

PAPER DETAILS

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EVALUATION OF MANAGERS' ORGANIZATIONAL COMMITMENT AND DEVELOPMENT SITUATIONS IN EDUCATIONAL ORGANIZATIONS PRE-COVID PERIOD AND ONGOING COVID PERIOD

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Abstract

Through education, societies raise the awareness within future generations and shape them as they wish. Due to the importance of educational institutions, organizational commitment of employees in educational institutions is also important. Detection and comparison of organizational commitment before and during the pandemic will be an important source of data in this challenging period. The aim of the research is to evaluate the situation of providing and developing organizational commitment with 20 teachers and 20 administrators in public primary schools in the 2020-2021 education period. When the participants were mentioned about organizational commitment, it was concluded that the thought of the work commitment. The results show that before the pandemic; administrators organized dining events according to the teachers' and the administrators' views in order to ensure organisational commitment. The teachers defend that an equal and fair environment should be reached when developing organisational commitment while the administrators think the environment should be motivating. In order to maintain the organisational commitment, teachers believe that it is important to be equal and fair and the administrators believe that constructive criticism should be present. Results during the pandemic period; to ensure organizational commitment, organize online meetings according to participant opinions. While teachers mention the need to be in close dialogue to develop organizational commitment, administrators say that there should be an effective communication environment. Also, according to the teachers, to maintain organizational commitment, it is necessary to be motivating, it is achieved through good communication according to the views of the administrators.

Keywords: Manager, pandemic (Covid-19), education, organizational commitment.

Introduction

The disease caused by a new type of coronavirus, which emerged in Wuhan, China in December 2019, causing mild and severe acute respiratory syndromes, is defined as Covid 19. It is known that this disease, which spread rapidly to the world, was detected for the first time in the TRNC on 10-03-2020. TRNC Ministry of Health (2020). Infectious epidemic diseases that cause disease and death in animals and humans and spread to a wide geography, continent or the whole world are defined as pandemics (Aslan,2020;35) In this context, it is

also stated that the Covid 19 pandemic is a global health crisis, United Nations Development Program – UNDP (2020) announced by.

In order to reduce the effects of the Covid 19 pandemic, it is stated that identifying and isolating patients, operating the quarantine process of contacts or contacts, limiting international travels, as well as alienating individuals from social life and physical contact are important factors in reducing the number of infections and saving lives. World Health Organization - WHO (2020) UNDP (2020) states that many countries are struggling to control these factors. In this context, preventive activities have started to be implemented and measures have been taken in many areas such as social, economic, health and education throughout the world. In the field of education, which affects large masses, measures have been taken and implemented as a priority. The decision to suspend education within the scope of these measures has affected more than 90% of the student population in the world (United Nations Educational, Scientific and Cultural Organization- UNECSO, 2020). Viner, Russell, Croker, Packer, Ward, Stansfield, Mytton, Bonell, and Booy (2020) state that there are predictions about the long-term probability of these measures and methods should be determined for students to continue their education safely. In this context, many countries carry out distance education activities. Distance education, which is carried out by teachers and students communicating in different places synchronously or asynchronously (Odabaş, 2003), is given via internet and television in the TRNC. Although this situation seems like an innovation in the education process, it has led to the emergence of some situations that need to be evaluated.

People act together by bringing together the opportunities they have in order to overcome the tasks that they could not achieve on their own for centuries and to live more easily. Individuals spend most of their time in these naturally occurring communities. Life starting with small family society; it continues with inclusion in communities that continue in the form of school, work, and state (Çavundurluoğlu, 2016). Mankind, who has to deal with many problems in all organizations that he is involved in throughout his life, starting from the family structure, develops various methods to cope with these problems. Since the human factor is thought to affect the success of the organization in today's organizations, where the human factor is effective in their existence, it has revealed the need for many studies on people and the organizations they belong to. With the increase in knowledge accumulation, the value given to knowledge has also increased, and in parallel, societies have become more information societies. The state of a society that constantly renews itself has also caused a change in the organizations that make up the society. Globalization, technological changes, economic pressures, changes in the structure of employees and customers affect the new relationship between the organization and employees (Sabuncuoğlu et al., 2016). The human factor has a very important role in the efficiency of organizations. In order for organizations and employees to achieve their goals, they need to work in harmony with each other and by considering the interests of both parties. In this context, the support that individuals receive from their organizations while fulfilling their duties can increase their satisfaction with their work and their commitment to their organizations. As long as organizations and individuals mutually meet each other's expectations, this mutual expectation is likely to continue. This reveals the importance of organizational commitment in the success and continuity of organizations.

Organizational commitment is the willingness of the individual who accepts the goals and values of the organization, has a strong belief in these goals and values, makes an effort for his organization and continues to be a member of the organization (Mahmutoğlu, 2008).

Organizational commitment is the degree to which teachers are integrated with the school they work in and the school. It reveals the extent to which they work in harmony towards their goals (Doğan and Özdemir, 2016).

The quality of working conditions is very important for teachers to provide effective education. The way teachers perceive working conditions plays an important role in their attitudes towards their profession, institutions and students. It can be said that one of the important determinants of this attitude is the commitment of teachers to their organizations.

The rapid change in education and training and the unpreparedness of the stakeholders for this sudden change required school administrators to take the lead in the disruption of education by rapidly changing their methods and focal points (Kunnath, 2020). It has been extremely important during the pandemic process that school administrators, as instructional leaders, are determined to meet the needs of schools by responding to the expectations of stakeholders and achieving common goals (Sergiovanni, 1998) and to ensure the continuity of organizational commitment. School administrators with high organizational commitment identified with the goals of the school will enable teachers to adopt these goals, and in this way, the positive contribution of the teacher to the school will increase. Because school administrators and teachers with a high level of organizational commitment, while thinking about the future of the organization, will also support decisions and innovations that will contribute to the development of the organization by suggesting new views and changes that will contribute positively to the organization. In this context, the evaluation of organizational commitment according to the opinions of administrators and teachers during the pandemic period revealed the necessity of finding an answer to the question of what the factors affecting the organizational commitment of employees, who have an important place for organizations, are during the pandemic period. However, thanks to the answers to this question, it will be possible to take some steps to increase the organizational commitment of the employees.

Method

The research is a qualitative research, and the data to be used in the research are obtained through the participants' answers to the knowledge, skills, experiences, feelings and thoughts of the participants through open-ended questions (Patton, 2014). It is a method that allows to investigate existing problems and events within itself and delve deeply (Neuman, 2012). The obtained data should be given together with the literature review (Creswell, 2013).

The sample from which the research findings were obtained is shown in Table 1 below. In Table 1, demographic characteristics of 20 teachers and 20 administrators working in public primary schools in the Turkish Republic of Northern Cyprus in the 2020-2021 academic year are given.

Table 1.

Demographic characteristics of teachers and administrators.

		Teacher		Manager	
		f	%	f	%
Gender	Female	12	60	9	45
	Male	8	40	11	55
Age distribution	31-35	4	20	0	0
	36-40	2	10	4	20
	41-45	9	45	6	30

Graduation	46-50	2	10	8	40
	51 and above	3	15	2	10
	B.A	15	75	7	35
	M.A	5	25	11	55
	Ph.D	0	0	2	10
Length of service	6-10 yrs	4	20	0	0
	11-15 yrs	2	10	0	0
	16-20 yrs	5	25	8	40
	21-25 yrs	5	25	6	30
	26-30 yrs	4	20	4	20
	31 yrs and above	0	0	2	10

As can be seen in Table 1, the participant teachers: According to their gender; 12 of them are women (55%), 8 of them are men (40%). According to their age; 4 people between the ages of 31-35 (20%), 2 people between the ages of 36-40 (10%), 9 people between the ages of 41-45 (45%), 2 people between the ages of 46-50 (10%), 3 people Age 51 and above (15%). According to their educational status; 15 people have a bachelor's degree (75%), 5 people have a master's degree (25%). According to professional seniority; 4 people 6-10 years (20%), 2 people 11-15 years (10%), 5 people 16-20 years (25%), 5 people 21-25 years (25%), 4 people worked for 26-30 years (20%). Participating managers: According to their gender; 9 of them are women (45%), 11 of them are men (55%). According to their age; 4 people are between the ages of 36-40 (20%), 6 people are between the ages of 41-45 (30%), 8 people are between the ages of 46-50 (40%), 2 people are 51 years old and over (10%). According to their educational status; 7 people have a bachelor's degree (35%), 11 people have a master's degree (55%), 2 people have a doctorate (10%). According to professional seniority; 8 people are 16-20 years (40%), 6 people are 21-25 years (30%), 4 people are 26-30 years (20%), 2 people are 31 years and above (10%).

In the research, it was aimed to obtain data with 7 questions. With the data collection tool, it was aimed to determine the organizational commitment of the administrators in their schools during and before the pandemic period. The questions prepared were directed to the participating teachers and administrators via remote video calls due to the pandemic through social media and answers were received. The research data obtained from the participants were obtained between 10 March and 30 March on the basis of the volunteers of the participants.

After the research questions were prepared, I received opinions from 2 colleagues. In line with the opinions, the necessary places in the questions were changed and questions were asked to 4 teachers for the pilot application. It has been determined that the questions are clear and understandable, and the data obtained are in line with the research goal. That the obtained data was sufficient was again fixed with the opinion of 1 expert and it was seen that it was sufficient by all researchers to obtain the desired data. Obtaining opinions during the creation of the scale and during the application, as well as the agreement of the researchers, show that the research is valid (Yıldırım and Şimşek, 2008).

During the interviews with the volunteer participants, the interview was recorded and reported on paper with the consent of the participant. The data obtained were divided into sentences and numbered separately. The numbered sentences were grouped and then the sentences were grouped. The groups were combined to form wholes. The whole formed the themes of the research. During this process, in order for all researchers to be in agreement,

sentences that were perceived differently were stopped until they agreed and necessary corrections were made.

Having more than one researcher in the study, including an external researcher in the analysis of the data, and conducting a literature review show that the research is high in terms of reliability (Yıldırım and Şimşek, 2008).

Due to the confidentiality of the identities of the teachers and administrators who expressed their views in the research, the opinions are given in quotation marks and the participant number (code) determined by the researcher is included at the end.

Example Participant:

Y: Manager

Ö: Teacher

“.....” (Ö; 1)

“.....” (Y; 2)

Results

Dimension I: Findings about what comes to mind when organizational commitment is mentioned.

The first dimension of the study was created to obtain the findings about what comes to mind of participant teachers and administrators when organizational commitment is mentioned. For this purpose, 20 participants were asked, “*What comes to your mind when organizational commitment is mentioned?*” question has been asked. The findings are given in table 2 in the form of themes.

Table 2.

Descriptive statistics on the themes and distributions of what comes to mind when organizational commitment is mentioned.

Themes	Teacher		Manager	
	f	%	f	%
Work commitment (loyalty)	13	18	8	18
Success	7	10	0	0
Sense of belonging	6	8	4	9
Effort	6	8	0	0
Common Goal	6	8	6	13
Work efficiency/Performance	5	7	2	5
Emotional Commitment	4	6	2	5
Labor	3	4	0	0
Take your time	3	4	0	0
Love for the Organization	2	3	4	9
Socialization	2	3	0	0
Joint Event	2	3	0	0
Motivation	2	3	2	5
Ownership	2	3	6	14
Intra-organizational harmony	2	3	0	0
Good communication	2	3	0	0
Family	1	1	0	0
Teacher	1	1	0	0
Guardian	1	1	0	0

Student	1	1	0	0
Serenity	1	1	0	0
Respect	1	1	0	0
School	0	0	5	11
Responsibility	0	0	3	7
School Culture	0	0	1	2
Union	0	0	1	2
Total	73	100	44	100

In the first dimension of the study, the majority of participating teachers and administrators mentioned that when organizational commitment is mentioned, they think of work commitment (loyalty). Some of the views of teachers and administrators regarding this finding are as follows. *“When it comes to organizational commitment, the most important thing that comes to my mind is the commitment to my job.”* (Ö; 5)

“I think of loyalty to work.” (Y; 2)

II. Dimension: Findings on what activities the managers did to ensure organizational commitment before the pandemic.

In the second dimension of the study, it was desired to reveal the findings about what kind of activities school administrators carried out in their schools in order to provide organizational commitment to the participants before the pandemic. For this purpose, the findings obtained from 20 participant administrators and 20 teachers are given in table 3 in the form of themes.

Table 3.

Descriptive statistics on what kind of activities the managers did to ensure organizational commitment before the pandemic.

Themes	Teacher		Manager	
	f	%	f	%
Meal Arrangement	11	19	12	23
Being Together on Special Occasions	10	17	6	11
Decision making together	10	17	6	11
Holding a Meeting	9	16	10	19
Preparing a Fair Environment	4	7	5	10
Social Gatherings	4	7	0	0
Creating a Peaceful Environment	3	5	1	2
Appreciate / Give Thanks	3	5	0	0
By Exchange of Ideas	2	3	3	6
By Organizing Excursions	1	2	3	6
with ceremonies	1	2	0	0
By Valuing	0	0	2	4
By Preparing a Communication Environment	0	0	2	4
Completing Missing Materials	0	0	2	4
Total	58	100	52	100

As can be seen in Table 3, the majority of administrators and teachers regarding the activities carried out to ensure organizational commitment before the pandemic; they mostly

mentioned that school administrators organize meals. A few comments on these findings are as follows.

“Our manager used to organize meals and social gatherings for us as the whole school to ensure organizational commitment.” (Ö; 13)

“Before the pandemic, when everything was normal, we used to go to dinner, celebrate birthdays and have frequent meetings as a school.” (Y; 9)

III. Dimension: Findings on what activities managers do to ensure organizational commitment during the pandemic period.

In the third dimension of the study, it was aimed to reveal the findings about what kind of activities school administrators do in their schools in order to ensure organizational commitment during the pandemic period. For this purpose, the findings obtained from 20 participant administrators and 20 teachers are given in table 4 in the form of themes.

Table 4.

Descriptive statistics about what kind of activities managers do to ensure organizational commitment during the pandemic period.

Themes	Teacher		Manager	
	f	%	f	%
Online Meeting	9	29	12	37
Online Information	8	26	6	18
No Events	5	16	0	0
Online Thanks	3	10	0	0
Continuous communication	3	10	8	24
Providing a Healthy Environment	2	6	0	0
Encouraging Speech	1	3	0	0
Joint Decision Making	0	0	2	6
Thanks to Online Programs	0	0	2	6
With Delegation of Authority	0	0	1	3
Celebration/ Messages on Important Days	0	0	1	3
By being honored	0	0	1	3
Total	31	100	33	100

In the third dimension of the study, the activities of teachers and administrators to ensure organizational commitment during the pandemic were investigated. As seen in Table 4, both participating teachers and administrators mentioned that online meetings are the most common activity to ensure organizational commitment during the pandemic period. Some of the opinions of *teachers and administrators related to this are as follows.*

“Since we cannot be in close contact with each other during the pandemic, we only hold online meetings as an event.” (Ö; 7)

“During this period, I try to ensure organizational commitment by holding online meetings the most.” (Y; 5)

IV. Dimension: Findings on what managers paid attention to in developing organizational commitment before the pandemic.

The fourth dimension of the study was created to reveal to the participants the findings about what managers paid attention to in developing organizational commitment before the

pandemic. For this purpose, semi-structured questions were asked to the participating administrators and teachers. The findings are given in table 5 in the form of themes.

Table 5.

Descriptive statistics on what managers paid attention to in developing organizational commitment before the pandemic.

Themes	Teacher		Manager	
	f	%	f	%
To act equally and justly	17	22	10	17
Good Relationship	12	16	6	10
Motivation-enhancing Activity	8	10	14	23
Improving the Working Environment	6	8	7	12
Peaceful and Safe Environment	5	6	0	0
Being transparent	4	5	0	0
Being With Your Employees	4	5	0	0
Consensus	3	4	5	8
Being a Leader	3	4	0	0
Being a Guiding	3	4	0	0
Expressing Ideas Freely	3	4	6	10
With cooperation	2	3	2	3
By guiding	2	3	2	3
Moving the Organization Forward	2	3	1	2
With good analysis	1	1	1	2
With Sharing Responsibility	1	1	1	2
Giving importance to teacher opinions	1	1	4	6
With the Count of Love	0	0	1	2
Total	77	100	60	100

The results regarding the fourth dimension of the research are given in Table 5. As can be seen in Table 5, the majority of the participating teachers mentioned that the administrators act most equally and fairly in developing organizational commitment. Participant managers, on the other hand, mentioned that they mostly do motivation-enhancing activities in developing organizational commitment. The opinions of teachers and administrators about the findings obtained are as follows.

“In the school, everyone should be treated equally and fairly, and should not make any privileges.” (Ö; 11)

“When there is equality and fairness, the organizational commitment of the school employees is ensured and developed.” (Y; 5)

Dimension V: Findings on what managers pay attention to in developing organizational commitment during the pandemic period.

The fifth dimension of the study was created to reveal to the participants the findings about what managers paid attention to in developing organizational commitment before the pandemic. For this purpose, questions were asked to 20 participating administrators and 20 teachers. The findings are given in table 6 in the form of themes.

Table 6.

Descriptive statistics on what managers pay attention to in improving organizational commitment during the pandemic.

Themes	Teacher		Manager	
	f	%	f	%
To Close Dialogue (Continuous Dialogue)	11	19	8	19
Making an Online Meeting	9	15	4	9
Using the Computer Well	6	10	0	0
To motivate	6	10	7	16
Giving importance to teacher opinions	6	10	1	2
Finding Solutions to Problems	5	9	6	14
Equal Division of Labor	5	9	2	5
Effective Communication	5	9	10	23
Prepare a Healthy Environment	4	7	2	5
To Treat Equal and Fair	1	2	3	7
Total	58	100	43	100

As seen in Table 6 above, while the participating teachers talked about the importance of close dialogue in developing organizational commitment during the pandemic; The majority of the participating managers talked about effective communication. According to the findings, some of the participant opinions are as follows;

“In order to get through this difficult process, our manager should be in constant dialogue with us and motivate us.” (Ö; 5)

“Using effective communication skills in the pandemic, teachers should find solutions to problems and provide better education.” (Y; 12)

VI. Dimension: Findings on how managers behaved in providing, developing and maintaining organizational commitment before the pandemic.

In the sixth dimension of the research, it was created to reveal the findings about how managers behaved in providing, developing and maintaining organizational commitment before the pandemic. For this purpose, questions were asked to 20 participating administrators and 20 teachers. The findings obtained from the questions are given in table 7 in the form of themes.

Table 7.

Descriptive statistics on how managers behaved in providing, developing and maintaining organizational commitment before the pandemic.

Themes	Teacher		Manager	
	f	%	f	%
With Justice and Equality	15	19	10	16
As an Embrace	9	11	4	6
By motivating	8	10	0	0
With Joint Activities	7	8	0	0
As a Leader	5	6	3	5
For example	5	6	9	14
By Acting Balanced	4	5	4	6
By Self-Devotion	4	5	4	6
Candidly	3	4	1	2
By Empathizing	3	4	0	0

As Owner of the Vision	3	4	0	0
Making Constructive Criticism	2	3	12	19
Using Effective Communication	2	3	6	9
By owning	2	3	2	3
Tolerantly	2	3	2	3
As a Router	2	3	1	2
With a Smile	1	1	0	0
As available	1	1	0	0
With Positive Communication	1	1	0	0
As Confidence	0	0	6	9
Total	79	100	64	100

As it is seen in Table 7, according to the opinions of the participant teachers, they mentioned that before the pandemic, the most equal and fair treatment was done in providing, developing and maintaining organizational commitment. Managers' opinions, on the other hand, mentioned that constructive criticism is important in providing, developing and maintaining organizational commitment before the pandemic. Participants' opinions on this subject are as follows.

“In the past, our manager provided and developed our organizational commitment fairly. He would also not discriminate against anyone by treating us equally.” (Ö; 7)

“When there is equality and fairness, organizational commitment is provided and developed. Everything starts with equality and justice.” (Y; 14)

VII. Dimension: Findings on how managers behave in providing, developing and maintaining organizational commitment during the pandemic period.

In the sixth dimension of the research, it was created to reveal the findings about how managers behave in providing, developing and maintaining organizational commitment during the pandemic. For this purpose, questions were asked to 20 participating administrators and 20 teachers. The findings obtained from the questions are given in Table 8 in the form of themes.

Table 8.

Descriptive statistics on how managers behave in providing, developing and maintaining organizational commitment during the pandemic period.

Themes	Teacher		Manager	
	f	%	f	%
As a motivator	14	25	4	7
By Providing Good (Effective) Communication	10	18	16	28
Making Constructive Criticism	5	9	9	16
As a Leader	5	9	3	5
Being Close	5	9	7	13
Transparently	4	7	0	0
Cooperating	4	7	4	7
As a Supporter	3	6	0	0

By Example (As a Role Model)	2	4	7	13
Solving Problems	2	4	3	5
By Acting Balanced	1	2	0	0
With Contingency Approach	0	0	1	2
Indulgently	0	0	1	2
By owning	0	0	1	2
Total	55	100	56	100

As can be seen in the table above, teachers mostly mentioned that their managers were motivating in providing, developing and maintaining organizational commitment during the pandemic period. Their managers, on the other hand, stated that they communicated best and ensured, developed and maintained organizational commitment during the pandemic period.

“It exhibits motivating behaviors in the current conditions.” (Ö; 19)

“In this process, I can only communicate well with school staff in the name of organizational commitment.” (Y; 15)

Discussion and Conclusion

In the results part of the research, the results obtained from the interviews with the participant administrators and teachers affiliated to the Ministry of National Education of the Turkish Republic of Northern Cyprus are given. The dimensions were interpreted separately and compared with previous studies.

When organizational commitment is mentioned in the first dimension of the research, the most important thing that comes to mind of participant administrators and teachers is loyalty. In Demirel's (2009) study, it was stated that employees' commitment to work also affects their organizational commitment. In the study of Benligiray and Sönmez (2011) it was found that there is a positive relationship between organizational commitment and job commitment. In their study, Tanrıverdi and Kılıç (2016) mentioned that the increase in organizational commitment will increase the commitment of employees to their work. The things mentioned in these studies show parallelism with the research findings. Devotion or loyalty to his job results in his ownership of that workplace. Teachers and administrators may have mentioned this because it reveals organizational commitment.

It was concluded that meals were organized according to the opinions of the participants in order to ensure organizational commitment before the pandemic. In Kervancı's (2013) research, he mentioned that lunch breaks positively affect organizational commitment. In the study of Erdem and Duman (2016), they mentioned that the food eaten in the organization positively affects organizational commitment. Çakır (2006) mentioned in his research that he improves organizational commitment thanks to the meals made with the employees. The subjects mentioned in all these studies support the research findings. The reason for the finding obtained in the research may be due to the fact that all school employees catch a common and sincere atmosphere at meals and the relationship between them develops and this leads to further organizational commitment.

It was concluded that the managers held online meetings to ensure organizational commitment according to participant opinions during the pandemic period. In the study of Sökmen et al. (2017), it was mentioned that thanks to the meetings held with the employees,

they became socialized and their commitment to the organization increased. In the study of Kılınçlı and Oğrak (2020), it was mentioned that in-organization meetings affect success positively and increase organizational commitment. Göven and Şentürk (2019) mentioned the importance of formal and informal meetings to ensure organizational commitment at school. In addition, in some of the researches, they mentioned the importance of meetings held within the organization (İra, 2004; Demirtaş et al., 2008; Tümkan and Altınay 2021). The findings here support the research finding. Thanks to the meetings, everyone can freely express their opinion and this may be because the employees are also stakeholders in the decisions taken and because they own the decision and the organization.

Teachers talked about being equal and fair in developing organizational commitment of administrators before the pandemic. In the researches, it is mentioned that managers develop organizational commitment as a reflection of being equal and fair (Crawford and Nicklaus, 2000; Czaja and Lowe, 2003; Sarros, Cooper and Santora, 2008; Okçu, 2014; Dulkadir, 2017).

According to the opinions of the managers, they mentioned that organizational commitment was developed with motivation during the pandemic period. Uçar (2016) mentioned how important motivation is in distance education in his research. It is also mentioned that motivation provides the necessary organizational commitment to achieve success (Uzun and Keleş, 2010; Yeşil and Topbaş, 2018; Sırakaya and Sırakaya, 2018; Tunca and Şahin, 2014). The findings here show parallelism with the research finding.

The fact that administrators talk about teachers being equal and fair in ensuring organizational commitment is among the basic concepts of motivation mentioned by administrators. They may have advocated this view because when there is equality and justice in an organization, the motivation of the employees will also be ensured.

Considering the situation of administrators to develop organizational commitment during the pandemic period, teachers mostly mentioned tight dialogue (continuous dialogue). In Enli and Skogerbo's (2013) research, continuous dialogue was mentioned in social media mediated environments. In the research of Aktürk, Özen and Üzüm (2014), he talks about the constant dialogue between the manager and the employees. In Şeker's research (2014), it is mentioned that it is possible to decide what to do through continuous dialogue. These findings support the views of teachers in the study.

Managers, on the other hand, talk about effective communication in improving organizational commitment during the pandemic period. Studies have mentioned the importance of effective communication in schools (Kavanagh and Ashkanasy, 2006; Claypool, 2003; Şener and Özan, 2019; Aytekin, 2019). All these studies also support the aforementioned research finding.

In the finding in the fifth dimension of the research, teachers talked about close dialogue and administrators talked about effective communication in developing organizational commitment. Both findings support each other. Both sides may have defended these views, since effective communication can be established through close dialogues between teachers and administrators.

In the sixth dimension of the study, it was concluded that most of the participating teachers talked about being equal and fair about providing, developing and maintaining organizational commitment before the pandemic. In other studies, it is stated that managers are equal and fair, and that they develop organizational commitment as a reflection of this

research finding in support of the research finding here (Crawford and Nicklaus, 2000; Czaja and Lowe, 2003; Sarros, Cooper and Santora, 2008; Okçu, 2014; Dulkadir, 2017).

It has been found that constructive criticism is important in providing, developing and maintaining organizational commitment before the pandemic. In the research conducted by Saraçoğlu, Gürışık, and Furak (2018), it was found that teachers made constructive criticism towards each other. In addition, Ostrosky et al. (2013) stated in their research that constructive criticism among teachers affects teachers positively. In Yıldırım's (2012) research, teachers and administrators mentioned the importance of constructive criticism according to their views. All these findings support the research findings.

In this dimension of the research, teachers talk about equality and justice in providing, developing and maintaining organizational commitment. Because where there is equality and justice, teachers may feel safe and organizational commitment is ensured. On the other hand, managers use constructive criticism to ensure, develop and maintain organizational commitment. Managers may have given this answer because teachers can achieve better things in the organization thanks to constructive criticism and therefore they will be satisfied in the organization.

Most of the teachers mentioned that their managers are motivating to provide, develop and maintain organizational commitment during the pandemic. Studies have found that motivation and organizational commitment affect each other positively (Korkmaz, 2011; Dunn et al., 2012; Thamrin, 2012; Çoğaltay et al., 2014; Gündüz, 2015; Dulkadir, 2017).

Unlike this result obtained with the opinions of the teachers, the participant administrators mentioned that they provided, developed and maintained organizational commitment during the pandemic period with effective communication. Some of the similar studies mention the importance of effective communication in schools in leading schools to success (Kavanagh and Ashkanasy, 2006; Claypool, 2003; Şener and Özan, 2019; Aytekin, 2019; Tümkan and Altınay, 2021). The ones mentioned in all these studies support the findings of our study.

In the pandemic period, teachers talked about their motivation in providing, developing and maintaining organizational commitment. Here, the motivation of teachers decreases due to distance education and social distance rules during the pandemic period, so they may be talking about the importance of being motivated in this period. Managers, on the other hand, may be talking about effective communication due to the disruption of face-to-face communication due to the pandemic.

In conclusion the following conclusions were reached: When the participants were mentioned about organizational commitment, it was concluded that the teachers and administrators thought of the work commitment (loyalty). The results show that before the pandemic, administrators organized dining events according to the teachers' and the administrators' views in order to ensure organisational commitment. The teachers defend that an equal and fair environment should be reached when developing organisational commitment while the administrators think the environment should be motivating. In order to provide, develop and maintain the organisational commitment, teachers believe that it is important to be equal and fair and the administrators believe that constructive criticism should be present. It has been concluded that during the pandemic, to ensure organisational commitment, the administrators arrange online meetings according to the teachers' and the administrators' opinion. While teachers mention the need to be in close dialogue (continuous dialogue) to develop organizational commitment, administrators say that there should be an effective communication environment. Also, according to the teachers, in providing,

developing and maintaining organizational commitment, it is necessary to be motivating, it is achieved through good (effective) communication according to the views of the administrators.

Suggestions

- Managers should ensure organizational commitment by holding more online meetings during the pandemic period.
- Managers should always treat their employees equally and fairly.
- Managers should be in effective communication with their teachers in order to increase their motivation and ensure their organizational commitment during the pandemic.
- The Ministry of National Education should open a course for managers to increase organizational commitment during the pandemic period.
- In the pandemic, teachers should also open a course by the Ministry of National Education to develop or maintain their organizational commitment.
- In the study, the dimension of organizational commitment was discussed. Researchers can work with a different dimension.
- The research was carried out in primary schools. It can also be applied to Secondary and Higher Education.
- The research was handled as a qualitative research. It can be reconsidered in a different way.

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