

## THE RELATIONSHIP BETWEEN TEACHERS' PATIENCE AND ORGANIZATIONAL COMMITMENT LEVELS

### *A RELAÇÃO ENTRE A PACIÊNCIA DOS PROFESSORES E OS NÍVEIS DE COMPROMETIMENTO ORGANIZACIONAL*

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#### **ABSTRACT**

In this study, it was aimed to examine the relationship between teachers' patience and organizational commitment levels. The population of the study consisted of 214 physical education and sports teachers working in public schools in the center of Isparta province. The sample group consisted of 161 teachers randomly selected from this population. The participants were asked to fill in the personal information form and teacher patience and organizational commitment scales. Statistical analyzes were conducted through IBM SPSS 22.0 (Statistics for Windows) program. Pearson correlation analysis was applied to reveal the relationship between the continuous variables of the research. As a result, it was determined that teachers' patience and organizational commitment levels were at a level that would be considered high, and there was a moderate positive relationship between their patience levels and organizational commitment. It is thought that this is due to the quality of the education received by physical education and sports teachers during their academic years, their love for their professions, and the fact that they are loved individuals in in-school and out-of-school environments.

**Keywords:** organizational commitment, patience, physical education and sports, teacher.

#### **RESUMO**

Neste estudo, o objetivo foi examinar a relação entre a paciência dos professores e os níveis de comprometimento organizacional. A população do estudo consistiu em 214 professores de educação física e esportes que trabalham em escolas públicas no centro da província de Isparta. O grupo amostral consistiu em 161 professores selecionados aleatoriamente dessa população. Os participantes foram solicitados a preencher o formulário de informações pessoais e as escalas de paciência do professor e comprometimento organizacional. As análises estatísticas foram conduzidas por meio do programa IBM SPSS 22.0 (Statistics for Windows). A análise de correlação de Pearson foi aplicada para revelar a relação entre as variáveis contínuas da pesquisa. Como resultado, foi determinado que a paciência dos professores e os níveis de comprometimento organizacional estavam em um nível que seria considerado alto, e havia uma relação positiva moderada entre seus níveis de paciência e comprometimento organizacional. Acredita-se que isso se deve à qualidade da educação recebida pelos professores de educação física e esportes durante seus anos acadêmicos, seu amor por suas profissões e o fato de serem indivíduos amados em ambientes escolares e extraescolares.

**Palavras-chave:** comprometimento organizacional, paciência, educação física e esportes, professor.

## Introduction

Today, which is called the information age, there are changes at the individual, organizational, social and global levels. In terms of these changes, the acquisition of the knowledge and skills necessary for individuals or organizations to survive can occur with an efficient education system. This point should be a good guide in the efficient education programs of teachers, who have a very important place in the education system (Acar et al., 2023; Karaoğlu & Pepe, 2020). At this point, it is known that teachers' job performance is very important. However, it requires the presence of some psychological elements that can negatively affect the performance expected from teachers.

Patience, which is one of the psychological elements in question, is the tendency of individuals to maintain calm in different situations or in situations of distress, pain or frustration that occur at different times (Schnitker, 2012). Robust and correct postures gained in the face of challenging conditions enable individuals to get rid of fatigue, frustration and hopelessness (Ateş, 2019). At this point, patience emerges as a psychological force that enables individuals to turn negative situations into positive in their lives (Tokur, 2011). Patience is the acceptance of a problem encountered, making an effort to solve the problem and waiting for the result of the necessary applications for the solution (Özdoğan, 2006). Therefore, patience, which is understood to have a versatile structure, supports people in solving the problems they face in many ways.

Organizational commitment is a concept that should be mentioned for teachers as well as for all employees. Teachers' commitment to the organizations they work in will positively affect their job performance. The studies on the organizational commitment of teachers focused on three main issues: continuing to work in the institution, making efforts, and accepting the goals and values of the institution for education (Balay, 2000). Organizational commitment can be expressed as a strong desire of an individual to adopt the goals and values of the organization and to stay within the organization by showing the effort and determination expected of him/her in the direction of these goals and values (Balay,

2014; Çetin, 2011). In addition, commitment to the organization contributes to the positive increase of the effectiveness of the organization by ensuring that employees are strongly connected to the targeted goals and values. In this way, the goals of the organization can be achieved effectively in a short time (Çoban, 2011).

In the literature review conducted by the researcher, studies examining the organizational commitment (Bozkurt & Yurt, 2013; Demirel, 2008; Korkmaz, 2011; Kurşunoğlu & Tanrıoğen, 2010; Mercan, 2006; Önder, 2017; Türköz et al., 2013) and patience levels (Abiş, 2022; Bayıroğlu & Pepe, 2023; Çeliköz & Gül, 2018; Ermiş & İmamoğlu, 2019; Süzen, 2020; Taş & Tortumlu, 2021; Tella et al., 2014) of various sample groups were found. However, there is no study examining the relationship between the patience tendencies of physical education and sports teachers and their organizational commitment. It is thought that this study will make an important contribution to the literature.

## **Material and Method**

### ***Model of the study***

In the study, descriptive survey, which aims to define a past and present situation as it is, and correlational survey methods, which aim to determine the degree of change between variables, were used (Karasar, 2004). In this study, ethics committee approval certificate was obtained with the decision of Suleyman Demirel University Social and Human Sciences Ethics Committee dated 07.04.2014 and numbered 65/13.

### ***Study Group***

The population of the study consisted of 214 physical education and sports teachers working in public schools in the center of Isparta province. The sample group consisted of 161 teachers randomly selected from this population.

Table 1 – Descriptive Statistics of the Participants

Variables	Groups	N	%
Age	23-30	63	39.1
	31-38	64	39.8
	39 +	34	21.1
Gender	Male	127	78.9
	Female	34	21.1
Professional year	1-7	116	72.0
	8-15	32	19.9
	16 +	13	8.1
Educational level	Bachelor's degree	142	88.2
	Postgraduate	19	11.8
Marital status	Single	69	42.9
	Married	92	57.1
Administrative Duty	Yes	50	31.1
	No	111	68.9
Total		161	100

Legend: N=sample size, % = frequency.

It was observed that according to age variable, 39.1% of the participants were 23-30, 39.8% of them were 31-38 and 21.1% of them were 39 years and more; according to the gender variable, 78.9% of them were male and 21.1% of them were female; according to the professional year variable, 72% of them had 1-7, 19.9% of them had 8-15 and 8.1% of them had 16 years and more; according to the educational level variable, 88.2% of them had bachelor's degree and 11.8% of them had postgraduate; according to the marital status variable, 42.9% of them were single and 57.1% of them were married; according to administrative duty status, 31.1% of them answered yes and 68.9% of them answered no.

#### **Data Collection Tools:**

A data collection platform was used on the internet to collect data. The information and scales of the study were conveyed to the participants through social networks. In this study, teachers were asked to fill in the patience and organizational commitment scales with a personal information form.

***Personal information form***

It consists of six questions to determine the teachers' "age, gender, professional year, educational level, marital status and administrative duty status.

***Teacher Patience Scale:***

It was stated that the item pool was created by using the scales developed abroad for the scale developed by Meriç and Erdem (2022). As a result of the analyzes, 11 items and two sub-dimensions of Teacher Patience Scale were developed and the sub-dimensions were named as "Teaching" and "Interaction". It was stated that the scale can be evaluated by considering its sub-dimensions as well as its total score. As a result of the analyzes, it was stated that the reliability coefficient of the scale was .82 for the overall scale and above .70 for its sub-dimensions. In this study, it was determined that the coefficient calculated for the sub-dimensions of the scale was above .80.

***Teachers' Organizational Commitment Scale:***

The scale developed by Üstüner (2009) consists of 17 items and one dimension. It is a 5-point Likert type for each expression in the scale. It was stated that the scores that could be obtained from the scale could be between 17 and 85. As a result of the analyzes, it was stated that the reliability coefficient of the scale was .96 for the whole scale. In this study, it was determined that this coefficient was 0.93.

**Data Analysis**

The skewness and kurtosis scores of the participants' scores from the scales and the results of the Kolmogorov-Smirnov test are presented in Table 2.

Table 2 – Skewness and Kurtosis Scores of Scale Scores and Kolmogorov-Smirnov Test Results

Scales	Sub dimension	N	Skewness	Kurtosis	p
Teacher Patience	Teaching	161	-1.040	.629	.000
	Interaction	161	-1.187	2.089	.000
Teacher Organizational Commitment	-	161	-1.546	2.702	.000

Legend: N=sample size, p = probability value.

It was determined that the skewness and kurtosis values of the data were in the range of  $\pm 3$ . Jondeau and Rockinger (2003) stated that it was an acceptable value for these values to be in the range of  $\pm 3$ . The data were analyzed in computer environment through IBM SPSS 22.0 (Statistics for Windows). Spearman correlation analysis was applied to reveal the relationship between the continuous variables of the research.

## Results

Table 3 – Descriptive Statistics of The Scores Obtained By the Participants From the Scales

Scales	Sub dimension	N	Min	Max	$\bar{x} \pm SD$
Teacher Patience	Teaching	161	1.83	5.00	4.197 $\pm$ .723
	Interaction	161	1.60	5.00	4.271 $\pm$ .610
Teacher Organizational Commitment	-	161	39.00	85.00	75.988 $\pm$ 8.487

Legend: N - sample size, SD - standard deviations,  $\bar{x}$  - arithmetic mean.

When Table 3 was examined, it was determined that physical education and sports teachers had 4.197 $\pm$ .723 scores in the teaching sub-dimension of the patience scale and 4.271 $\pm$ .610 scores in the interaction sub-dimension, and their teacher organizational commitment scores were 75.988 $\pm$ 8.487.

Table 4 – The Relationship Between the Organizational Commitment and Patience Levels of the Participants

Scales	Organizational Commitment	
	r	
Teaching	r	.635**
	p	.000
	n	161
Interaction	r	.723**
	p	.000
	n	161

Legend: r – the correlation coefficient, p – probability value.

Among the patience scale sub-dimensions of physical education and sports teachers; A moderate positive correlation was found between the teaching patience sub-dimension and organizational commitment levels ( $r = .635$ ,  $p = .000$ ) and between the interaction patience sub-dimension and organizational commitment levels ( $r = .723$ ,  $p = .000$ ).

## Discussion and Conclusion

It is known that teachers, who have a strategic position in the education process and have an important role in transferring knowledge and skills suitable for educational goals, are both patient for the development of their students and their professional performance for the development of the institution they work for. It was determined that the patience levels of the participants were high. When the literature is examined, various studies have been found on the patience tendencies of various sample groups. Çeliköz and Gül (2018) reported in their study that university students have a high tendency to be patient. Similarly, Ermiş and İmamoğlu (2019) determined that university students have high levels of patience. They stated that patience, which is expressed as personality tendency, has both sensory and behavioral characteristics and can be learned later (Blount & Janicik, 2000). Being able to stay calm in the face of events is affective, and being able to wait is behavioral (Schnitker, 2012). Mutluer (2006) stated in her study that patience contributes to the increase of both positive characteristics and well-being. In addition, while expressing patience as a spiritual value, she also stated that it

increases the self-confidence of individuals. It is known that one of the psychological benefits of physical education and sports is to improve the self-confidence of individuals in a positive way. It is thought that the high patience tendency of the participants is due to the characteristic of the sports branch they are engaged in before, during and after universal education, as well as the contributions of the theoretical and practical courses they take during universal education to their affective and behavioral development.

It was determined that the organizational commitment levels of the participants were high. In the literature review conducted by the researcher, there are studies reporting that teachers working in primary education institutions are high (Gören & Sarpkaya, 2014; Karataş & Güleş, 2010) and medium (Alcan, 2018; Tulunay, 2010). Individuals' high organizational commitment will contribute to their efforts in the process of realizing the tasks and goals assigned to them and to their further work within the organization (Bayram, 2005). It is thought that teachers who have a high level of commitment to both their profession and the institution they work for make more efforts for their students to be more successful (Balay, 2007; Sezgin, 2010). In this study presented, the emergence of high organizational commitment is due to the fact that the majority of the teachers participating in the study are at the beginning of their professional lives and try to prove themselves as a teacher.

Among the patience scale sub-dimensions of physical education and sports teachers, a moderate positive correlation was found between teaching and interaction patience sub-dimensions and organizational commitment. When the literature is examined, there are studies reporting that patience is associated with social support (Koç & Arslan, 2019), happiness (Traş et al., 2020), religiosity (Karşlı, 2020), career anxiety (Taş & Tortumlu, 2021), quality of life (Karakas, 2016), aggression (Eliöz et al., 2019) and organizational commitment with organizational trust (Taşkın & Dilek, 2010), loyalty (Koç, 2009), job satisfaction (Karataş & Güleş, 2010; Yenihan, 2014), organizational justice (Bal, 2014) and burnout (Çetin et al., 2011).



Teachers should be in contact with all stakeholders of education. In this communication, teachers and students (teaching) or other teachers, administrators, other employees and parents of students (interaction) may encounter unexpected and unwanted but likely situations from time to time. In such cases, it is necessary to approach the aforementioned negativities tolerantly, with patience and tolerance (Meriç & Erdem, 2022). Patience with such difficult conditions is an important factor that increases both the quality of teachers (Comer & Sekerka, 2014) and interpersonal interaction and performance (Pearson & Porath, 2005). By being subjected to perceived or actual pressures, individuals may tend to choose unethical behavior in order to achieve their goals quickly. One of the most important contributions of being patient to organizations is the development of ethical behaviors. (Akrivou et al., 2011; Darley & Batson, 1973). Instead of showing unethical behaviors, individuals with patient behaviors can make positive decisions on behalf of the organization by considering the priorities of the organizations they are affiliated with (Sekerka & Zolin, 2007). As can be understood from this information in the literature, teachers' patience tendencies can be expressed as increasing the quality in education due to the quality, welfare, satisfaction and efficiency within the organization.

As a result, it was determined that teachers' patience levels and organizational commitment were at a level that would be considered high, and there was a moderate positive relationship between their patience levels and organizational commitment. It is thought that this is due to the quality of the education received by physical education and sports teachers during their academic years, their love for their professions, and the fact that they are loved individuals in in-school and out-of-school environments.

## **Recommendations**

On a larger scale, studies can be conducted on the patience and organizational commitment levels of physical education and sports teachers.

Studies can be conducted on the patience and organizational commitment levels of different branch teachers.

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