers' normative commitments ( $F=4.37$ ;  $p < .01$ ), accumulated costs commitments ( $F=6.13$ ;  $p < .01$ ), occupational commitments ( $F=3.65$ ;  $p < .01$ ) and performance ( $F=9.96$ ;  $p < .01$ ), while the total scores differed significantly from the school type in which teachers work; teachers' affective commitments ( $F=.34$ ;  $p > .01$ ) and limited alternatives commitments ( $F=2.23$ ;  $p > .01$ ) do not show significant differences.

To determine which school types differed between teachers' normative, accumulated costs, commitments and performance post-hoc LSD test made after One-way ANOVA. Normative commitments of teachers working in primary schools ( $\bar{X}=3.91$ ) normative commitments of teachers working in high schools ( $\bar{X}=3.64$ ); accumulated costs commitments of teachers working in secondary schools ( $\bar{X} = 3.79$ ) are higher than the accumulated costs commitments of teachers working in high schools ( $\bar{X}=3.48$ ). The general occupational commitment of teachers working in primary schools ( $\bar{X}=3.78$ ) is higher than the general occupational commitment of teachers working in high schools ( $\bar{X}=3.63$ ). In addition, the performances of teachers working in primary schools ( $\bar{X}=4.52$ ) are higher than those of teachers working in secondary schools ( $\bar{X}=4.37$ ) and high schools ( $\bar{X}=4.31$ ). In other words, as the level of school increases, teachers' performance decreases.

One-way ANOVA results are given in Table 6 to determine whether teachers' occupational commitment and performances differ according to their seniority.

**Table 6.** One-way ANOVA analysis of variance to determine whether occupational commitment and performance of teachers differ according to seniority of teachers

	Seniority	n	$\bar{X}$	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
Affective	A-5 years and under	180	4.498	.484	Between Groups	5.337	4	1.334	3.766	.005	A>B; A>C; A>D
	B-6-10 years	177	4.307	.633	Within Groups	187.800	530	.354			
	C-11-15 years	63	4.224	.637	Total	193.137	534				
	D-16-20 years	57	4.296	.667							
	E-21 years and above	58	4.391	.664							
	Total	535	4.370	.601							
Normative	A-5 years and under	180	3.740	.871	Between Groups	7.239	4	1.810	2.556	.038	E>A; E>B; E>C
	B-6-10 years	177	3.719	.895	Within Groups	375.281	530	.708			
	C-11-15 years	63	3.758	.771	Total	382.519	534				
	D-16-20 years	57	3.957	.786							
	E-21 years and above	58	4.060	.683							
	Total	535	3.793	.846							
accumulated	A-5 years and under	180	3.568	.891	Between Groups	11.184	4	2.796	3.860	.004	E>A; E>B; E>C

	B-6-10 years	177	3.612	.866	Within Groups	383.878	530	.724			
	C-11-15 years	63	3.658	.879	Total	395.062	534				
	D-16-20 years	57	3.811	.807							
	E-21 years and above	58	4.031	.663							
	Total	535	3.669	.860							
Limited alternatives	A-5 years and under	180	2.890	1.026	Between Groups	6.394	4	1.598			
	B-6-10 years	177	2.653	1.016	Within Groups	534.587	530	1.009			
	C-11-15 years	63	2.881	.958	Total	540.980	534		1.585	.177	---
	D-16-20 years	57	2.667	1.016							
	E-21 years and above	58	2.762	.931							
	Total	535	2.773	1.006							
Occupational commitment	A-5 years and under	180	3.737	.502	Between Groups	3.033	4	.758			
	B-6-10 years	177	3.651	.532	Within Groups	139.635	530	.263			
	C-11-15 years	63	3.694	.537	Total	142.668	534		2.878	.022	E>A; E>B; E>C
	D-16-20 years	57	3.768	.522							
	E-21 years and above	58	3.905	.442							
	Total	535	3.725	.516							
Performance	A-5 years and under	180	4.396	.382	Between Groups	.424	4	.106			
	B-6-10 years	177	4.368	.435	Within Groups	96.227	530	.182			
	C-11-15 years	63	4.452	.459	Total	96.651	534		.584	.674	---
	D-16-20 years	57	4.436	.449							
	E-21 years and above	58	4.395	.464							
	Total	535	4.397	.425							

When Table 6 is examined, teachers' affective commitments ( $F=3.76$ ;  $p<.01$ ), normative commitments ( $F=2.55$ ;  $p<.01$ ), accumulated costs commitments ( $F=3.86$ ;  $p<.01$ ) and total scores for occupation commitments ( $F=2.87$ ;  $p<.01$ ) while differ significantly according to the teachers' seniority years; teachers' limited alternatives commitments ( $F=1.58$ ;  $p>.01$ ) and performance total scores ( $F=.58$ ;  $p>.01$ ) does not differ significantly according to the seniority of the teachers.

Post-hoc LSD test was performed after One Way ANOVA test in order to determine the significant differences of the total scores of the teachers' affective commitments, normative commitments, accumulated costs commitments and occupational commitment. Affective occupational commitments of teachers with less than 5 years of seniority ( $\bar{X}=4.49$ ), 6-10 years ( $\bar{X}=4.30$ ), 11-15 years ( $\bar{X}=4.22$ ) and 16-20 years ( $\bar{X}=4.29$ ) higher than teachers with seniority. Normative commitment ( $\bar{X}=4.06$ ), accumulated costs ( $\bar{X}=4.03$ ), and total scores of occupational commitment ( $\bar{X}=3.90$ ) of teachers with seniority of 21 years and over ( $\bar{X}=3.74$ ;  $\bar{X}=3.56$ ;  $\bar{X}=3.73$ ), seniority of teachers with 6-10 years ( $\bar{X}=3.71$ ;  $\bar{X}=3.62$ ;  $\bar{X}=3.65$ ) and 11-15 years ( $\bar{X}=3.75$ ;  $\bar{X}=3.65$ ;  $\bar{X}=3.69$ ) seniority, accumulated costs and occupational commitment are higher in total scores. In other words, as occupational seniority increases, normative commitment, accumulated costs and occupational commitment increase.

One-way ANOVA results are given in Table 7 to determine whether teachers' occupational commitment and performances differ according to their age.

**Table 7.** One-way ANOVA to Determine Whether Teachers' Occupational Commitment and Performances Differ According to Teachers' Age

	Age	n	$\bar{X}$	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
Affective	A-30 years and under	216	4,505	,483	Between Groups	7,011	3	2,337	6,667	,000	A>B; A>C
	B-31-40 years	209	4,289	,627	Within Groups	186,126	531	,351			
	C-41-50 years	80	4,226	,709	Total	193,137	534				
	D-51 years and above	30	4,337	,694							
	Total	535	4,370	,601							
Normative	A-30 years and under	216	3,740	,894	Between Groups	6,368	3	2,123	2,997	,030	D>A; D>B
	B-31-40 years	209	3,746	,838	Within Groups	376,151	531	,708			
	C-41-50 years	80	3,922	,730	Total	382,519	534				
	D-51 years and above	30	4,157	,730							
	Total	535	3,793	,846							
Accumulated costs	A-30 years and under	216	3,571	,922	Between Groups	11,455	3	3,818	5,285	,001	D>A; D>B; D>C
	B-31-40 years	209	3,653	,813	Within Groups	383,607	531	,722			
	C-41-50 years	80	3,779	,842	Total	395,062	534				
	D-51 years and above	30	4,197	,492							
	Total	535	3,669	,860							
Limited alternatives	A-30 years and under	216	2,883	1,018	Between Groups	5,646	3	1,882	1,867	,134	---
	B-31-40 years	209	2,737	1,004	Within Groups	535,334	531	1,008			
	C-41-50 years	80	2,659	1,009	Total	540,980	534				
	D-51 years and above	30	2,533	,867							
	Total	535	2,773	1,00							
Occupational commitment	A-30 years and under	216	3,739	,542	Between Groups	1,633	3	,544	2,050	,106	---
	B-31-40 years	209	3,681	,500	Within Groups	141,035	531	,266			
	C-41-50 years	80	3,729	,512	Total	142,668	534				
	D-51 years and above	30	3,924	,414							
	Total	535	3,725	,516							
Performance	A-30 years and under	216	4,404	,395	Between Groups	,043	3	,014	,079	,971	---
	B-31-40 years	209	4,399	,432	Within Groups	96,608	531	,182			
	C-41-50 years	80	4,377	,487	Total	96,651	534				
	D-51 years and above	30	4,395	,425							
	Total	535	4,397	,425							

When Table 7 is examined, it was found that teachers' affective commitments ( $F=6.667$ ;  $p<.05$ ), normative commitments ( $F=2.997$ ;  $p<.05$ ) and accumulated costs commitments ( $F=5.285$ ;  $p<.05$ ) showed significant differences according to the age of teachers; limited alternatives commitments ( $F=1.867$ ;  $p>.05$ ), general occupational commitment ( $F=.050$ ;  $p>.05$ ) and performances ( $F=.79$ ;  $p>.05$ ) do not differ significantly according to the age of the teachers.

Affective occupational commitment of teachers aged 30 years and younger ( $\bar{X}=4.505$ ), 31-40 years ( $\bar{X}=4.289$ ), 41-50 years ( $\bar{X}=4.226$ ) and 51 years and older ( $\bar{X}=4.337$ ) of teachers' affective commitment is significant is somewhat higher. Normative occupational commitment of teachers aged 51 and over ( $\bar{X}=4.157$ ) is higher than normative occupational commitment of teachers aged 30 and under ( $\bar{X}=3.740$ ) and 31-40 years ( $\bar{X}=3.746$ ). Accumulated costs commitment of teachers aged 51 and over ( $\bar{X}=4.197$ ), accumulation costs commitment of teachers aged 30 and under ( $\bar{X}=3.571$ ), 31-40 years ( $\bar{X}=3.653$ ) and 41-50 years ( $\bar{X}=3.779$ ) significantly higher. In other words, the affective occupational commitment of under-age teachers increases compared to older-age teachers; The commitment of normative and accumulated costs of teachers who are older is increasing compared to those who are younger.

Table 8 shows the results of the correlation analysis conducted to determine the level and direction of the relationship between teachers' occupational commitment and performance.

**Table 8.** Pearson Correlation Analysis Results to Determine the Relationship Between Teachers' Occupational Commitment and Performance

		1	2	3	4	5	6
1-Affective	r	1					
2-Normative	r	.460**	1				
3-Accumulated costs	r	.326**	.683**	1			
4-Limited alternatives	r	-.029	-.180**	-.206**	1		
5-Occupational commitment	r	.650**	.816**	.814**	.169**	1	
6-Performance	r	.431**	.351**	.277**	-.076	.387**	1

\*\* $p<.01$ , n=535

When Table 8 is examined, teachers' performance and affective commitment ( $r=.431$ ;  $p<.01$ ), normative commitment ( $r=.351$ ;  $p<.01$ ), accumulated costs ( $r=.277$ ;  $p<.01$ ) and occupational commitment there was a positive and significant relationship between the total score. However, there was no significant relationship between teachers' performances and the limitation of alternatives ( $r=-.076$ ;  $p>.05$ ). Table 9 shows the results of multiple regression analysis to determine the level of occupational commitment of teachers to predict their performance.

**Table 9.** Regression Analysis Results of Teachers' Occupational Commitment Whether Predicts Their Performance

Predictors	Dependent Variable	B	Std. Error	( $\beta$ )	t	Sig.	R	R <sup>2</sup>	F	p
Constant		3.064	.122		25.130	.000				
Affective commitment	Performance	.305	.028	.431	11.040	.000	.431	.186	121.877	.000
Constant		3.728	.079		47.056	.000				
Normative commitment	Performance	.177	.020	.351	8.666	.000	.351	.124	75.102	.000
Constant		3.895	.078		50.201	.000				
Accumulated costs	Performance	.137	.021	.277	6.663	.000	.277	.077	44.401	.000
Constant		3.210	.124		25.968	.000				
Occupational commitment	Performance	.319	.033	.387	9.697	.000	.387	.150	94.023	.000

As can be seen in Table 9, teachers' occupational commitment, occupational normative commitment, occupational commitment and performance are moderate, and accumulated costs subscale has a low, positive and significant relationship. Affective occupational commitment of teachers accounted for 18% of the total variance in their performance ( $R=.431$ ;  $R^2=.186$ ;  $F=121.877$ ;  $p<.01$ ), normative occupational commitment of teachers 12% of the total variance in their performance ( $R=.351$ ;  $R^2=.124$ ;  $F=75.102$ ;  $p<.01$ ), accumulated costs of teachers 7% of the total variance in their performance ( $R=.277$ ;  $R^2=.077$ ;  $F=44.401$ ;  $p<.01$ ), and overall occupational commitment of teachers 15% of the total variance in performances ( $R=.38$ ;  $R^2=.150$ ;  $F=94.023$ ;  $p<.01$ ). The sub-dimension of the limitation of alternatives was not included in the regression analysis. Because there was no significant relationship between teachers' performances and the limitation of alternatives.

## CONCLUSION AND DISCUSSION

The effectiveness of teachers is not only provided by occupational competences and skills. In other words, these competencies and skills do not guarantee high performance. One of the determinants that play an important role in the effectiveness of teachers is the component of occupational commitment. This phenomenon contributes to the consistent and decisive continuation of true and successful performance by teachers at school and in the classroom (Dave & Rajput, 1998). It can be said that in order for teachers to perform well / successfully, their occupational competence and skills should be high as well as their occupational commitment. In this context, the aim of the study is to determine the level of occupational commitment of teachers to predict their performance.

As a result of the analyzes, normative commitment, accumulated costs and limitation of alternatives were higher among male teachers than the sub-dimensions of occupational commitment. Female and male teachers' performance levels, affective occupational commitment and general occupational commitment are similar. In the literature, there are studies supporting the similarity of occupational commitment of men and women (Bryant, Moshavi, & Nguyen, 2007; Hung & Liu, 1999; Koslowsky, 1987); there is a relationship between the gender and occupational commitment of individuals, the level of occupational commitment varies according to

the gender and affect the levels of professional commitment (Blau, 1999; Irving, Coleman, & Cooper, 1997; Kaya, 2012; Kaldenberg, Becker, & Zvonkovic, 1995; Koberg, & Chusmir, 1989; Lin, Huang, Chang, Lin, Chang, & Chen, 2013; Major, Morganson, & Bolen, 2013; Snape, Lo, & Redman, 2008), female teachers perceived the teaching profession more positively (Turkish Education Association [TEDMEM], 2014) and more (Uştu, 2014), it is concluded that women's occupational commitment may be stronger than men (Lee, Carswell & Allen, (2000). Besides, there is a significant relationship between the gender and academic achievement/performance of individuals; academic achievement/performance of individuals does not show a significant difference according to gender (Koslowsky, 1987).

Affective commitment, normative commitment, accumulated costs, limitation of alternatives and general professional commitment and performance of teachers do not show significant differences. Irving, Coleman, and Cooper (1997) and Lee, Carswell, and Allen (2000) in their meta-analysis study found that there is no relationship between occupational commitment and educational level. However, according to researchers conducted in health (Kaldenberg, Becker, & Zvonkovic, 1995; Kaya, 2012; Sears, 2010) and finance (Firat, 2015; Uyar, 2016), individuals' educational level is related to their occupational commitment and education level affects their occupational commitment development. and as the level of education declines, their occupational commitment increases. In addition to the studies that determine that there is no statistically significant relationship between the education level of employees and performance (Blegen, Goode, Johnson, Maas, McCloskey, & Moorhead, 1992), there are also studies that determine a negative and low level of significant relationship between educational status and attendance commitment (Lin et. al., 2013).

According to another finding in the research, teachers' normative commitment, accumulated costs commitment, general occupational commitments and performances decrease as school level increases. In the literature, there is no research on whether the occupational commitment and performances of teachers differ according to the school level and the relationship between these variables and the school types. However, differences in research findings in different study areas / sectors may be evidence for findings reached about school types (Blegen et al., 1992; Firat, 2015; Irving, Coleman, & Cooper, 1997; Kaldenberg, Becker, & Zvonkovic, 1995; Kaya, 2012; Lin et al., 2013; Sears, 2010; Uyar, 2010).

According to another finding in the study, while the occupational seniority of teachers decreases their affective occupational commitments, normative, limitation of alternatives and general occupational commitments increase. Teachers' performances do not differ significantly according to their seniority. It is seen that there are studies that reach different results in the literature. In the conducted studies it is found that as the year of seniority increased teachers/nurses/bankers perceive their occupation more positively (TEDMEM, 2014), have more affective/spiritual occupational satisfaction (Erdoğan, 2013), is increased their occupational commitment (Firat, 2015), there is a positive relationship between the year of service/working time and occupational commitment (Hung & Liu, 1999; Lee, Carswell & Allen, 2000), and occupational seniority year/experience/working time affects the development of occupational commitment (Blau, 1999; Sears, 2010)

is determined. However, normative commitment and seniority are positively correlated with seniority year (Snape, Lo, & Redman, 2008). There are studies report that the professional commitment of individuals/teachers/nurses with fewer seniority years is higher than the occupational commitment of individuals/teachers with seniority years (Kaya, 2012; Uştu, 2014) and that the occupational commitment of teachers/seniority year is not a significant predictor (Kurz, 2006). Waugaman and Lohrer (2000: 49) argued that the occupational commitment of the new members may be variable, and this will develop based on organizational characteristics. In addition, according to a study conducted in the field of health, seniority year for performance varies significantly (Blegen et. al., 1992; Sturman, 2003). However, there is no statistically significant relationship between service/seniority year and performance (Blegen et. al., 1992). However, in their study, Avolio, Waldman, and McDaniel (1990) found that seniority is a better indicator of performance than age.

In the study, it was observed that the teachers' limited and general occupational commitment and performances of the teachers did not differ significantly according to their age; however, the affective occupational commitment of younger teachers increased compared to older teachers; It was determined that the commitment of normative and accumulated costs of teachers with older age increased compared to the younger ones. When the literature was examined, there are two types of studies. In the first account, studies establish that the occupational commitment of the individuals show significant differences according to their age (Firat, 2015; Kaya, 2012) and there is a significant relationship between the age and occupational commitment of the individuals (Greenfield, Norman and Wier, 2008; Lin et. Al., 2013; Meyer, Allen & Allen, 2013; Smith, 1993; Snape, Lo, & Redman, 2008; Wang et. al., 2012) and the age of individuals is a variable that affective occupational commitment (Blau, 1999; Sears, 2010). Teachers' occupational seniority decreases their affective occupational commitment, while normative, limiting alternatives, and increasing their overall occupational commitment (Sturman, 2003). Contrary to the first account, there are also such studies reporting that there is no significant relationship between age and occupational commitment and that individuals' occupational commitment does not differ significantly according to their age (Irving, Coleman, & Cooper, 1997; Goulet & Singh, 2002; Kaldenberg, Becker, & Zvonkovic, 1995; Koslowsky, 1987). There is also a significant relationship between the age of the employees and their academic success/performance (Blegen, Goode, Johnson, Maas, McCloskey, & Moorhead, 1992; Koslowsky, 1987; Sturman, 2003).

A positive and significant relationship was found between teachers' performance and affective commitment, normative commitment, accumulated costs and general occupational commitment. However, no significant relationship was found between teachers' performances and the limitation of alternatives. Occupational affective commitment, occupational normative commitment and general occupational commitment of teachers explain/predict/influence the change in performance. In other words, teachers' occupational affective commitment, occupational normative commitment, and general occupational commitment affect their performance positively and can be considered as a primary variable that causes their performance to increase positively. According to a study in the field of health, salary increase is directly proportional to performance

(Blegen et. Al., 1992). However, salary increase is not the only variable that increases performance. Therefore, a positive relationship was found between occupational commitment and performance (Lee, Carswell, & Allen, 2000), and a negative relationship between occupational continuance commitment and participation in occupational activities (Şimşek & Aslan, 2011). As stated in other words, while the performances of individuals willingly doing the occupation are high; individuals who do not participate in occupational activities because they need the occupation. The fact that there is a significant relationship between the occupational commitment and performance of individuals working in sectors such as education, insurance, health, and finance (Ergen, 2016; Koslowsky, 1987; Lee, Carswell, & Allen, 2000; May, Korczynski, & Frenkel, 2002; Somers & Birnbaum, 1998; Ware & Kitsantas, 2007) has shown that occupational commitment can be an effective/important predictor/determinant of outcome variables such as performance/success (Koslowsky, 1987; Lee, Carswell, & Allen, 2000; May, Korczynski, & Frenkel, 2002; Mrayyan, & Al-Faouri, 2008; McCloskey, & McCain, 1988; Yousaf, Yang, & Sanders, 2015). In addition, it is reported that there is a positive correlation between teachers' occupational commitment and organizational citizenship behaviors (Somech & Bogler, 2002). Teachers' organizational commitment affects students' academic performance (Haftkhavani, Faghiharamb, & Araghieh, 2012). In a study compared different cultures (Taiwan and America) there is a significant relationship between the organizational commitment of accounting professionals and business performance (Chen, Silverthorne, & Hung, 2006). In summary, the findings of this study support previous researches showing that various forms of commitments (career, occupational, professional, job, organization, community, etc.) are independently a predominant variable affecting performance, and show consistency, occupational commitment can be said to be an important antecedent variable for understanding individual performance and explaining factors affecting it.

## **SUGGESTIONS**

When the results of the research are evaluated together, it can be said that teachers attach importance to their occupation, show positive results about occupational commitment, and increase their performance. In other words, teachers' performances can be improved by increasing their occupational commitment. Therefore, the task of improving teachers' occupational commitment should become an integral part of pre-service and in-service teacher training (Dave & Rajput, 1998). Since occupational commitment has a relative and positive impact on performance, activity/initiative/career planning can be done to increase teachers' occupational commitment. Likewise, it may be useful to select occupational commitment as an important field of study within the Turkish Education System and to take into account the occupational commitment of teachers in the changes made. An effective performance evaluation system should be established in order to determine the organizational performance of the organizations and the work / task success of the employees. Decisive and consistent steps should be taken to operate this system with objective criteria as much as possible and should not be abandoned until the results of the decisions are evaluated. Teachers' reservations about the performance evaluation system should be resolved decisively. It may be suggested to make pilot studies and improvements related to the operation of the system in the process. In future research, it may be suggested to

examine the variables such as occupational image, job/profession dropout, job motivation that can mediate the relationship between occupational commitment and performance.

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