

The Effect of School Principals' Favoritism on Teachers' Organizational Commitment

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ABSTRACT

One of the situations that negatively affects employees' attitudes towards work and school is the failure to comply with the rules of conduct in schools that are considered to be socially open systems. Nepotism attitudes and behaviors stand out as a variable that directly affects employees' perception of organizational commitment and one of the reasons for incompatibility. Nepotistic attitudes and behaviors harm the public interest, cause disruptions in the functioning of the organization and thus eliminate the principles of justice and equality. The study aims at determining the effect of school administrators' nepotistic attitudes and behaviors on teachers' organizational commitment based on teachers' perceptions was aimed. In this study, the relational survey method was adopted. The participants of the study comprised secondary schools and randomly selected 200 teachers in those schools in the Malatya province of Türkiye in the 2023-2024 school year. The data were obtained using the Scale of Nepotism in School Administration developed by Erdem and Meriç (2012), and the organizational commitment scale developed by Meyer, Allen and Smith (1993), adapted into Turkish by Dağlı et al. (2018). As a result it has been understood that school climate based on administrative behaviors and attitudes have a great effect on teachers' organizational commitment.

Keywords: School principals, teacher, organizational commitment, nepotism

INTRODUCTION

Failure to comply with the rules of behavior in schools, which are accepted as social open systems, negatively affects employees' attitudes towards work and school. One of the reasons for incompatibility is the nepotistic attitudes and behaviors of administrators (Polat & Kazak, 2014). In addition, nepotism is one of the non-specialized professional rules and a disease within the phenomenon of management, which has significant effects on political behavior throughout human history (Çınar, 2009). Moreover, it is quite risky and difficult to resist a clientelistic administration (Kuznar & Frederick, 2005).

Nepotism attitudes and behaviors stand out as a variable that directly affects employees' perception of organizational commitment. Nepotism is the privilege granted to some people by public officials in public affairs through intangible means of influence such as family ties and kinship (MEB, 2006). Nepotism, which is one of the main causes of organizational and individual failure, is a practice that involves indirect benefit without any material interest. Nepotism, which is called "Spoil System" in English, is defined as a kind of "corruption" in public bureaucracy and political decision-making processes (Kayabaşı, 2005). In terms of school administration, favoritism can be defined as providing unlawful and undeserved support and protection to employees whom the administrator feels close to (Erdem & Meriç, 2013).

Types of nepotism encountered in the organizational environment are nepotism, political favoritism, service favoritism, sexual favoritism and patronage (Kurt & Doğramacı, 2014; Erdem & Meriç, 2013). Such nepotistic attitudes and behaviors harm the public interest, cause disruptions in the functioning of the organization and thus eliminate the principles of justice and equality (Erdem & Meriç, 2013). In a study conducted by Aydoğan (2009) on teachers, it was found that administrators favored their compatriots or those who agree with their views by ignoring their talents and skills. In another study by Aydoğan (2012), who has the same view, having the same religious belief and ideology, working in the same school, having a kinship relationship, being a fellow countryman, belonging to the

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opposite sex or being of the same race were listed as the reasons for favoritism by academics.

Accordingly, administrators in schools should avoid nepotistic attitudes and behaviors. For this, the situation in schools should be determined first. In this context, nepotistic attitudes and behaviors of school administrators stand out as an important variable affecting the organizational commitment of employees. This study aims to reveal the effect of nepotistic attitudes and behaviors of school administrators on teachers' organizational commitment.

Purpose of the Study

This study aims to determine the effect of school administrators' nepotistic attitudes and behaviors on teachers' organizational commitment based on teachers' perceptions. In line with this purpose, answers to the following questions were sought:

1. To what extent do school administrators show nepotistic attitudes and behaviors according to teachers' perceptions?
2. What are the organizational commitment levels of teachers?
3. According to teachers' perceptions, is there a significant relationship between nepotistic attitudes and behaviors of school administrators and teachers' organizational commitment?
4. According to teachers' perceptions, are nepotistic attitudes and behaviors of school administrators a significant predictor of teachers' organizational commitment?

Importance of Research

It is very important to investigate whether school administrators, who are educational leaders, exhibit favoritism behavior among teachers in their schools, and if they exhibit favoritism attitudes and behaviors, at what level according to teachers' perceptions, and at what level this perception affects teachers' perceptions of effective schools, for the existence of a peaceful working environment and the formation of an environment of trust in the school. For teachers to be happy, peaceful and highly motivated in the schools where they work, it is possible for all teachers to know and feel that they can express their opinions freely, that these opinions will be taken into consideration, and that everyone is treated equally and fairly in all matters.

Although there are many variables affecting organizational commitment, there is no study in the literature on to what extent and in what direction the nepotistic attitudes and behaviors of school administrators affect the school. Therefore, this study is very important in terms of

investigating the relationship between nepotistic attitudes and behaviors of school administrators and organizational commitment.

Assumptions

1. It was assumed that the teachers who participated in the study answered the scale items sincerely and honestly.
2. It is assumed that the scales used for data collection are suitable for implementation and serve the purpose of the research.
3. It is assumed that the sample group is of sufficient number and quality to represent the population.

LIMITATIONS

This research,

1. Time-wise with the 2023-2024 academic year,
2. In terms of the study group, teachers working in public secondary schools in Malatya city center,
3. The data collection tool is limited to personal information form, Nepotism in School Management Scale and Organizational Commitment Scale.

Nepotism undermines justice as it gives advantages to undeserving people, undermines people's goodwill and distorts transparency in government employment and contracting processes. The most important dilemma posed by clientelism is that many people do not perceive it as a problem (Nadler and Schulman, 2006).

Relationships in an office are unlikely to be "equal". It is quite natural to treat positively a person who has the same interests and good relations with others. It seems that there is nothing wrong in such a situation. However, problems can arise in the following situations (Morettini, 2005):

1. Good relations and common interests cause the manager to act positively towards the employee.
2. The manager behaves openly and unfairly in favor of one employee and pretends not to consider others.
3. Nepotism, the grandfather of favoritism, emerges.

Aristotle stated that all societies aim for the "good" and aim for the "best" (Aristotle, 1983). Achieving the "best" reveals the necessity of a universal understanding of ethics. Universal ethics regulates the requirements for the individual to live in harmony with the social, economic and ecological environment. In fact, the main function of ethics is to guide the harmonious behaviors necessary for living together (Akkoyunlu, 1998). Unethical behaviors consist of activities that are either contrary to the legal norms of the country and thus the criminal justice system or contrary to the basic moral norms on which society is based.

There are three types of unethical behavior in management. These are: (Baydar, 2005)

- a) Unethical behaviors related to the use of personal power (putting public officials under pressure, humiliating them, intimidating and frightening them in order to complete services more quickly);
- b) Unethical behavior aimed at obtaining financial benefits (bribery, embezzlement, theft and crime in general);
- c) Unethical behaviors related to the use of official status.

In this study, unethical behaviors and experiences involving nepotism in the process of conducting educational services in the context of the use of official power are discussed.

Nepotism in the Historical Process

Within the framework of the existing socio-humanitarian knowledge system, the topic of clientelism is traditionally referred to as the field of social psychology. Professionals impose a disciplinary implicit taboo on the sociological study of nepotism. The scientific community holds the secret clause with an internal discipline. But a broader assessment of social processes allows us to understand that nepotism manifests itself in the ratio of global leaders and their satellites, in the play of their unions and in the collapse of trade unions. The phenomenon of clientelism is a problem of behind-the-scenes relations (Araslı and Tumer, 2008). It is no coincidence that the problem is only related to collective socio-psychological relations, which is partly true. It is both a social and socio-psychological phenomenon. Nepotism needs to be closely examined, not only in one's inner circle behind the team leader, but also in every institutional administration under the government.

In nepotism theory, the issue can be put in historical perspective with records of some of the favorite financiers who sponsored kings to wage wars of aggression. In Portugal and Spain, capital from conquest and trade was invested in religious buildings and the purchase of luxury goods. Nations that conquered others became more active, focusing on hedonism. Later, merchants in France and Britain invested in industry, trade and finance (Morettini, 2005).

Favoritism surfaced in the late 16th century with widespread corruption and bribery (Çarıkçı et al., 2009). In 1670, it was first used in English to refer to the privileges granted to the "nephews" of Roman Catholic popes. The word nepotism had a negative meaning because during the Renaissance, popes appointed their nephews to the highest positions regardless of their qualifications (Keleş et al., 2011).

Plato's appointment of his nephew as an administrator in the academy where he worked is considered one of the first

examples of nepotism (Çarıkçı & Aslan, 2010). Similarly, in the book titled Popes and Nephews of Rome published in Italy in the 17th century, Pope Calisustus III appointed his nephews to some important positions (Demirbilek, 2018).

Andrew Jackson, who was elected president in the USA in 1828, clearly stated that he would favor his supporters, and after winning the election, the presidential palace was flooded with Jackson's supporters. Thus, the foundations of political favoritism were laid in American history, and such partisan behaviors continued to be observed afterwards (Albayrak, 2016).

According to Biber (2016), during the foundation and ascension periods of the Ottoman Empire, favoritism was not common since the state functioning was based on Islamic law, and the principles of justice, merit and not reaching out to haram were present in state administration during these periods. However, in periods of stagnation and disintegration, nepotistic behaviors are observed more frequently.

There are various types of favoritism. It is possible to categorize them under six headings: "Nepotism of Relatives", "Nepotism of Friends and Spouses", "political favoritism", "sexual favoritism", "service favoritism", and "patronage" (Kurt & Doğramacı, 2014; Meriç, 2012; Büte, 2011; Polat & Kazak, 2014; Erdem & Meriç, 2013; Aydoğan, 2009). These types are;

Nepotism

Nepotism derives from the Latin word "nepot" meaning nephew (Erden Süneli, 2014; Kurt & Doğramacı, 2014). Nepotism continues to exist today as it did in the past and is perceived negatively. Another negative aspect of nepotism is that it demoralizes employees who work or do business with relatives of senior managers and think that this relative has been unfairly promoted or rewarded (Asunakutlu & Avcı, 2010). Therefore, nepotism is an unethical behavior just like irregularity, corruption and injustice.

Nepotism (Chronism)

In the appointment or recruitment process, it is the favoritism of close friends, friends or friends other than relatives, without taking into account the knowledge, skills and abilities, success and education level of the individual (Büte, 2011). "Nepotism", which is quite common in Turkey, can also be considered as a special type of Chronism.

Political Nepotism (Partisanship)

Political favoritism (partisanism) is observed when political parties that come to power start to treat the electoral segments that support them with privileges and provide them with unfair benefits (Özsemerci, 2003). As a result of political favoritism, administrations become more susceptible to the

influence of politics and political factors start to play an important role in appointments to various positions in the public sector (Eryılmaz, 2002). Accordingly, instead of hiring people who are suitable for the position, the understanding of creating positions for certain people becomes effective and personal interests take precedence over the public interest. Political favoritism is an important indicator of corruption in politics.

Gender Favoritism

Sexual favoritism occurs when managers grant privileges to those with whom they have sexual and/or romantic relationships that they do not grant to ordinary staff. This attitude is not only unfair but also causes great harm to the staff and managers in the organization (Meriç, 2012).

Service Favoritism

Service favoritism: When politicians transfer public resources to their own constituencies by pursuing their own interests; and leads to ineffective expenditures (Meriç, 2012).

Patronage

According to Karakaş and Çak (2007), the word patronage, which is of French origin, means being supported by a high-level authority. Patronage can be exemplified as political parties dismissing “senior bureaucrats” in public institutions and organizations and appointing their “political supporters” when they come to power (Özsemerci, 2003). The deterioration of the quality of bureaucracy as a result of long-standing practices such as favoritism in employment for reasons such as relatives, compatriots, etc. and the widespread implementation of political appointments damage the service quality of the Turkish Public Bureaucracy (Yıldırım, 2013).

Causes of Favoritism

Nepotism in organizations is unfair in that it gives certain advantages to certain people even though they do not deserve certain privileges, and such behavior undermines the goodwill of other people. It undermines transparency as favoritism is often done in secret. The biggest dilemma with nepotism is that many people do not perceive it as a problem. In many organizations, nepotism is one of the most important causes of inefficiency (Meriç, 2012).

Nepotism damages transparency in management and turns the organization into a closed or semi-closed system. Therefore, the principle of equality and openness, which is especially important in terms of personnel management, may be damaged. Especially in organizations, nepotism has a homogenizing aspect. Homogenization leads to a closed organizational culture. Homogeneous rankings based on

factors such as race, region, graduation from the same school, etc. ignore the open system approach in the internal and external communication network. This is because homogeneous groups want to protect their vested rights. The high degree of social mobility and social exchange in these organizations can change the relationship between competence assessment and social status (Smith et al., 2001).

The people who exhibit nepotistic behaviors in the organization are generally top managers, and the purpose of these people in exhibiting nepotistic behaviors is that they want to strengthen their roles and consolidate their positions in the organization (Çınar, 2009). It is thought that people who exhibit nepotistic behaviors generally act with the idea that they are our employees, that person is one of us, we should have the authority. It is thought that the people who are favored in the organization are in expectation of material and moral benefits from the nepotists, and that these individuals have thoughts such as if you have an uncle in Ankara, your job is comfortable, and if you have no one, woe to you (Kurt & Doğramacı, 2014).

In a study conducted by the Turkish Grand National Assembly in Turkey, the reasons for corruption and favoritism were listed as follows (Tarhan et al., 2006):

Public employment problems

- Insufficient transparency
- Problems with accountability
- Problems in the state's oversight mechanism
- Unjust income distribution in society
- Negative perceptions of society
- Society preserves the traditional structure
- Lack of knowledge or reluctance of the society to claim their rights
- Inadequate and ineffective use of CSOs
- Inadequate education system

Organizational Commitment

Definition of Organizational Commitment

Organizational commitment (OC) can be defined as a phenomenon that ensures an employee's commitment to the organization, attracts him/her to the organization, and reveals that the organization may have many characteristics (Üstüner, 2009: 6). It is an important concept in terms of managing and protecting intellectual capital as well as organizational effectiveness (Okçu, 2011). Commitment means the loyalty of people. Therefore, commitment is the highest level of emotion and also means an obligation to a person or an organization (Balay, 2014).

There are many definitions of organizational commitment in the literature. Bayram (2005) and Güney (2007) define organizational commitment as an intense feeling towards the organization, while Karahan (2008) explains it as the desire to stay in the organization. According to Balay (2014), Günce (2013) and Çetin (2004), OCB is the positive feelings of individuals towards their organizations, their commitment, their internalization of the vision and values of the organization and their efforts for organizational benefits. Considering the organization as a whole. Balay (2014), on the other hand, defines OCB as a concept that explains the level of integration of the individual with his/her organization and consists of the dimensions of adaptation, which aims to achieve personal interests and gains, and internalization as identification, which encourages self-expression by establishing close relationships.

The concept of OCB, when used as a predictor of employee retention, has become the focus of managers and human resource departments in general in many organizations (Idris, 2014). For example, one of the main responsibilities of human resource (HR) managers is to understand the factors that create employee engagement and then use this knowledge to improve employee retention and productivity (Steel et al., 2002). Porter et al. (1974) argued that organizational commitment defines the employee's state of attachment to the organization as well as the employee's identification with the values and goals of the organization (Cited in Idris, 2014). The majority of research examining organizational commitment has been guided by social identity theory and related literature.

Faloye (2014) argued that when organizations are able to recruit, train and then retain skilled individuals, the overall stability of the organization is maintained, both in terms of productivity and financial sustainability. Employee Organization has been considered as an indicator of employee retention in various studies (Allen and Meyer, 1990). OCB has also been investigated as a predictor of employee effectiveness in fulfilling the mission and vision of organizational leadership (Singh & Gupta, 2015). Accordingly, Allen and Meyer (1990) theorized that AC encompasses three dimensions through a conceptual model:

- (1) Emotional commitment
- (2) normative commitment and
- (3) continuance commitment

While an employee's affective commitment to the organization is determined by a choice to remain loyal to the organization due to some emotional identification, normative commitment is a sense of obligation based on an individual's perceived commitment to organizational goals (Singh & Gupta, 2015). Finally, continuance commitment is the extent

to which the employee feels committed depending on his/her own economy (Allen & Meyer, 1990).

Factors Affecting Organizational Commitment

In order for the organization to achieve its goals, managers need employees who are reliable, who identify themselves with the organization and who make efforts for the organization. This is possible with employees who have strong organizational commitment. This commitment can be affected positively or negatively by many factors. Organizations that take into account the factors affecting organizational commitment in their policies towards their goals will be one step ahead of their competitors. The factors affecting organizational commitment are given below under headings.

Role Stress

Turnover, which forces organizations to bear various costs such as production losses, decrease in quality and recruitment, occurs with the effect of various factors (Rizwan et al., 2014). Among these factors, role ambiguity and role stress are social factors that are frequently discussed in the literature and that emerge as a reflection of various conditions within the organization.

Dysfunctions in role performance have been associated with numerous consequences, almost always negative, affecting the well-being of employees and the functioning of organizations. The individual's experience of receiving incompatible or conflicting demands (role conflict) and/or not having enough information to perform his/her job (role ambiguity) are causes of role stress. Role ambiguity and conflict reduce employees' performance and positively affect their likelihood of leaving the organization. Role conflict and ambiguity are argued to be determinants of employees' job satisfaction and organizational commitment (Cooper-Hakim & Viswesvaran, 2005).

Researchers examining role stress point out that these concepts can lead to various negative consequences at both individual and organizational levels (Acker, 2004; Glissmeyer et al., 2007: 465; Polatçı & Boyraz, 2010). Various studies have revealed that these concepts also have negative effects on turnover intention. Many studies conducted with the participation of employees in different occupational groups show that role ambiguity and role conflict can be effective in the formation of turnover intention (Acker, 2004; Glissmeyer et al., 2007; Polatçı & Boyraz, 2010; Çekmecelioglu & Günsel, 2011).

Authorization

Another management concept that has emerged and become more important due to globalization and competition

is the concept of employee empowerment (or simply empowerment). As a management concept, empowerment is the authority of an employee to make decisions within his/her field of activity without approval from anyone else (Luthans, 1995). There have been many different definitions of empowerment in the workplace over the years. It has been considered as 'energizing followers through leadership, increasing self-efficacy by reducing powerlessness, and increasing intrinsic task motivation'. A psychological perspective on empowerment defines it as 'an intrinsic process of motivation, perceived control, competence, and energization to achieve goals' (Ahmad, 2010).

As a result, empowerment in its simplest sense defines a shared feeling. Empowerment is the ability of employees to directly meet the needs of customers without the permission of their superiors (Çınar, 1999). There are two prominent concepts about empowerment. The first is Structural Empowerment, which comes from Organizational/Management Theory and is defined as the ability to get things done and mobilize resources. The second is Psychological Empowerment, which comes from Social Psychological models and is defined as employees' psychological perceptions/attitudes about their jobs and organizational roles. (Ahmad, 2010) found support for the relationship between empowerment and job satisfaction and job commitment. In the study, employees working in the UK

Job Insecurity and Employability

In a study conducted by Cooper-Hakim and Viswesvaran, it was found that workers working on fixed-term contracts or considered as "temporary workers" reported higher levels of job insecurity than permanent workers. Job insecurity was found to be negatively related to job satisfaction and affective Organizational Commitment in permanent employees. The study also revealed that job satisfaction and Organizational Commitment are highly related to being a permanent employee (Cooper-Hakim and Viswesvaran, 2005).

Leadership Distribution

Leadership diffusion has become popular in recent years as an alternative to leadership models (e.g. trait, situational, style and transformational theories) that are primarily concerned with the attributes and behaviors of individual 'leaders'. This approach advocates a more systematic perspective in which leadership responsibility is decoupled from formal organizational roles and people at all levels are given the opportunity to influence the overall direction and functioning of the organization (Bennet et al., 2003). Gronn (2002: 7) defines this as "work-related emergent influence". Leadership diffusion thus encourages a shift in focus from the

characteristics and roles of 'leaders' to the shared activities and functions of 'leadership'. Leadership diffusion is not something that an individual 'does' to others, or a series of individual actions that people contribute to a group or organization. Rather than individual action, leadership diffusion is a group activity that works through and within relationships" (Bennet et al., 2003: 3).

Levels and Possible Consequences of Organizational Commitment

The possible consequences of the organizational commitment that employees have may differ at each level of commitment. While the aforementioned levels are divided into three as low, moderate and high, the possible consequences are divided into performance, job satisfaction, absenteeism, turnover rate and turnover and how they are affected are examined.

Performance is the success of the employee in the organization, the difference between him/her and other employees. There is a relationship, albeit low, between organizational commitment and performance. Employees with high organizational commitment devote themselves more to the company's goals and behave accordingly. The performance of the employee who exhibits a diligent work is positively affected. On the contrary, the performance of employees with low commitment will be negatively affected and their efficiency to the organization will decrease (Bacak and Yiğit, 2010).

Absenteeism, which can be caused by many factors, has a direct relationship with commitment (Kılıçaslan, 2010). Employees with low commitment do not want to do work, do not trust the organization and organizational policies. Therefore, the employee who does not want to make effort for the organization will have high absenteeism. The work they do is difficult and after a while

The satisfaction level of the employee who starts to find it ordinary will decrease. This situation will decrease job satisfaction and increase stress. Employees who do not have a peaceful working environment seek alternative jobs. Employee absenteeism and labor turnover increase within the organization (Bacak & Yiğit, 2010). Employees with a high level of commitment do not want to leave the organization and do not search for new jobs.

Job satisfaction is related to how satisfied the employee is with his/her job. A low level of organizational commitment is an indication that the employee is not satisfied with his/her job and organization.

Nepotistic Attitudes And Behaviors Of School Administrators

The prevalence of nepotism in a school can also affect children growing up in that society. Even in children raised in a culture

of nepotism, psychological problems such as “lack of self-confidence, inferiority complexes and feelings of inadequacy” reappear. Children who are raised in a culture of nepotism will not be able to cope with the difficult obstacles of life when they are separated from their nepotistic parents and will not be able to overcome the needy syndrome. Such children, no matter how much they are supported financially, will not be able to get rid of the psychology of “readiness” instilled by the nepotism culture and this situation will bring along various traumatic disorders (Biber, 2016).

In the case of inequality between the contribution made and the share received among the administrators in the working environment in schools, employees perceive that they work in an unfair environment. The lack of trust under these conditions negatively affects job satisfaction, motivation, organizational commitment and performance. Especially if the wage system is in favor of someone, it causes employees to completely break away from the organization (Büte, 2011). In addition, being unresponsive to nepotism activities can also be shown as an example of corruption in organizations (Biber, 2016).

The high level of politicization in school administration undermines the impartiality of the administration, especially the frequent replacement of senior administrators disrupts consistency, stability and continuity in administration. As a result, school administration cannot work effectively and efficiently, and there are disorders in the administration system (Çevikbaş, 2006). Favoritism in schools should be intervened as soon as it first appears. If it is neglected for a while, it may cause reactions such as dislike of teachers, withholding information, frequent discussions leading to a boring working environment, distrust and anger towards the administrator and colleagues (Ramanchander, 2011).

In the literature, similar studies on nepotism behaviors of school administrators have been conducted in Turkey and abroad (Avetisyan & Khachatryan, 2014; Nabiryo, 2016; Akan & Zengin, 2018; Gülay & Kahveci, 2020; Kahraman, 2020). As a result, nepotism is actually a threat that prevents employees from developing positive attitudes towards the organization they work for. Considering that nepotism will be practiced by administrators in the school environment, teachers, who devote almost their entire lives to the enlightenment of society and humanity, will have problems in their relationships with school administrators and colleagues due to nepotism in the school environment. Therefore, there will be a decrease in teachers' work performance and commitment to the organization.

In a study conducted by Nabiryo (2016), how nepotism affects organizational performance in schools was examined. As a result of the research, it was determined that nepotism

practice is intense in schools, creates tension in the working environment and negatively affects performance. Interestingly, however, it was also found that it brought job security and a sense of belonging to the organization for the favored group. The opposite was found to be the case for teachers who were exposed to favoritism, whose productivity decreased and morale deteriorated.

In the study conducted by Kolukırık (2019) titled “Teachers' Perceptions of School Administrators' Favoritism Behaviors”, 392 teachers were included in the sample. According to the teacher perceptions in the study, it was observed that there was a negative result between nepotism behaviors in planning, organization, coordination and evaluation processes and organizational commitment.

In the study conducted by Demirtaş and Demirbilek (2019) on the effect of school administrators' favoritism behaviors on teachers' perceptions, 16 school principals and 68 teachers participated. In the analysis, teachers' views on how favoritism would affect their trust in principals were categorized under the theme of “my trust was shaken”.

The views of the teachers were grouped under the theme of “distrust”. In the study, which aimed to determine the relationship between teachers' perceptions of favoritism in school administration and organizational trust levels, it was determined that there was a moderate negative relationship between favoritism and organizational trust according to teacher opinions.

Cesur and Erol's (2020) study determined the relationship between teachers' perceptions of favoritism in school administration and their perceptions of organizational justice. In the study, low-level negative significant relationships were found between all dimensions (planning, organizing, coordination and evaluation) that determine teachers' perceptions of favoritism in school management and organizational justice.

Kahraman (2020) used a basic qualitative research design to determine the nepotism behaviors of school principals and the effects of these behaviors on teachers and formed a study group consisting of 16 teachers selected through purposive sampling method. In the study, it was determined that nepotism practices in schools negatively affected teachers' sense of justice, their desire to quit their jobs and had a negative impact on performance.

Gider (2020) included 409 teachers in the sample of the study in order to determine whether there is a relationship between nepotism behaviors exhibited in school administration and teachers' alienation levels. The results of the study show that there is a positive and moderately significant relationship between favoritism in school administration and teachers' alienation from work.

Teachers' Organizational Commitment

It can be argued that commitment may be more effective than identification in educational organizations. Because commitment is based on the cognitive dimension, while identification is based on the emotional dimension. Since the interaction between members and the committed object is intense, organizational commitment is based on rationality. Rationality is the most important foundation of education. As a result, a committed individual voluntarily adheres to the expectations of the object of commitment and aims to maintain a strong relationship with the object. Due to the nature of voluntary commitment, concepts such as intrinsic motivation are important in organizations where the rewards and results achieved by the individual are more important than the conditions controlled by others. to carry. This is linked to organizations that exhibit high job performance. Because high job performance provides an opportunity for the self-rewarding behavior of intrinsic motivation (Gözükara & Şimşek, 2016).

Engagement is defined as one of the most important factors in the unborn success of educational and theological schools. Teacher engagement is closely related to the teacher's ability to innovate during job performance and integrate new ideas into their practice. Teaching is a complex profession. Teachers need to demonstrate personal commitment to maintain their energy and enthusiasm in their work. The concept of "commitment", which is considered as an investment in personal resources, has long been associated with teachers' professional characteristics (Aydın, 2018). Thus, it has been observed that teachers with high levels of engagement engage in visionary actions, are willing to take initiative and learn, are satisfied with their jobs, and have less intention to leave because they feel more connected to the school (İnce, 2016). On the other hand, the factors that increase and decrease teacher commitment should also be taken into consideration and should not be overlooked (Celep, 2014).

Foci of commitment are based on characteristics that apply to individuals or groups to which employees belong. The focus of employees' commitment can be on themselves, their profession, their union or their organization. Some studies reveal that employees are committed to top management, supervisors, colleagues and students to different degrees and there is valid evidence for the existence of multidimensional commitment (Aydın, 2018; Celep, 2014; Gökaslan, 2018).

According to Reichers (1985), the argument for multidimensional commitment is that there are many groups within the organization and showing commitment to these groups involves total commitment. In other words, although coalition units constitute the organization, the goals and

values of stakeholders may conflict with each other. Moreover, the organization is not limited to coalition units within the organization. There are also external coalition units that affect the organization. In the context of educational organizations, it is possible to say that external coalition units are family, religion, economy, politics, social values and political structure.

Penning and Goodman (1979) use the term "circle of influence" to refer to both internal and external groups that contribute to organizational effectiveness, setting its boundaries. March and Simon define a circle of influence as a dominant coalition, or a group of people with the authority to make decisions about a particular issue. The dominant coalition is the circle of influence that provides a formally accepted definition of organizational effectiveness. When the goal of the dominant coalition is achieved, the working success of the organization is considered to be effectively realized. The goals and values of the dominant or influential coalition among the coalition units that make up an organization can also be perceived as the goals and values of the organization.

The quantitative increase in students' achievement due to the administrator creating an atmosphere (dominant) in the school based on the management approach may lead to the perception that the school is working well in terms of administration. However, from the teachers' perspective, this situation may lead to the opposite judgment. If so, the teacher's commitment to the school does not necessarily mean that the teacher is fully committed to the school's goals and values. Because it is possible for a teacher to be committed to the goals and values of only one or a few coalition organizations (Celep, 2014).

On the other hand, there may be internal and external reference groups that affect the teacher's commitment. Reference groups are defined as the perceptions of the group with which the individual identifies himself/herself and which form the basis for judgments of effectiveness. Social roles reflect an individual's identification with reference groups. A member of an organization can fulfill his/her role depending on the internal and external reference groups to which he/she belongs (Gökaslan, 2018).

Considering global competition, the willingness and voluntariness of organizational members to meet the expectations of the organization is inevitable. Thus, it is possible to carry out organizational activities more effectively and successfully. However, in this case, organizational commitment emerges in line with the willingness and voluntariness of organizational members (Kavaklı, 2021). Teacher commitment in educational organizations can be seen as a concept that includes professional commitment. In the absence of professional commitment, it is inevitable

that teachers' organizational commitment will not be in question or will not be at a sufficient level. Therefore, teachers' commitment to the profession is directly proportional to the quality of the job, their perception of the teaching profession and the communication structure at school (Celep, 2014).

If teachers' commitment to their schools and professions is low, their achievements will also decrease, which will reduce the efficiency of the school. Therefore, this situation will negatively affect the degree of achieving the school's goals and will constitute an obstacle in achieving the goals (Celep, 2014). Teachers are expected to be more motivated towards success by identifying themselves with their organization and feeling proud of it, and thus positively affect their performance levels.

The findings of scientific research on the concept of commitment to internal and external stakeholders in educational institutions will strengthen the ties between practice and theory and thus play a leading role in improving the quality of the education system (Gökaslan, 2018). Considering the goals of educational institutions, which means changing human behavior positively, it is thought that determining the school's commitment to internal and external stakeholders will contribute more to the school's achievement of its goals.

METHOD

Research Model

In this study, the relational survey model was used to determine and analyze the relationship between teachers' perceptions of favoritism towards school administrators and their organizational commitment levels. The correlational survey model is a research model that investigates the existence or level of change in studies involving a large number of variables (Karasar, 2013).

Population and Sample

The target population of the study consists of secondary schools and teachers working in these schools within the borders of Malatya province in the 2023-2024 academic year. The sample of the study consisted of 200 teachers randomly selected from these schools.

Data Collection Tools

Personal Information Form, "Nepotism in School Management Scale" and Organizational Commitment Scale were used to collect the data of the study.

Favoritism in School Management Scale

The Scale of Nepotism in School Administration developed by Erdem and Meriç (2012) was prepared as a Likert-type

five-point scale aiming to determine the frequency of the participants' encounters with the given statements. The response scale of the scale consists of "1-Never, 2-Rarely, 3-Sometimes, 4-Most of the time, 5-Always" options. In the exploratory factor analysis, the lower limit of the factor loading value was adopted as .40 in deciding whether the items should remain in the scale or not. In addition, if the difference between the high loadings of an item in two factors at the same time was 0.10 or less, this item was accepted as an overlapping item.

Items with a factor loading value lower than .40, overlapping items, and items that were not considered to provide meaningful integrity with other items under the factor were removed from the scale. As a result of the analyses, the "Scale of Nepotism in School Administration" was developed consisting of 25 items grouped under four factors: "evaluation, coordination, organizing and planning". According to the analysis, the first factor of the scale explains 20,963% of the total variance, the second factor explains 20,579%, the third factor explains 19,723% and the fourth factor explains 11,798%. In total, all factors explain 73% of favoritism. This is a high rate for social sciences. It was observed that the scale items had a minimum loading value of 0.416 and a maximum loading value of 0.852. Again, Cronbach's Alpha, which is a reliability test

Organizational Commitment Scale

The organizational commitment scale developed by Meyer, Allen and Smith (1993) was adapted into Turkish by Dağlı et al. (2018). There are 3 dimensions and 18 items in total, with six items in each dimension. Factor loadings are distributed between .33 and .80. Except for the 13th item (.33 factor loading), all items have factor loadings above .40. In this sense, it can be said that the factor loadings are at a sufficient level. Cronbach-Alpha values are .80 in the first dimension, .73 in the second dimension, .80 in the third dimension and .88 in the total scale. Considering that .70 and above is accepted for reliability, it can be said that the values obtained regarding the reliability of the scale are sufficient. The first factor, affective commitment, consists of 6 items (1, 2, 3, 4, 5, 6), the second factor, continuance commitment, consists of 6 items (7, 8, 9, 10, 11, 12) and the third factor, normative commitment, consists of 6 items (13, 14, 15, 16, 17, 18). Thus, the 18-item scale is compatible with the original scale. Items 3, 4, 5 and 13 of the scale are reverse items.

CONCLUSION

With recent developments, the emergence of schools with specific capacities and their own developmental challenges brings leadership at all levels of education to the agenda,

as it needs various areas of expertise to meet change and innovation in the complex world of leadership (Güneş, 2021). As a result of research on school improvement, it is clear that less emphasis is being placed on the traditional one-man concept and instead more emphasis is being placed on teacher group activities or collective responsibilities. One of the leadership models that researchers have developed as an alternative to traditional leadership approaches is clientelistic leadership (Polat & Kazak, 2014). Favoritism is a type of leadership that focuses on interaction rather than formal and informal leadership role actions (Güneş, 2021).

The nepotistic behaviors of school principals affect the morale and job satisfaction of employees and thus the quality of the teaching and learning environment (Meriç, 2012). The nepotistic behaviors of school principals can damage the trust of the employees in their superiors, as well as negatively affect their commitment to the organization, job performance and professional satisfaction (Kurt & Doğramacı, 2014). Research shows that almost every individual in the workplace is a victim of workplace incivility as an undesirable behavior (Güneş, 2021; K A dysfunctional leadership style and a dysfunctional organizational culture resulting from this leadership style are the situational factors that contribute most to favoritism in the workplace. Principals' relations with teachers and their favoritism in organizational management often lead to a work culture that allows bullying in schools (Okçu et al., 2018). The favoritism of school principals may not only stem from the tendency to protect and show power, but they may also show unwanted mistreatment due to personality disorder, job stress and learned violence.

It is seen that teachers' school experiences are affected by administrators' behaviors and their motivation, cooperation, commitment to their schools, self-esteem and emotional states are affected positively or negatively (Argon, 2016; Okçu et al., 2018). In this respect, it is seen that the management processes exhibited by school administrators have important effects on teachers, affect teachers' motivation and direct the efficiency of educational activities (Bursalioğlu, 2013).

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