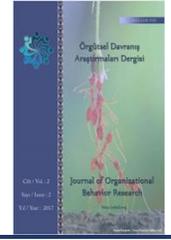




2528-9705



ANALYSIS OF THE FACTORS AFFECTING ORGANIZATIONAL COMMITMENT: AN EMPIRICAL APPLICATION

Cemil CEYLAN¹, Caner TAÇOĞLU^{2*}, Hakan KARTAL³

¹ Department of Industrial Engineering, Istanbul Technical University, Istanbul, Turkey.

^{2*} Department of Industrial Engineering, Izmir University of Economics, Izmir, Turkey.

³ Istanbul Technical University, Istanbul, Turkey

***Corresponding Author**

E-mail: caner.tacoglu @ ieu.edu.tr

ABSTRACT

The purpose of this study is to explore the factors affecting organizational commitment, to analyze relations between these factors by introducing a new model, and to reveal how these factors specifically affect work commitment and intention to quit the job. The factors were pooled after extensive literature research. A two-phase pilot study was applied, along with normality tests, factor analysis, discriminant validity, and regression analysis. The final form of the survey was conducted with 205 participants actively employed in an organization. Important findings of the study suggest that work commitment is positively affected by organizational trust, the importance of the job, affective commitment, normative commitment, and negatively affected by self-confidence. Organizational trust and affective commitment negatively affect intention to quit, whereas self-confidence and talent positively affect intention to quit. By introducing an originally proposed organizational commitment model, this study presents an up-to-date analysis of some overlooked factors in the literature and suggests new factors potentially affecting organizational commitment, work commitment, and intention to quit. The outputs of this study can be utilized by organizations in making strategic decisions about indubitably one of the most precious assets of organizations: employees.

Keywords: Factor analysis, Organizational commitment, Regression analysis, Work commitment.

INTRODUCTION

One of the earliest definitions of organizational commitment focuses on the desire of employees to transfer their energy and loyalty to social systems (Mowday *et al.*, 1982). Another definition suggests that organizational commitment is an attitude of employees' loyalty to the organization (Luthans, 1992). Organizational commitment is one of the main activities and the ultimate goals of organizations' efforts to protect their existence. Individuals with organizational commitment are more harmonious, satisfied, and productive, and work with a higher degree of loyalty and responsibility, and thus reduce an organization's costs (Balci, 2003). Definitions made on organizational commitment have quite different contents, however, the common point is that commitment is based on the relationship between the individual and the organization. The differences between the definitions are mainly due to the differences of opinion on the development and structure of this relationship.

Committed employees strongly believe in the goals and values of the organization, and voluntarily obey orders, and meet expectations. These members also aim far above the minimum expectations to achieve the goals as desired and are determined to stay in the organization.

Employees who show commitment are internally motivated (Loan, 2020). Their inner rewards come from the action itself, and its successful results, rather than the conditions imposed by others (Balay, 2000). Commitment to organizational goals not only contributes to the reduction of absenteeism and labor turnover by increasing the degree of success of a particular role in terms of quality and quantity but also directs the individual to take many voluntary actions necessary for organizational life and the highest level of system success (Katz and Kahn, 1978). For managers, organizational commitment is a key issue (Cesário and Chambel, 2017). Organizations face many complex problems, which should be resolved to compete successfully in the world economy. They must continuously reduce costs, increase their performance, improve processes and products, and increase quality and efficiency. This underlines the importance of the role of organizational commitment for businesses. Therefore, it is imperative to continuously study organizational commitment and explore emerging factors or variables that affect organizational commitment. The scope and proposed model of this study aims to determine the extent to which the level of commitment to work and intention to quit factors interact with the factors affecting organizational commitment, composed of personal trust, organizational trust, delegation, participation in decisions, autonomy, and staff empowerment. This study aims to bring new insights into these relatively overlooked concepts.

This paper is arranged as follows: theoretical background and the proposed model are presented in section 2 based on a review of the literature on organizational commitment and factors that affect organizational commitment. Section 3 introduces the relevant methodology and statistics tools. Empirical application, analysis of the proposed model, data analysis, and the results are provided in Section 4. Subsequently, implications, limitations, and future studies are presented in the last section.

Theoretical Background

Organizational commitment contains three sub-factors, affective, continuance, and normative commitment (Meyer and Allen, 1991). Affective commitment is the employee's emotional attachment to the organization and their identification and integration with it. Employees with a strong affective commitment to the organization remain not because they need to, but because they want to (Chordiya *et al.*, 2017). Continuance commitment is about considering the costs of leaving the organization. The main reason for loyalty and staying in the organization is a necessity. The last group, normative commitment, reflects the employees' sense of obligation to continue to stay in the organization. Allen and Meyer's threefold classification of organizational commitment is still widely used and accepted in the literature and was utilized for the proposed model.

After extensive literature research, the main factors affecting organizational commitment were identified as organizational trust, self-confidence, delegation, participation in decisions, autonomy, and staff empowerment. These factors are the basis for the proposed model of this study. The relationships between organizational commitment and the factors affecting organizational commitment are described below.

The concept of trust refers to an individual's positive expectations from others around them. Organizational trust deals with the dimension of the trust relationship between employees and the employer or their institutions. Even in situations involving risks, the individual has confidence in and supports the practices and policies affecting the organization (Demircan and



Ceylan, 2003). However, organizational trust cannot only be considered from an institutional perspective. Trust occurs at both the individual and the organizational level, so there may be different levels of mutual trust at these levels. Perry and Mankin (2007) define organizational trust as employees' emotional attachment to the organization, sharing the goals and values of the organization, and willingness to continue to work in the organization.

Individuals' general attitudes and views of life tend either towards confidence or distrust. Self-confidence is a positive but realistic attitude about oneself. People may be overconfident in some areas of their lives (academic work, athletics, etc.), but less so in other areas (body appearance, social relations, etc.). Self-confidence gives people a sense of control over their lives and is commonly studied as a factor that affects organizational commitment.

In organizational activities, the work to be done is divided into tasks, grouped into administrative units. Here, authority forms a basis for all actions to be taken in these units. Fulfillment of tasks and duties in line with organizational purposes is only possible with the presence of authority. Authority is based on the influence derived from a title, a rank, or a privilege that gives a person the right to direct and instructs another person (Nelson, 2004). The manager obtains this right from the source of organizational power through legal means and is entitled to give orders to the organization's employees, to direct, to supervise behavior and actions, to reward and punish, in short, to do all kinds of tasks required to manage the organization (Başaran, 1991). In other words, authority is the impersonal aspect of organizational action. Managers may transfer their powers to subordinates for motivation, communication, training, and getting results. The transfer of authority, in other words, delegation, creates a special subordinate-superior relationship and requires trust from both parties. Therefore, the relationship between delegation and organizational commitment explored in this study is a crucial one.

Participation in decisions is not the transfer of decision authority, but the sharing of decisions (Bursalıoğlu, 2005). The concept of participation in decisions is generally expressed as the process of deciding an issue by a manager and an employee or a group of employees (Mulder and Milke 1970). The desire and skill level of employees, and their level of enthusiasm for, and absorption into the organization determine their degree of participation in the decision-making process. Participation should not be as simple as agreement or disagreement with decisions. Participation can vary from a wide range to a limited area. Broad participation in decision-making refers to the individual's participation over some time (Celep, 1996). The degree of participation that managers allow their subordinates and its relationship with organizational commitment will be explored in this study.

Autonomy is defined as an individual's ability to escape from any degree of explicit or indirect pressure exerted on them by their psycho-social, socio-political, and cultural environment, and to make free and independent decisions by internalization in their life (Hanawi *et al.*, 2020; Ren-Zhang *et al.*, 2020). The process of gaining autonomy is highly influenced by variables such as age, gender, birthplace, family management style, education, and environmental stimuli. Autonomy is another important factor that affects organizational commitment.

Recent global competition and innovation movements in organizations have increased the need for staff empowerment to the extent that it is now considered essential. Staff empowerment is defined as providing employees with opportunities to make decisions about their jobs or maintain an environment where they can take responsibility for their activities (Erstad, 1997).



Empowering staff according to their training and development is the best way to make them more successful in their jobs (Koçel, 2003). Many studies have determined that personnel empowerment is one of the factors that provide significant benefits to companies (Allen *et al.*, 2018). Staff empowerment increases the process performance and organizational efficiency and facilitates teamwork (Blanchard, *et al.*, 1999). One of the most important benefits of personnel empowerment for employees is their increased feeling of trust towards organizations. Moreover, the guidance of empowered employees can reduce conflict between the manager and the employee (Sarialtın and Yilmazer, 2007). This is an essential factor that greatly affects organizational commitment.

In the proposed model, it is also aimed to investigate the relationship between work commitment, intention to quit the job, and organizational commitment. Work commitment is the employee's interaction with their job and the extent to which they give workers a place at the center of their life (Lodahl and Kejnar, 1965). Work commitment has two important contributions to the organization; increasing job satisfaction and improving work motivation. These are key incentives affecting the competitiveness of organizations. Ultimately, work commitment increases the productivity and effectiveness of an organization (Nazir and Islam, 2017). Individuals with high work commitment are satisfied with their jobs, display positive attitudes and behaviors in the workplace, and commitment to their careers and professions (Eliyana and Ma'arif, 2019). Rusbult *et al.* (1988) define the intention to quit as the destructive and active actions of employees dissatisfied with the working conditions. Modern organizations only prioritize recruiting qualified employees; keeping experienced employees in the organization has become equally important, as well as strategizing ways to reduce the separations in the workforce (Dawley *et al.*, 2010). The theoretical and empirical findings in the literature suggest a negative relationship between the intention to quit and job satisfaction (Agarwal and Sajid, 2017; Yousef, 2017).

The proposed model in this study shown in **Figure 1**, is aimed to first determine the relationship between organizational commitment concepts, each of which has different importance and purpose. After investigating the consequences of organizational commitment and the factors affecting it, the concepts of work commitment and intention to quit were also added to the proposed model. This study aims to contribute to the literature, as an up-to-date study in which participants from various sectors are evaluated together, and providing outputs that can be useful to organizations, managers, and decision-makers.



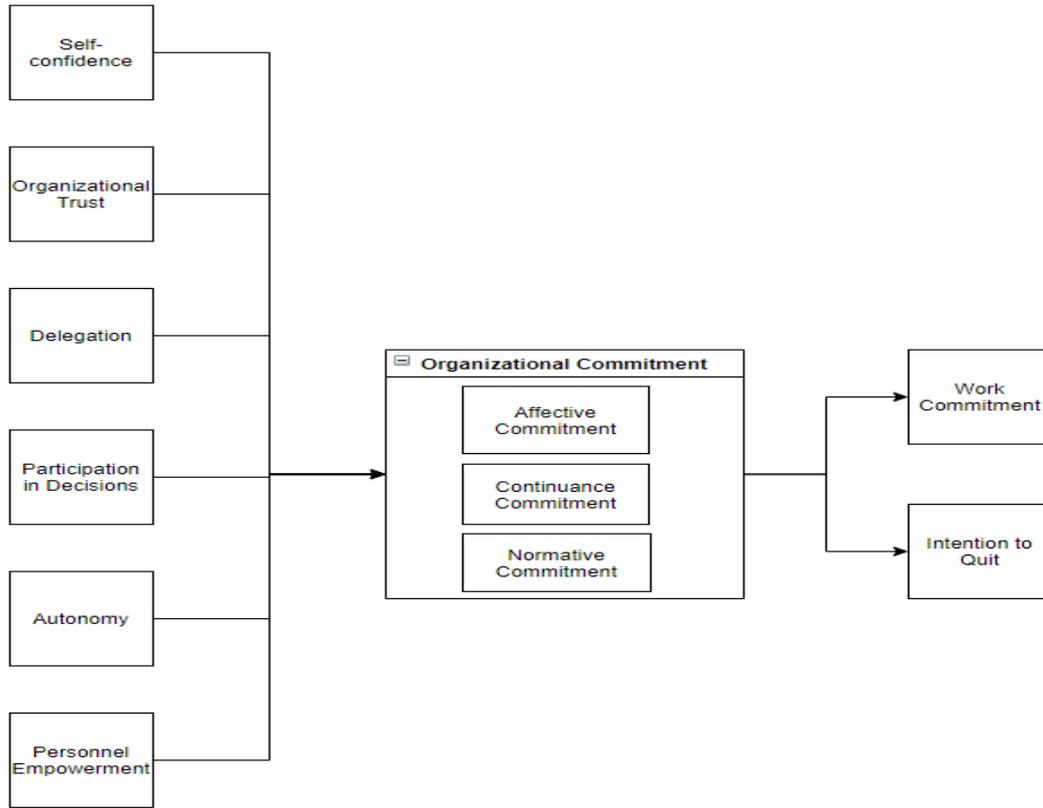


Figure 1. Proposed Model of the Study

The hypotheses driven from the proposed model are as follows:

H1a: Self-confidence, organizational trust, delegation, participation in decisions, autonomy, and personnel empowerment positively affect affective commitment.

H1b: Self-confidence, organizational trust, delegation, participation in decisions, autonomy, and personnel empowerment positively affect continuance commitment.

H1c: Self-confidence, organizational trust, delegation, participation in decisions, autonomy, and personnel empowerment positively affect normative commitment.

H2: Affective commitment, continuance commitment, and normative commitment, positively affect work commitment.

H3: Affective commitment, continuance commitment, and normative commitment, negatively affect intention to quit.

MATERIALS AND METHODS

Factor Analysis

Factor analysis is a technique that provides an empirical basis for obtaining sets of small but independent variables by combining moderately- or highly-related variables. Thus, it is possible to reduce many variables to a few sets or dimensions, where each of these dimensions or clusters is called a factor (Gall *et al.*, 2007).

Factor analysis may not be suitable for all data structures. The suitability of the data for factor analysis can be examined with the Kaiser-Meier-Olkin (KMO) coefficient and Bartlett's sphericity test. The KMO coefficient gives information about the suitability of the data matrix for factor analysis, and the suitability of the data structure for factor extraction. For factorability, KMO is expected to be higher than 0.60. Bartlett test examines whether there is a relationship between variables based on partial correlations (Büyüköztürk, 2005).

Model Reliability, Common Method Bias Test, and Discriminant Validity

Reliability is an indicator of the degree to which a measuring instrument gives the same result in repeated trials. After survey research is completed, the data obtained should be subject to reliability analysis. Cronbach's Alpha method, a method for calculating reliability, enables other tests to be performed, by using the correlations or covariances in the scale (Özdamar, 2004). Alpha values obtained by reliability analysis in the range of 0.40-0.60 indicate low reliability, in the range of 0.60-0.80, moderate reliability, and in the range of 0.80-1.00, high reliability. Common Method Bias (CMB) is a measurement error that threatens the accuracy of statistical results (Podsakoff *et al.*, 2003). This error, which can be measured with systematic variance, causes the relationships between variables to decrease or increase, in other words, yield unhealthy results (Doty and Glick, 1998). CMB can occur due to evaluators, question characteristics, scales, and scale measurements. Identifying and measuring the CMB error of the data generally yields the appropriateness of the results.

According to Campbell and Fiske (1959), discriminant validity is the test of measuring whether concepts considered unrelated concepts are unrelated. The correlations between the scales should not be high, i.e., they should not measure concepts in the same direction. A successful assessment of discriminant validity shows that a concept test is theoretically not highly correlated with other tests designed to measure different concepts.

Regression Analysis

Regression analysis is used to measure relationships between two or more variables. Regression analysis allows predictions of unknown future events from known findings. Using the relationship between the dependent and independent variable(s) and the linear curve concept, regression develops an estimation equation. After determining the relationship between variables, the score of the dependent variable can be predicted when the score of the independent variable(s) is known. It provides both descriptive and inferential statistics.

Coefficient of indication (R^2); The coefficient of determination is the best measure of the goodness of fit of the linear model. This coefficient expresses how much of the change in the dependent variable is explained by the independent variable(s). This is a good indicator of the explanatory power of the regression model. 0.05 (95% validity) value was accepted as the significance value. In the hypothesis results, results above 0.05 are stated as not statistically significant (no significant relationship).

Empirical Study

The research was applied to individuals working in an organization for at least 1 year. The research was out in different sectors; there is no sectoral analysis. The manager and employees



are not separated in the study. With the assumption that each manager has a manager above, all the findings are evaluated as relating to "employee".

A two-phased pilot study was conducted in the study. The final questionnaire form was created and applied after analyzing the results of the pilot study and making necessary improvements. The first phase of the pilot study was conducted with 5 people, and the second phase, with 40. The first phase aimed to detect typos and to determine whether the questions were clearly understood. Since some of the survey questions were translated into Turkish, ambiguity might have occurred. In the second phase, the questionnaire was applied electronically and manually to test the reliability of the questions. In this context, the Cronbach alpha values of work commitment and intention to quit factors remained under 0.6, therefore the question references were changed.

In total, 205 active employees participated in the actual study. The questionnaire consisted of 2 parts; Part 1 as demographic information, and part 2 as scale questions for the model. It was aimed to increase the accuracy and reliability by including some oppositional questions. The answer options were prepared according to the 5-point Likert scale (1 = Totally Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Totally Agree). The questionnaires were delivered to the participants, both electronically and printed on paper. The conformity of the data to normality was tested and no incompatibility was detected.

Important demographic information for participants is shown in **Table 1**. **Table 1** displays the participants' age distribution, education information, and shows work experience distribution. In addition, the proportion of male participants was 74.6%, 59.5% of participants were married, and 45% were managers.

Table 1. Demographic Information of Participants

Age	Participants	Percentage
24 and below	8	3.9
25-34	147	71.7
35-44	38	18.5
45 and above	12	5.9
Total	205	100
Education	Participants	Percentage
High school	18	8.8
Pre-Bachelors	18	8.8
Bachelor's degree	130	63.4
Postgraduate	39	19
Total	205	100
Work Experience	Participants	Percentage
1-3 years	37	18
4-7 years	70	34.1
8-11 years	44	21.5
8 years and above	54	26.3
Total	205	100

In this context, the minimum, maximum, frequency, mean, and standard deviation values of the data obtained from the study were determined, and the conformity of the data to normality was tested, and no incompatibility was detected.

RESULTS AND DISCUSSION

Model Reliability Test

After the two-phase pilot study, the reliability analysis results (Cronbach's alpha value) showed that some factor scale values (work commitment and intention to quit) were lower than 0.6. For those scales, the reference questions were changed and scales with higher reliability were applied after a literature search. Then, the model reliability test was again conducted, and the results with the new scales are displayed in **Table 2**. **Table 2** also shows the factors before the factor analysis.

Table 2. Model Reliability Test for Factors

Scale	Cronbach's Alpha
Self-confidence	0.869
Organizational trust	0.760
Affective commitment	0.794
Continuance commitment	0.604
Normative commitment	0.726
Delegation	0.712
Participation to decisions	0.807
Autonomy	0.863
Personnel Empowerment	0.901
Work commitment	0.793
Intention to quit	0.868



Factor Analysis

In the study, as a result of factor analysis, it was determined that some data consists of more factors than predicted. Results for each parameter are shown in **Table 3** below:

Table 3. Factor Analysis Results

	Factor	KMO	Factor Number
1	Self-confidence	0.812	1
2	Organizational trust	0.687	1
3	Delegation	0.699	1
4	Participation to decisions	0.819	1
5	Autonomy	0.821	1
6	Personnel empowerment	0.893	2
6.a	New- Talent acquisition	0.796	1
6.b	New- Importance of job	0.818	1
7	Affective commitment	0.797	1

8	Continuance commitment	0.607	2
8.a	New- Continuance commitment	0.602	1
9	Normative commitment	0.752	2
9.a	New- Normative commitment	0.742	1
10	Work commitment	0.848	3
10.a	New- Work commitment	0.772	1
10.b	New -Work participation	0.744	1
11	Intention to quit	0.68	1

Factor analysis results suggest that personnel empowerment consists of two different factors. Since the relationship of some questions to both factors were very close, these questions were excluded from the analysis to make the distinction clear. The newly formed two factors are acquired to be Talent Acquisition and Importance of Job. For continuance commitment and normative commitment, two factors were suggested, and it was decided to remove some questions from continuance commitment scales. After this change, the KMO value of the factor was found to be 0.602 (our limit value is above 0.6), and the scale was explained with a single factor. For normative commitment, a new KMO value of 0.742 was found and the scale was explained with a single factor.

Initially, factor analysis results suggested three different factors for a work commitment. After a careful examination of the scale questions, newly formed factors and questions that form these were determined as Work Commitment and Work Participation. After factor analysis was conducted and new factors were found, the model reliability test was again conducted on newly formed factors. The results for the new factors are shown in **Table 4**.

Table 4. Model Reliability Test for Newly Formed Factors

Scale	Cronbach's Alpha
Continuance commitment	0.602
Normative commitment	0.734
Talent acquisition	0.853
Importance of job	0.841
Work commitment	0.789
Work participation	0.737

Common Bias

There are many statistically different methods of measuring CMB. Harman's single factor test was used in this study due to its ease of applicability and common use in the literature (Podsakoff *et al.*, 2003). CMB was carried out using the SPSS program, where all variables in the factor analysis part were discarded, but factor constraints were marked as "1". After the analysis, when "total variance explained" is below 50%, it can be concluded that the variables do not contain CMB errors. Harman's single factor test yielded a result of 30.7% in this study, therefore passing the CMB test.

Discriminant Validity

The correlation coefficients for each factor of the proposed model are shown in **Table 5**. According to Campbell and Fiske (1959), a correlation below 0.85 was deemed appropriate for discriminant validity. This value was also taken into account in the discriminant validation of this study. Abbreviations are the capital letters for each factor (SC for Self-Confidence, D for Delegation etc.).

Table 5. Discriminant Validity for the Factors

	A	B	C	D	E	F	G	H	I	J	K	L	M
SC	1	0.68	0.34	0.56	0.64	0.65	0.71	0.39	0.22	0.28	0.2	0.29	0.45
OT	0.68	1	0.48	0.62	0.65	0.53	0.68	0.59	0.32	0.39	0.3	0.33	0.57
D	0.34	0.48	1	0.66	0.33	0.22	0.46	0.5	0.32	0.38	0.29	0.29	0.39
PD	0.56	0.62	0.66	1	0.49	0.36	0.63	0.56	0.33	0.43	0.3	0.41	0.46
AU	0.64	0.65	0.33	0.49	1	0.54	0.64	0.32	0.12	0.21	0.15	0.31	0.42
TA	0.65	0.53	0.22	0.36	0.54	1	0.53	0.21	0.11	0.13	0.11	0.14	0.37
IW	0.71	0.68	0.46	0.63	0.64	0.53	1	0.58	0.35	0.44	0.38	0.34	0.64
AC	0.39	0.59	0.5	0.56	0.32	0.21	0.58	1	0.53	0.68	0.4	0.32	0.68
CC	0.22	0.32	0.32	0.33	0.12	0.11	0.35	0.53	1	0.63	0.42	0.23	0.49
NC	0.28	0.39	0.38	0.43	0.21	0.13	0.44	0.68	0.63	1	0.59	0.25	0.57
WC	0.2	0.3	0.29	0.3	0.15	0.11	0.38	0.4	0.42	0.59	1	0.03	0.52
WP	0.29	0.33	0.29	0.41	0.31	0.14	0.34	0.32	0.23	0.25	0.03	1	0.34
IQ	0.45	0.57	0.39	0.46	0.42	0.37	0.64	0.68	0.49	0.57	0.52	0.34	1

Regression Analysis

The regression analysis formulas obtained with a 0.05 significance value are shown in **Table 6**. The same abbreviations in the discriminant validity test are used for the regression analysis factors.

Table 6. Regression Analysis Results

NO	Factor	Regression Formula	R ²
1	Intention to Quit	$-1,896E-016 - PD*0,177 - OT*0,488 + SC*0,505 - IW*0,364 + TA*0,190$	0.24
2	Work Commitment	$1,761E-017 + AC*0,563 + NC*0,194$	0.527
3	Work Participation	$1,603E-017 + NC*0,622$	0.347
4	Affective Commitment	$2,302E-017 + IW*0,474 + D*0,192 + OT*0,622 - TA*0,175 - AU*0,236 - SC*0,208$	0.518
5	Continuance Commitment	$1,624E-016 + IW*0,322 + D*0,192 - AU*0,347 + OT*0,240$	0.214
6	Normative Commitment	$3,775E-017 + PD*0,352 + IW*0,340 - SC*0,228$	0.269



According to regression analysis results;

H1a: Self-confidence, organizational trust, delegation, participation in decisions, autonomy, and personnel empowerment positively affect affective commitment.

H1b: Self-confidence, organizational trust, delegation, participation in decisions, autonomy and personnel empowerment positively affect continuance commitment.

H1c: Self-confidence, organizational trust, delegation, participation in decisions, autonomy, and personnel empowerment positively affect normative commitment.

H2: Affective commitment, continuance commitment, and normative commitment positively affect work commitment.

H3: Affective commitment, continuance commitment, and normative commitment negatively affect intention to quit.

The results of the study suggest that talented employees have a lower level of affective commitment and that their intention to quit is higher. It is also an indisputable fact that companies train their employees to increase overall efficiency and effectiveness. Training usually aims to increase the skill level of employees and to make them more talented. Therefore, companies need to strike a balance between retaining employees and increasing their talent, and strategizing about how to retain talented employees. The level of organizational commitment and work commitment increases and intention to quit decreases if an employee perceives their job as important. Thus, employees should be instilled with this perception, and supportive training should be given in this direction. For each employee, organizations should be able to determine which job is important and which is not, and try to assign suitable people for the appropriate jobs.

Self-confidence causes decreases in both affective and normative commitment. Moreover, self-confident employees are observed to have less work commitment. Managers can aim to employ less self-confident employees to increase overall work commitment. Delegation should be used for motivation, and as a key policy for strategic decisions, due to its positive relationship with affective commitment, continuance commitment, and work commitment, and negative relationship with intention to quit.

Participation in decisions in the organization has a positive relationship with normative commitment, and in opposition to intention to quit (Ćulibrk *et al.*, 2018). Therefore, the employee turnover rate is expected to be lower with a more participatory management setup. For this reason, the company will benefit if the decision-makers frequently seek the opinions of the employees. If the employee's level of autonomy is high, their affective commitment, continuance commitment, and work commitment will be low. Employees with a high level of autonomy may not be preferred for tasks that require a high level of organizational commitment. Reducing the intention to quit, perhaps one of companies' most important aims, is possible with employee's participation in decisions and their perception of the job as important (Saha and Kumar, 2017). Based on this, if the employees are expected to continue their work in the organization for many years, the participation of the employees in the decisions should be increased, and managers should respect their employees, and listen to their opinions. Suggestions and ideas for improvements can be rewarded. The employee's perception of his province as important should be well instilled. When employees no longer perceive their job as important,



delegation should be considered. More trust in an organization means less intention to quit, therefore, organizations should be more transparent to their employees, be fair and strive to gain employee's trust.

CONCLUSION

Before the industrial revolution, considered the beginning of modern life, management was not considered a science. Employees were often treated inhumanly in the organizations they work for. After the industrial revolution, awareness of the importance of humans and human behavior gradually increased. It was finally understood that human abilities were important, and perspectives on employees started to change. Studies started to explore ways to achieve organizations' efficient and optimal operation. This has led to the emergence of management science. It was understood that human behavior was based on reason, and that organizations and humans cannot be considered separately, but that they are united by organizational commitment.

An outcome of the study was an examination of the effects of organizational commitment factors, work commitment, and intention to quit. A model was proposed with the help of extensive literature research, and the scales for each factor were determined. The final survey was conducted after a two-phased pilot study. When the survey results were evaluated, factor analysis results suggested that the personnel empowerment factor consists of two sub-factors: "having a talent for the job" and "seeing the work done as important". Likewise, work commitment, one of the outputs in the model, was determined to be composed of "participation in work" and "commitment to work" factors, which contain more intense expressions, and the evaluations took into consideration these new factors. As a result of the regression analysis, the hypotheses were tested, and important outputs were obtained in the context of organizational commitment. These outputs suggested various managerial implications with the potential to guide managers and strategic decision-makers.

The only specific requirement for participants was having at least one year of work experience in an organization. The research was carried out with participants operating in different sectors, rather than a specific sector, thus no sectoral analysis was possible. In future studies, it would be beneficial to explore if the results of this study apply to specific sectors or regions. There was no distinction between managers and employees in the study, and it was assumed that excluding top management, every team leader or manager reports to another manager, therefore fitting into "employee" status in this study. A more detailed examination can be carried out to reveal possible differences between managers (top management) and employees. This study also suggested new factors that affect organizational commitment, which should be more thoroughly examined in future studies.

ACKNOWLEDGMENTS: We thank all valuable participants who took part in this study.

CONFLICT OF INTEREST: None

FINANCIAL SUPPORT: None

ETHICS STATEMENT: None



References

- Agarwal, P., & Sajid, S. M. (2017). A study of job satisfaction, organizational commitment and turnover intention among public and private sector employees. *Journal of Management Research*, 17(3), 123-136.
- Allen, S., Winston, B. E., Tatone, G. R., & Crowson, H. M. (2018). Exploring a model of servant leadership, empowerment, and commitment in nonprofit organizations. *Nonprofit Management and Leadership*, 29(1), 123-140.
- Balay, R. (2000). Organizational commitment in administrators and teachers. Nobel Publishing, 21.
- Balcı, A. (2003). Organizational socialization: theory strategy and tactics. Pegem-A Publishing.
- Başaran, I. E. (1991). Organizational behavior: The productive power of man. Gül Publishing.
- Blanchard, K. H., Carlos, J. P., & Randolph, W. A. (1999). *The 3 keys to empowerment: Release the power within people for astonishing results*. Berrett-Koehler Publishers.
- Bursalıoğlu, Z. (2005). New Structure and Behavior in School Management. Pegem Academy Publishing, Ankara.
- Büyüköztürk, Ş. (2005). Data Analysis Handbook. Pegem Publishing, Ankara.
- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological bulletin*, 56(2), 81.
- Celep, C. (1996). Collaborative decision making in schools and the role of the manager. *Kuram ve Uygulamada Eğitim Yönetimi*, 5(5), 49-58.
- Cesário, F., & Chambel, M. J. (2017). Linking organizational commitment and work engagement to employee performance. *Knowledge and Process Management*, 24(2), 152-158.
- Chordiya, R., Sabharwal, M., & Goodman, D. (2017). Affective organizational commitment and job satisfaction: A cross-national comparative study. *Public Administration*, 95(1), 178-195.
- Ćulibrk, J., Delić, M., Mitrović, S., & Ćulibrk, D. (2018). Job satisfaction, organizational commitment and job involvement: The mediating role of job involvement. *Frontiers in psychology*, 9, 132.
- Dawley, D., Houghton, J. D., & Bucklew, N. S. (2010). Perceived organizational support and turnover intention: The mediating effects of personal sacrifice and job fit. *The Journal of Social Psychology*, 150(3), 238-257.
- Demircan, N., & Ceylan, A. (2003). Organizational trust concept: Causes and consequences. *Journal of Management and Economics*, 10(2), 139-150.
- Doty, D. H., & Glick, W. H. (1998). Common methods bias: does common methods variance really bias results?. *Organizational research methods*, 1(4), 374-406.



- Eliyana, A., & Ma'arif, S. (2019). Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance. *European Research on Management and Business Economics*, 25(3), 144-150.
- Erstad, M. (1997). Empowerment and organizational change. *International Journal of Contemporary Hospitality Management*.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). Educational research: An introduction (8th ed.). Boston, MA: Allyn & Bacon.
- Hanawi, S. A., Saat, N. Z. M., Zulkafly, M., Hazlenah, H., Taibukahn, N. H., Yoganathan, D., Abdul Rahim, N. N., Mohd Bashid, N. A. A., Abdul Aziz, F. A., & Low, F. J. (2020). Impact of a Healthy Lifestyle on the Psychological Well-being of University Students. *International Journal of Pharmaceutical Research & Allied Sciences*, 9(2), 1-7.
- Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (Vol. 2, p. 528). New York: Wiley.
- Koçel, T. (2003). İşletme Yöneticiliği, Beta Yayıncılık. Baskı, İstanbul.
- Loan, L. (2020). The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Management Science Letters*, 10(14), 3307-3312.
- Lodahl, T. M., & Kejnar, M. (1965). The definition and measurement of job involvement. *Journal of applied psychology*, 49(1), 24.
- Luthans, F. (1992). *Organizational Behavior* 6. Ed., Mcgrawhill Inc New York.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). *Employee—organization linkages: The psychology of commitment, absenteeism, and turnover*. Academic press.
- Mulder, M., & Wilke, H. (1970). Participation and power equalization. *Organizational Behavior and Human Performance*, 5(5), 430-448.
- Nazir, O., & Islam, J. U. (2017). Enhancing organizational commitment and employee performance through employee engagement. *South Asian Journal of Business Studies*.
- Nelson, R. B. (2004). Empowering employees through delegation. New York: Irwin.
- Özdamar, K. (2004). Statistical Data Analysis with Package Programs. Kaan Publishing, Eskişehir.
- Perry, R. W., & Mankin, L. D. (2007). Organizational trust, trust in the chief executive and work satisfaction. *Public Personnel Management*, 36(2), 165-179.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879.



-
- Ren-Zhang, L., Chee-Lan, L., & Hui-Yin, Y. (2020). The awareness and perception on Antimicrobial Stewardship among healthcare professionals in a tertiary teaching hospital Malaysia. *Archives of Pharmacy Practice, 11*(2), 50-59.
- Rusbult, C. E., Farrell, D., Rogers, G., & Mainous III, A. G. (1988). Impact of exchange variables on exit, voice, loyalty, and neglect: An integrative model of responses to declining job satisfaction. *Academy of Management Journal, 31*(3), 599-627.
- Saha, S., & Kumar, S. P. (2017). Influence of participation in decision making on job satisfaction, group learning, and group commitment: Empirical study of public sector undertakings in India. *Asian Academy of Management Journal, 22*(1), 79.
- Sarıaltın, H., & Yılmaz, A. (2007). Empowerment perceptions of middle managers and their roles in empowerment implementations: The case of Adapazarı and Kocaeli region automotive industry. *Dumlupınar University Journal of Social Sciences, (18)*, 205-226.
- Yousef, D. A. (2017). Organizational commitment, job satisfaction and attitudes toward organizational change: A study in the local government. *International Journal of Public Administration, 40*(1), 77-88.

