Effect of school principals’ favouritism behaviors and attitudes on teachers’ organizational commitment, based on the perceptions of primary and secondary school teachers

Veysel Okçu²
Adem Uçar³

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

¹ This research was presented in the 10th National Education Management Congress held with the title “Education Policies to Shape the Future” in Gaziantep University between 7 and 9 May 2015.
²Assist. Prof. Siirt University, Education Faculty, Department of Educational administration, veysel.okcu56@gmail.com
³Postgraduate Student, Siirt University, Social Science Institute, Department of Educational administration, farsiu25@gmail.com

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 (Kayabaşi, 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, cronism, political favouritism, service favouritism, sexual favouritism, and patronage (Akalan, 2006; Asunakutlu and Avci, 2010; Büte and Tekarslan, 2010; Kurt and Doğramaci, 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 Eliz, 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 (Erdem 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 (Şaylı 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>
<thead>
<tr>
<th>Variable</th>
<th>Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>117</td>
<td>40.5</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>172</td>
<td>59.5</td>
</tr>
<tr>
<td>Education Level</td>
<td>Associate</td>
<td>13</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>240</td>
<td>83.0</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>32</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>4</td>
<td>1.4</td>
</tr>
<tr>
<td>Seniority</td>
<td>1-5 Years</td>
<td>100</td>
<td>34.6</td>
</tr>
<tr>
<td></td>
<td>6-10 Years</td>
<td>73</td>
<td>25.3</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Variables</th>
<th>X</th>
<th>Sd</th>
<th>Organizational Commitment</th>
<th>Compliance</th>
<th>Identification</th>
<th>Internalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favouritism Attitudes and Behaviours</td>
<td>2.16</td>
<td>1.01</td>
<td>-0.51**</td>
<td>0.23**</td>
<td>-0.31**</td>
<td>-0.30**</td>
</tr>
<tr>
<td>Favouritism Attitudes and Behaviours</td>
<td>2.16</td>
<td>1.01</td>
<td>-0.51**</td>
<td>0.23**</td>
<td>-0.31**</td>
<td>-0.30**</td>
</tr>
<tr>
<td>Sub-dimensions of the Organizational Commitment</td>
<td>Compliance</td>
<td>2.16</td>
<td>0.88</td>
<td>Identification</td>
<td>3.03</td>
<td>0.99</td>
</tr>
<tr>
<td>Sub-dimensions of the Organizational Commitment</td>
<td>Compliance</td>
<td>2.16</td>
<td>0.88</td>
<td>Identification</td>
<td>3.03</td>
<td>0.99</td>
</tr>
<tr>
<td>Organizational Commitment Total</td>
<td>2.88</td>
<td>0.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 (X = 2.16, SD = 1.11) ‘Rarely Agree’ level; and the organizational commitment perception is at the (X = 2.88, SD = 0.71) medium level. Examining the sub-dimensions of the organizational commitment of the teachers, it was seen that they agree with the compliance sub-dimension (X = 2.16, SD = 0.88) “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 = -0.51; p ≤ 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 = -0.31; p ≤ 0.01) and internalisation (r = -0.30; p ≤ 0.01) sub-dimensions of the organizational commitment, while there is a positive and low level of relation with the compliance (r = 0.23; p ≤ 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>
<thead>
<tr>
<th>Predictor Variable (Organizational Commitment)</th>
<th>Predictor Variable (Favouritism Attitudes and Behaviours)</th>
<th>β</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance Dimension</td>
<td>-0.58</td>
<td>-12.06</td>
<td>.00**</td>
<td></td>
</tr>
<tr>
<td>R = .580, R² = .336, F (1-288) = 145,322</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification Dimension</td>
<td>0.94</td>
<td>46.39</td>
<td>.00**</td>
<td></td>
</tr>
<tr>
<td>R = .939, R² = .482, F(1-288) = 2149,820</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internalization Dimension</td>
<td>0.64</td>
<td>14.12</td>
<td>.00**</td>
<td></td>
</tr>
<tr>
<td>R = .640, R² = .410, F(1-288) = 199,226</td>
<td></td>
<td></td>
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</tbody>
</table>

*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, R²=.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, R²=.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, R²=.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), Erdogan (2009), Gümüştekin Eren, Özler Ergun and Yılmaz (2010), Güçlü and Okçu (2015), Kolamaz (2007), Okçu, (2011, 2014 ), Özkan (2005), Şüng (2007), Tengilimoğlu and Mansur Akdemir (2009), Yavuz (2009) and 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 willingly 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


