

Examining the Organizational Commitment of the Trainers of the Ministry of Youth and Sports

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Abstract

The purpose of this research is to examine the organizational commitment levels of the Ministry of Youth and Sports trainers in terms of demographic variables. The “Organizational Commitment Scale” developed by Balay (2000) to determine the organizational commitment of individuals was used as a data collection tool in the study. The scale consists of 27 items and sub-dimensions of “adaptation”, “identification” and “internalization”. The sample group of the study consists of 162 trainers. According to the results of the research, in the sub-dimension of “identification” and “internalization” of trainers, those aged 40 and over, those with 16 years of sports years and above, and team sports trainers had higher scores ($p < 0.05$). No difference was found according to marital status, being a national team trainer, active sports, and previous sports ($p > 0.05$). Depending on the age of the trainers, it can be stated that they feel like they belong to the institution they work for. With the increase in working years, it can be said that the trainers establish a bond with the institution they work instead of being directed to different fields.

Keywords: Sport, Organizational commitment, Trainer

1. Introduction

People spend most of their lives in business. The efficiency of this time period, which is very important for people, is affected by many variables. It is a situation that has positive effects when people see themselves as a part of the institution they work for. This concept is also referred to as belonging. Mowday (1979), one of the first to make this definition, the concept of organizational commitment; defined it as a concept that emerges when employees strive to achieve organizational goals and adopt organizational values. Bogler and Somech (2004) describe organizational commitment as working for the organization, accepting the organizational purpose and giving importance to staying in the organization. Allen and Meyer (1990) define it as achieving goals by valuing the organization in it.

In environments where organizational commitment is at a good level, people do not worry about performance and future, as the demands and needs of the employees will be met fairly (Paine, 2007). Organizational commitment is the main issue of human resource management (Rauf et al., 2013). Employee commitment may lead to critical positive outcomes at individual and corporate levels (Veličković et al., 2014). In this regard, it is important to determine the organizational commitment of trainers.

In this study, the organizational commitment levels of the trainers were examined and the differentiation status of the organizational commitment levels according to some demographic characteristics they had was tried to be revealed.

2. Method

2.1 *The Study Group*

The research is a descriptive study and was carried out in the scanning model. Before starting the study, permission was obtained from the Social and Human Sciences Research Ethics Committee of Ondokuz Mayıs University with the decision number 2021-472. A total of 162 trainers in Turkey participated in the study. The “Organizational Commitment Scale” developed by Balay (2000) to determine the organizational commitment of individuals was used as a data collection tool in the study. The alpha internal consistency coefficient was calculated as an indicator of reliability for each sub-factor, and the alpha coefficient was 0.79 for 65 consensus dimensions; 0.89 for the identification dimension and 0.93 for the internalization dimension. In this study, Cronbach’s alpha was found to be 0.864. The scale consists of 27 items and sub-dimensions of “adaptation”, “identification” and “internalization”. The questions 1, 2, 3, 4, 5, 6, 7, 8 of the scale measure the cohesion sub-dimension, 9, 10, 11, 12, 13, 14, 15, 16. Questions measure identification sub-dimension, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27. Questions measure internalization sub-dimension. The scale is a five-point Likert-type scale: “I Fully Agree” (5), “I Agree Strongly” (4), “Agree Moderately” (3), “Agree Little” (2), “Disagree At All” (1).

2.2 *Data Analysis*

In comparison of paired groups, t-test was used in independent groups, and ANOVA test was used in multi-group comparisons. In case of differences in multiple groups, Tukey multiple

comparison test was used to determine the direction of the difference. All statistical calculations are done with the SPSS21s program.

3. Results

In this part of the research, the findings related to the problems determined within the scope of the research are included.

Table 1. Descriptive statistics of organizational commitment scores of trainers by age

	Age	n	Mean	S.D.	f	p
Adaptation	20-30 age	20	2.97	1.20	2.560	.057
	31-39 age	62	2.32	0.99		
	40-49 age	55	2.45	0.95		
	49 and over	25	2.22	0.93		
Identification	20-30 age	20	2.93b	1.01	5.734	.001
	31-39 age	62	3.44ab	0.97		
	40-49 age	55	3.55ab	0.90		
	49 and over	25	4.07a	0.84		
Internalization	20-30 age	20	3.25b	1.00	5.439	.001
	31-39 age	62	3.70ab	0.90		
	40-49 age	55	4.04a	0.83		
	49 and over	25	4.16a	0.90		

When the organizational commitment of the trainers is compared according to their age, 49 years old and above have a higher score than 20-30 years old in the “Identification” sub-dimension. In the “internalization” sub-dimension, 40-49 years old and 49 years old and above have higher scores than 20-30 years ($p = 0.001$).

Table 2. Comparison of trainers' organizational commitment according to gender variable

	Gender	n	Mean	S.D.	t	p
Adaptation	Male	133	2.49	1.02	1.716	.088
	Woman	29	2.14	0.96		
Identification	Male	133	3.55	0.96	1.191	.235
	Woman	29	3.31	1.04		
Internalization	Male	133	3.88	0.89	1.478	.141
	Woman	29	3.60	1.06		

When the organizational commitment of the trainers is compared according to the gender variable, no difference is found between male and female trainers ($p > 0.05$).

Table 3. Comparison of trainers' organizational commitment according to branch variable

	Branch	n	Mean	S.D.	t	p
Adaptation	Individual Sports	91	2.41	0.95	-.327	.744
	Team Sports	71	2.46	1.09		
Identification	Individual Sports	91	3.33	0.98	-2.736	.007
	Team Sports	71	3.74	0.91		
Internalization	Individual Sports	91	3.66	0.87	-2.778	.006
	Team Sports	71	4.06	0.95		

When the organizational commitment of the trainers is compared according to the branch variable, team sports trainers have higher scores in the "Identification and Internalization" sub-dimension ($p = 0.006$; $p = 0.007$).

Table 4. Comparison of trainers' organizational commitment according to the variable of years of coaching

	Year	n	Mean	S.D.	f	p
Adaptation	0-5 year	33	2.52	1.11	2.019	.114
	6-10 year	53	2.66	1.04		
	11-15 year	31	2.25	0.90		
	16 year and over	45	2.22	0.94		
Identification	0-5 year	33	3.13b	1.00	4.371	.005
	6-10 year	53	3.46ab	0.92		
	11-15 year	31	3.44ab	1.02		
	16 year and over	45	3.89a	0.86		
Internalization	0-5 year	33	3.46b	0.96	6.245	< 0.001
	6-10 year	53	3.93b	0.82		
	11-15 year	31	3.51ab	1.12		
	16 year and over	45	4.21a	0.69		

When the organizational commitment of the trainers is compared according to the variable of years of coaching, those who have coached for 16 years and over in the "Identification" sub-dimension have higher scores than those who have coached for 0-5 years. In the "internalization" sub-dimension, those who have coached for 16 years or older have higher scores than those having coached for 0-5 years and 6-10 years ($p > 0.05$).

Table 5. Comparison of the organizational commitment of the trainers according to the active sports variable

	Active Sports	n	Mean	S.D.	t	p
Adaptation	I am doing	81	2.46	0.98	.397	.692
	I'm not doing	81	2.40	1.05		
Identification	I am doing	81	3.56	0.99	.666	.507
	I'm not doing	81	3.46	0.96		
Internalization	I am doing	81	3.76	1.01	-1.011	.313
	I'm not doing	81	3.90	0.83		

When the organizational commitment of the trainers is compared according to the active sports variable, there is no difference between the groups ($p > 0.05$).

Table 6. Comparison of the organizational commitment of the trainers according to the variable of level of doing sports before

	Exercise Level	n	Mean	S.D.	t	p
Adaptation	Amateur	83	2.43	0.97	.311	.756
	Professional	54	2.38	1.03		
Identification	Amateur	83	3.43	1.01	-.927	.355
	Professional	54	3.58	0.90		
Internalization	Amateur	83	3.74	0.94	-.642	.522
	Professional	54	3.85	0.98		

When the organizational commitment of the trainers is compared according to the variable of their previous level of doing sports, there is no difference between the groups ($p > 0.05$).

Table 7. Comparison of the organizational commitment of the trainers according to the variable of whether or not to coach the national team

	National Team Coach	n	Mean	S.D.	t	p
Adaptation	Yes	32	2.13	0.95	-1.858	.065
	No	130	2.50	1.02		
Identification	Yes	32	3.47	1.12	-.262	.793
	No	130	3.52	0.94		
Internalization	Yes	32	3.89	0.89	.396	.693
	No	130	3.82	0.94		

When the organizational commitment of the trainers is compared according to the variable of whether they have coached the national team or not, there is no difference between the groups ($p > 0.05$).

Table 8. Comparison of trainers' organizational commitment according to marital status variable

	Marital Status	n	Mean	S.D.	t	p
Adaptation	Married	133	2.38	0.97	-1.388	.167
	Single	29	2.66	1.17		
Identification	Married	133	3.49	0.96	-.654	.514
	Single	29	3.62	1.05		
Internalization	Married	133	3.84	0.91	.364	.716
	Single	29	3.77	1.00		

When the organizational commitment of the trainers is compared according to the marital status variable, there is no difference between the groups ($p > 0.05$).

4. Discussion

As a result of the research, when the organizational commitment of the trainers is compared according to their age, 49 years old and above have a higher score than 20-30 years old in the "Identification" sub-dimension. In the "Internalization" sub-dimension, 40-49 years old and 49 years old and above have higher scores than 20-30 years old. According to these results, experienced trainers, which we can call middle age, are more committed to their organizations than young trainers who have just started their job. We can say that they internalized their profession more, identified better with their profession and adopted their profession. This situation may also bring up the idea that aging trainers do not have the courage and energy to turn to different alternative jobs or tasks. In a similar study (Koçak, 2019a), in parallel with the results, he concluded that the organizational commitment levels of teachers increase as their professional seniority and age increase.

In connection with the obtained results, in a study on teachers, Çelik (2011) determined a positive and significant relationship between the ages of teachers and the level of organizational commitment. In other words, organizational commitment levels increase depending on seniority and age in teaching. There are findings that organizational commitment average scores differ significantly according to age groups (Yelboğa, 2007) and years of seniority (Karataş & Güleş, 2010).

As a result of the research, it was concluded that there was no statistically significant difference between the trainers' adjustment, identification and internalization organizational commitment scores in terms of gender variable. The gender variable did not make a significant difference on the organizational commitment of the trainers. Considering these results, it can be said that the coaching profession does not create a gender-specific organizational dependency. The fact that only men or only women enjoy doing it and that it has reached professional satisfaction may mean that there are some problems or monotony in

that profession. This has a negative impact on the functioning, development and advancement of the profession. In this sense, the satisfaction of both women and men from doing a profession will contribute positively to the intellectual, functional and versatile mobility of that profession. This is accompanied by a more social profession, a more open branch, a more competitive field; however, it will allow for a more agreeable and civilized environment.

When the organizational commitment of the trainers is compared according to the branch variable, team athletes have higher scores in the “Identification and Internalization” sub-dimension. This situation leads us to the conclusion that team sports trainers are more committed to their organizations than individual sports trainers. Addressing more individuals and the more popular team sports may have resulted in trainers enjoying their work more. In addition, the fact that the coach may have problems in individual sports because they have more relationships with the athlete, and that the success of the coach is ignored in the achievements may have resulted in their being less loyal to their organizations. In a similar study, Albayrak (2020), in his scientific study titled “Examination of Job Satisfaction and Organizational Commitment of Trainers Working in Youth and Sports Provincial Directorates”, concluded that individual athlete trainers’ continuance commitment sub-dimension scores were lower than team sports trainers.

When the organizational commitment of the trainers is compared according to the variable of years of coaching, those who are 16 years and over in the “Identification” sub-dimension have higher scores than those who are 0-5 years. In the “Internalization” sub-dimension, those who are 16 years and above have higher scores than those who are 0-5 years and 6-10 years. It can be stated that trainers with a seniority of 16 years and above experience higher organizational commitment to adopting their profession than low-level trainers. In other words, it may be related to the motivation of individuals who have been in the organization for many years, to have higher organizational commitment, as they gain experience, spend time and effort in their profession, and reach a certain order and discipline at the same time. In a similar study, Ekici et al. (2017) concluded that there is a statistically significant difference between working time and organizational commitment, and there is an increase in organizational commitment as the working time increases in the emotional and attendance sub-dimensions. Among the studies that support the findings; Ay et al. (2015), in his researches involving academicians, it was found that those with 16-20 years of employment had higher emotional commitment. In the study conducted by Gülenç and Kozak (2019), it was seen that there is a significant relationship between the seniority variable and the levels of organizational commitment. In other words, the organizational commitment scores of teachers with a seniority of 21-30 years are higher than those of teachers with a seniority of 1-10 years. Koçak (2019b), in parallel with the result, concluded that the level of organizational commitment increases as teachers’ professional seniority and age increase. Çelik (2011) stated in his studies that there is a positive and significant relationship between the increase in the number of teachers’ working years and the level of organizational commitment. In other words, organizational commitment levels increase depending on seniority and age in teaching. There are findings that mean organizational commitment scores differ significantly according to age groups and years of seniority (Karataş & Güleş, 2010;

Yelboğa, 2007). Pierce and Gardner (2004) stated that external motivation and internal motivation have a significant effect on organizational commitment. It can be stated that there is such a relationship between the working year of the coaches participating in the study and their motivation.

In general, it is possible to come across studies that show that teachers in the older age group and higher seniority show higher commitment in the sub-dimensions of identification and internalization. Ergen (2015), teachers aged 51 and over have the highest average for internalizing commitment and the lowest average for adjustment commitment, while teachers 16 years and over have the highest average for internalizing commitment and the lowest average for adjustment commitment. demonstrates their level of ownership. In his study, İmamoğlu (2011) revealed that the highest level of commitment is at the level of internalization when teachers' seniority and age increase.

As a result of the research, it was seen that there was no statistically significant difference between the trainers' adaptation, identification and internalization organizational commitment scores in terms of active sports variable. Active sporting variable did not make a significant difference on the organizational commitment of the trainers.

As a result of the research, it was concluded that there was no statistically significant difference between the adjustment, identification and internalization organizational commitment scores of the trainers in terms of the level of doing sports. The variable of doing sports did not make a significant difference on the organizational commitment of the trainers.

As a result of the research, it was concluded that there was no statistically significant difference between the adaptation, identification and internalization organizational commitment scores of the trainers in terms of whether or not to coach the national team. The variable of whether or not to coach the national team did not make a significant difference on the organizational commitment of the trainers.

As a result of the research, it is seen that there is no statistically significant difference between the adjustment, identification and internalization organizational commitment scores of the trainers in terms of the marital status variable. The marital status variable did not make a significant difference on the organizational commitment of the trainers.

In his similar scientific study, Albayrak (2020) stated that there was no significant difference as a result of the independent groups t-test applied in order to determine the level of difference between the marital status of the trainers and the emotional., continuance and normative commitment sub-dimensions of the organizational commitment scale.

Factors that increase the organizational commitment of trainers should be determined. Motivating factors should be used to increase the organizational commitment of trainers. Trainers with increased organizational commitment can perform better.

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