A Study on Guidance Teachers' Organizational Commitment Through Path Analysis with Prediction Intervals of Professional Quality of Life and Self-esteem

Halil Ekşi
Marmara University, Faculty of Education
halileksi@marmara.edu.tr

Ayfer Summermatter
Marmara University, Faculty of Education
ayfer@asummermatter.com

Ahmet Kahraman
Sakarya University, Faculty of Education
ahmetkahraman6014@gmail.com

Abstract

This research aims to use the path analysis method as a structural equality analysis to analyze the counselors working at public institutions in Turkey so as to determine if their organizational commitment is predicted based on the levels of quality of life and self-esteem. So as to achieve this purpose, a study was conducted with the participation of 207 counselors working on the Anatolian side of Istanbul, Turkey, and the Pearson correlation coefficient and the path analysis were used to examine the acquired data. The established organizational commitment model concluded that the professional quality of life directly predicted organizational commitment, while the self-esteem indirectly predicted the professional quality of life. Lastly, it was obtained that the most powerful predictor for the professional quality of life was compassion fatigue, and burnout failed to meaningfully predict it.

Keywords: Organizational commitment, self-esteem, quality of life, guidance teacher, path analysis

Occupational and working organizations are among the most important organizational forms that have emerged thanks to the development of the humanity and have diversified by surviving until today (Vural, 2012). In the developed business life, employees need technical, as well as social-emotional skills, for workplace success. Today's labor demands social-emotional competences, such as eagerness to engage in productive work for the fulfillment of group objectives, communication and efficient leadership skills (Zeidner, Matthews & Roberts, 2009).

All working organizations create and sustain an informal structure, which manages a world of common values that is formed by the mental and emotional relationships, besides the relationship networks between people and groups (Vural, 2012). This informal structure reflects itself as organization's social control. Social control both supports positive behaviors and prevents negative behaviors. When a group member feels emotionally committed to their group, the functionality of social control will be at the highest level (Merchant, 1998).

According to Goleman's four-dimensioned emotional intelligence model, one's emotional skills contain the dimensions of knowing and managing their emotions, which are separated into two competency levels; namely personal and social competency levels. The dimension of knowing the personal competency is consisted of self-confidence, emotional awareness and proper self-assessment (Korkmazyürek & Hazır, 2014). Self-sufficiency includes the beliefs in regard to one's skills based on the performance levels. Thoughts on self-sufficiency are made up of one's feelings, thoughts, way of self-motivation and behaviors (Bandura, 1994). Cognitive mechanisms, and particularly the perceived self-sufficiency, have a significant role in the choice of profession and the professional development (Bandura, 1999; Hackett, 1999).

Organizational commitment is observed when an individual feels an emotional commitment to the organization where they work or perform a duty. It is related to the compassion satisfaction, identification and commitment to the duty. Organizational commitment is created by the performer's loyal attitude, as well as their interest in the success of the organization (Bayram, 2005; Korkmazyürek & Hazır, 2014; Meyer, Stanley, Herscovitch & Topolnytsky, 2002). Meyer & Allen (1984) firstly suggested dividing organizational commitment as emotional and continuity commitments. Moreover, they described the emotional organizational commitment as what employees emotionally feel when they believe to be an inseparable part of their organization with their own identity, and explained continuity commitment as one's assessment to decide between staying with the

organization and leaving it. Mater and Allen (1990) later added to this description the normative commitment that reflects the perceived liability (as cited in Meyer et al., 2002).

Although schools, as organizations, have some different variables that are specific to them, it is observed that they have similar features as those of other working organizations. Assessing educational services only in a mechanical manner and avoiding emotional-social factors of employees may lead to a lack of understanding regarding the organizational structure of a given school. Including employees' inner peace and comfort, job satisfaction is explained as individuals' general behaviors and attitudes towards their jobs. If employees' expectations and what they acquire are compatible with each other, their job satisfaction increases (Kutanis, 2003). Considering that teachers constitute the fundamental part that provides the biggest service in a school organization, their organizational commitment, self-sufficiency and job satisfaction are most likely to have a significant impact on the service quality and output.

In schools with the intensified human factor, the working areas of guidance teachers, or psychological counselors, who work in the aiding services for students, highly contain the process of psychological aiding. Individuals' job satisfaction as aiding-providers is affected by the contentment of achieving better in their job. Since being guidance teacher is also one of the aiding-related professions, high levels of job satisfaction can enable teachers to have the contentment of helping others, to entertain positive feelings towards their coworkers, and to feel that their contribution, which is made thanks to their skills, is beneficial (Stamm, 2010).

Stamm (2010) describes the professional quality of life based on its positive and negative sides. As Stamm stresses, the positive side is the job satisfaction arising from helping other people, and the negative side is compassion fatigue, which she divides into two to deal with in detail. Also, observed in burnout, depression, boredom, tiredness, and anger constitute the first one, while the second one includes stress due to working closely with trauma, and emotions and experiences of secondary traumatic stress, such as fear.

For those whose profession is to aid others, burnout is regarded as one of the negative results of the compassion fatigue, as it makes it difficult to work efficiently and evokes the feeling of despair. Generally, this negative emotion is slowly increased. While experiencing burnout, one intensively believes that their efforts will not be successful and there is no one to support them. Secondary traumatic stress is another dimension of compassion fatigue that is observed in the employees who have been exposed to an intense trauma. Such people may have difficulties at sleeping, remember their traumatic experiences, and see instant images

(Stamm, 2010). In her study based on a sampling of aiding professions involved with traumas, Gürdül (2014) states that an employee's level of contact with the surrounding and the inner world may be a risk factor in terms of undertaken trauma and the burnout improvement between the levels of undertaken traumas and the burnout level. As Milburn (1981) asserts, psychological counselors experience burnout as a result of the characteristic of their aiding-related profession, which has various reasons such as client appointments that last hours and days, as well as mostly similar subjects of client problems (as cited in İkiz, 2010).

When the literature is studied, it is seen that many researches have been separately performed with teachers, or specifically guidance teachers, in the areas such as burnout, organizational commitment, self-esteem. In general terms, it is believed that studying such researches will be useful when comparing their conclusions with those of this paper.

For instance, according to the researches conducted with guidance teachers, there is a meaningful relationship between feeling self-efficient at work, performing the job willingly and the spiritual satisfaction variables (Yıldız, 2011; Telef, 2011). In her study, İkiz (2010) claims that the burnout level of psychological counselors depends highly on the institution, the number of working years and the sense of self-competence.

It is considered that teachers' commitment to their school will help the school's effectiveness and their job satisfaction (Balay, 2014), and it will also contribute to teachers in terms of proving themselves and of avoiding evading responsibilities, when any opportunity is offered (Ersen, 2003). Moreover, establishing close relationships between teachers and the management constitutes a vital variable in regards to job satisfaction (Akkuş, 2010).

Particularly sufficiency and competence are regarded as significant factors for psychological counselors that work in touch with persons and experience very rapid developments in their profession. Especially trainings received following the graduation have a positive impact on individuals' sense of competence, hence their job satisfaction. As indicated in a research by Pamukçu (2011), the life satisfaction of psychological counselors is the most fundamental predictor for self-competence in psychological counseling. Moreover, as Yüksel, Diken, Aksoy & Karaaslan (2012) demonstrate in their research, the more trainings guidance teacher candidates receive the more their self-competence levels increase in the area of special education. Lawson and Myers (2010) point out that when psychological counselors' professional education is higher, their well-being and professional satisfaction become higher. Bandura (1999) stresses that, if it is not unrealistically exaggerated, one's positive thoughts on their features will nourish their goodness and skills in a positive direction. In the paper where

he studies the effect of self-sufficiency and the leader-member interaction on burnout, Bolat (2011) reaches the conclusion that the former has an effect on the latter. All the mentioned researches support the relationship between organizational commitment, self-esteem, self-sufficiency and job satisfaction that are explained in the literature. Based on this research and the literature, it is considered that working life satisfaction and self-esteem are crucial factors for organizational commitment. Discovering the interactions of these variables with one another is believed to constitute a major data source regarding in school climate and managing the organizational structure of education.

This paper aims to examine if organizational commitment of guidance teachers, who play big roles as one of the fundamental elements in schools, is predicted based on their self-esteem levels and the professional quality of life. The following questions are intended to be answered in this study:

Research questions

1. What are the professional quality of life, organizational commitment and self-esteem levels for counselor?
2. Is there a meaningful relationship among the professional quality of life, organizational commitment and self-esteem levels for counselor?
3. Are the organizational commitment levels for counselor predicted by the perceived professional quality of life and self-esteem levels?

Method

This research has been conducted according to the relational screening model. The relational screening model is a research model that intends to determine the existence and/or degree of the chance between two or more variables (Karasar, 2004). Aiming to indicate the impact of the professional quality of life and self-esteem on organizational commitment of counselors, this paper primarily gives place to the data acquired from the samplings and the scales. Moreover, certain analyses have been completed in regards to the model that is established in the light of the data obtained from the samplings, the goodness of fit has been performed for the model. As a result of all the mentioned analyses, the obtained findings are related to the existing literature.

Samples

The universe of this study is consisted of the counselors that work in public institutions situated on the Anatolian side of Istanbul. As a sampling indication method, the cluster sampling method, which is a random sampling method, is used. With the help of the cluster sampling method, the provinces have been determined as the unit that is one level higher. Using the random method, the following provinces were selected: Ümraniye, Pendik, Çekmeköy and Kartal. Consisting of 207 counselors, the sampling group includes 153 women (73.9%) and 54 men (26.1%). 49 counselors (23.7%) work in the province of Ümraniye, 53 of them (25.6%) in Pendik, 21 of them (10.1%) in Çekmeköy, and 84 of them (40,6%) in Kartal. Their age range changes between 22 and 56, and the age average is 32.19.

Measurements

Professional Quality of Life Scale. Developed by B. Hudnall Stamm and adapted by Yeşil et al. in 2010, the scale has three sub-dimensions, including Compassion satisfaction, Burnout and Compassion fatigue, and 30 subjects. In the study on the criterion validity, the scale has found positive relations between the Burnout Scale (r= .39) and the Brief Symptom Inventory (r= .40). Cronbach alpha internal consistency coefficients are calculated to be .85 regarding the entire scale, .62 regarding the sub dimensions of the professional quality of life, and 0.84 regarding the sub dimension of compassion fatigue (Yeşil et al., 2010).

Teacher's Organizational Commitment Scale. Created by Üstüner (2009), the scale is consisted of 17 subjects and one dimension. It measures the teachers' organizational commitment levels. In the process of its development, a trial form of 50 subjects was created. Following the trial form performed on 310 persons, the real form of 17 subjects was applied on 201 teachers. Furthermore, the following values are obtained in the structure validity study: χ^2=341.29; sd=119; χ^2/sd=2.86; GFI=.89; AGFI=.85; NNFI=.95; CFI=.95; RMSEA=.078; RMR= .055; and SRMR=.035. The findings demonstrate that the model of 17 subjects is at the favorable statistical level (Üstüner, 2009).

Two Dimensional Self-Esteem Scale. Provided by Tarafodi and Swan (2001), and adapted by Doğan (2010), the scale is composed of 8 subjects and two dimensions, namely Self-liking and Self-competence. The construct validity, the confirmatory factor analysis of the data acquired from 604 university students reveals the fit index values of the two dimensioned model as follows: X^2 =258.93 sd=98 RMSEA =.049; NFI= .95; CFI= .97; RMR= .049; GFI= .94; AGFI= .91; RFI= .94; IFI= .97. In criterion validity studies, the

following correlations are respectively found between the total scores for the scale and the self-esteem scale, between the sub-dimensions of self-liking and the self-esteem, and the self-competence sub-dimension and self-esteem: r= .81; r= .75; r= .69 (Doğan, 2010).

Data collection

By means of the cluster sampling method, the research has been conducted in the abovementioned provinces of the Anatolian side of Istanbul between the education years of 2015/2016. The data collection has been performed via e-mail for the counselors working in the provinces, and the meetings have been held in person in the provinces. Since the replies to the scales delivered via emails are insufficient, the practices performed in person have been preferred.

Data analysis

As for the data analysis, the Pearson correlation coefficient analysis is used in order to examine the relationship among the counselors' professional quality of life, organizational commitment and self-esteem, while the validity of the model created for the counselors' organizational commitment, professional quality of life and self-esteem levels is tested by the Path analysis, which is a Structural Equality Model. SPSS 15.0 and Mplus 6.12 packaged software programs have been utilized for the data analysis.

Findings

Complementary statistics and correlation results

The findings in Table 1 represent the complementary statistical findings regarding the counselors' levels in relation to their professional quality of life, organizational commitment, and self-esteem; and the results in Table 2 indicate the Pearson's product-moment correlation results, which are provided so as to determine the relationship among the variables.

Table 1
Values regarding the scores for the professional quality of life, organizational commitment, self-liking and self-competence

Professional Quality of Life Scale	N	$\bar{x}$	sd	Min.	Max
Compassional satisfaction	207	36.92	7.24	9.00	50.00
Burnout	207	15.44	5.40	2.00	33.00
Compassion fatigue	207	12.82	6.41	.00	33.00
Teacher's Organizational Commitment Scale	207	50.90	15.05	18.00	85.00
Two Dimensional Self-Esteem Scale					
Self-liking	207	31.14	4.31	18.00	40.00
Self-competence	207	28.44	3.79	18.00	38.00

As displayed in the table, the compassion satisfaction average, as one of the subscales of the counselors' professional quality of life scale, is found to be 36.92, the standard deviation is 7.24; the average for the burnout levels is 15.44, the standard deviation is 5.40; the average for the compassion fatigue levels is 12.82, the standard deviation is 6.41. Moreover, the average for the organizational commitment level is 50.90, the standard deviation is 15.05; the average for the self-liking levels, as a sub-dimension of the two-dimensioned self-esteem scale, is 31.14, the standard deviation is 4.31; and the average for the self-competence levels is 28.44, the standard deviation is 3.79.

Table 2
The results of the Pearson's product-moment correlation performed to indicate the relationships among the guidance teachers' professional quality of life, organizational commitment, and self-esteem levels

	Compas. Satisfac.	Burnout	Compas. fatigue	Organiz. Comm.	Self-liking	Self-compet.
Professional Quality of Life						
Compassional satisfaction	1					
Burnout	-.616***	1				
Compassion fatigue	-.155*	.534***	1			
Organizational Commitment	.290***	-.243***	.050	1		
Two Dimensional Self-Esteem Scale						
Self-liking	.449***	-.540***	-.318***	.221**	1	
Self-competence	.420***	-.543***	-.340***	.262***	.712***	1

*p<.05, **p<.01, *** p<.001

As the table shows, when the relationship between the sub-dimensions of the counselors' professional quality of life scale regarding the counselors in the sampling group is examined, the following results are obtained: there is a negative and meaningful relationship between the compassion satisfaction level and the burnout level (r=-.616; *p*<.001); there is a negative and meaningful relationship between the compassion satisfaction level and the compassion fatigue (r=-.155; *p*<.05); and there is a positive and meaningful relationship between the burnout level and the compassion fatigue. When the relationship between the sub-dimensions of the professional quality of life and the organizational commitment level is analyzed, it is found that there is a positive and meaningful relationship between the compassion satisfaction level and the organization commitment level (r=.290; *p*<.001), while there is a negative and meaningful relationship between the burnout level and the organizational commitment level (r=-.243; *p*<.001). On the other hand, no statistical meaningful relationship is obtained between the compassion fatigue level and the organizational commitment level (r=.050; *p*>.05).

When the relationship between the sub dimensions of the counselors' professional quality of life and the sub-dimensions of the self-esteem scale is analyzed, a positive and meaningful relationship is reached between the compassion satisfaction level and the self-liking level (r= .449; *p*<.001) and the self-competence level (r= .420; *p*<.001). Furthermore, a negative and meaningful relationship is found between the burnout level and the self-liking level (r=-.540; *p*<.001) and the self-competence level (r=-.543; *p*<.001). A negative and meaningful relationship is reached between the compassion fatigue level and the self-liking level (r=-.318; p<.001) and the self-competence level (r=-.340; p<.001). Lastly, regarding the relationship between the counselors' organizational commitment levels and the sub-dimensions of the self-esteem scale, a positive and meaningful relationship is obtained between the organizational commitment and the self-liking level (r= .221; p<.01), and the self-competence level (r= .262; p<.001).

Path analysis

With the aim of analyzing the structural equation model that was established for the determination of the impact of the counselors' professional quality of life and the self-esteem, the Mplus 6.12 (Muthen&Muthen) program was used to make the analyzes. All the variables in the estimated models have been defined as observed variables. Figure 1 displays the analysis results based on the standardized path coefficients. Regarding the Organizational Commitment model, the following has been found: $\chi2$= 10.571 sd= 8 *p>*.05. According to the other fit indexes, CFI (Comparative Fit Index) is .988, TLI (Tucher-Lewis Index) is .978, SRMR (Standardized Root Mean Square Residual) is 0.036, and RMSEA (Root Mean Square Error of Approximation) is .039. The analysis results reveal that the model has fitted the data set, which can conclude that the model is acceptable (Çokluk, Şekercioğlu & Büyüköztürk, 2014; Tabachnick & Fidell, 2007).
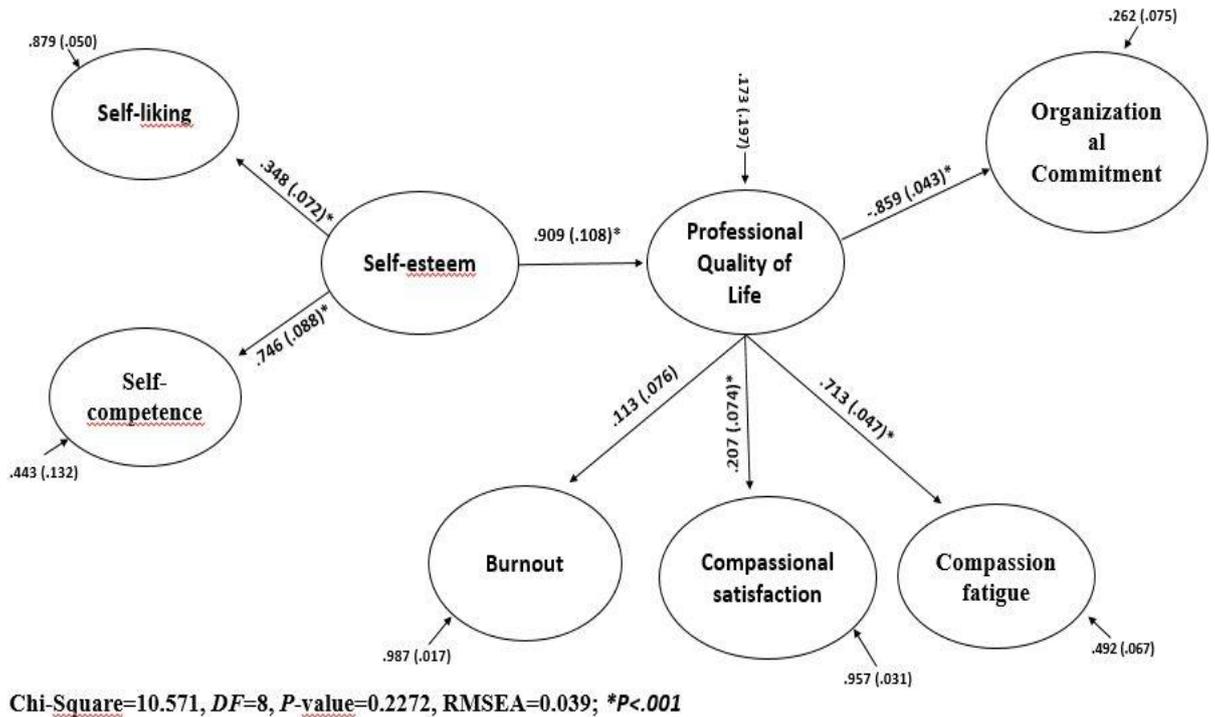
Figure 1. The organizational commitment model. The long arrows represent the standardized path coefficients, and the short ones reflect the error coefficients.

In accordance with the data obtained from the parameter estimations in this model, self-competence (β = .746, p<.001) and self-liking (β =.348, p<.001) can meaningfully predict self-esteem. Regarding self-esteem, self-liking indicates 12%, while self-competence explains 55%. In this model, burnout (β = .113 p>.001) fails to predict the professional quality of life, however meaningfully predicts compassion satisfaction (β = .207, p<.001) and compassion fatigue (β = .713, p<.001). As for the professional quality of life, it is possible for compassion satisfaction to explain 4% of the variance, and compassion fatigue can indicate 50% of it.

It is seen that self-esteem can meaningfully predict the professional quality of life (β = .909, p<.001); moreover, it explains 83% of the variance regarding the professional quality of life. There is a negative relationship between the professional quality of life and organizational commitment, and it indicates 73% of the variance regarding organizational commitment.

Discussion and Conclusion

As part of personal guidance works, counselors working at educational institutions provide any required guidance and psychological counseling in order to support students' personal and social development and help them with their emotional issues (Turkey's

Regulation on Guidance and Psychological Counseling, 2001). While offering these services, several teachers may be subjected to different problems that may include intense traumatic experiences of their students. Counselors are those who can rapidly offer help in first hand to students and their parents. Therefore, counselors are exposed to secondary traumas that result in compassion fatigue, or to a higher risk of experiencing this professionally negative and unfavorable situation (Stamm, 2010), which is supported by the researches conducted on the issue. As the established organizational commitment model shows, compassion fatigue is the factor that predicts the professional quality of life perceived by the counselors by the highest percentage. This fact demonstrates that the intense secondary traumas affect their professional quality of life, which causes a decrease in organizational commitment. Kahil (2016) revealed in her research that participants who engage in help behaviors as a part of their jobs are more affected by the nature of their work, comparing to those who voluntarily care for victims of trauma. In the model, the professional quality of life negatively predicts organizational commitment, too. In this sense, it can be assumed that a certain practice, such as supervision or colleague support, may be useful to lessen compassion fatigue observed in counselors. Çınar (2016) found that as the problem-solving skills of the counselors increased, the level of emotional exhaustion and desensitisation decreased, and in addition the counselors who worked in the counseling and research centres found that burnout levels were lower and problem-solving skills were higher. This may be due to the mutual support of colleagues working together.

As part of compassion fatigue, burnout is the feeling of unhappiness, the lack of professional engagement, and the lack of professional sensitivity, which causes teachers to be less interested in counselees' pains and to have a decrease in their professional skills (Stamm, 2010; Figley, 2002). According to the completed research, there is a mid-range relationship between the burnout levels of the counselors and their compassion fatigue, while the model indicates that burnout is not a meaningful predictor regarding the professional quality of life, hence it has no powerful impact on organizational commitment. In contrary to Yavuz Akçay (2016) found a positive relationship between emotional exhaustion and desensitisation. He observed that organizational commitment decreased as the level of burnout increased in his research. Moreover, emotional exhaustion significantly predicts the change in emotional attachment.)

Considering that self-sufficiency is one's perception about their skills used in the professional life (Bandura, 1994), teachers' self-esteem and self-confidence go up based on

the increase in their experiences. The established model states that self-confidence is a strong predictor for self-esteem, the self-esteem is a strong predictor for compassion fatigue, and it has a positive effect on the quality of life. Bandura (1994) states that thoughts on self-sufficiency indicate how one feels, thinks, gets motivated and behaves. In this sense, how employees motivate themselves in the event of a professionally negative experience may have an impact on their professional quality of life. Bayram (2016) observed that the levels of emotional exhaustion, desensitisation and burnout increased as the depression level of the educators increased. One of the most important problems in depression and anxiety is low self-esteem. In this case, it is mostly in the form of strictly criticizing and putting high standards, and it is overwhelmingly sensitive to faults (Leahy, 2008). Self-confidence in this situation explains how self-esteem is a powerful predictor and enhances quality of life.

Kutanis (2003) asserts that, if employees' expectations are compatible with the professional acquirements, their job satisfaction is increased. As the results of the completed research suggest, the counselors' job satisfaction and organizational commitment go up in line with the compatibility between their practices and the acquirements regarding particularly the situations they face as part of the personal guidance applications. This result is supported by the work of Kapar (2016). In his research, it was determined that there is a relationship between occupational burnout, self-actualization, relations with colleagues and job satisfaction at work. According to him, the strongest relationship with burnout is fulfilled in the work of self-realization and economic bring-up. Çınar (2016) determined the level of satisfaction of the counselors increased as the level of burnout decreased). So as to improve the efficiency of the services, developing professional skills is believed to be significant. Therefore, creating certain opportunities such as supporting them with qualified inservice training, enhancing the existing services with supervision supports, as well as increasing their own awareness, is considered to be critical for counselors.

This study has been conducted with the sole cooperation of the counselors working on the Anatolian side of Istanbul. Within this framework, it is thought to be important to perform studies with counselors working in different cities and provinces, and to compare them in order to establish a general framework. In terms of providing productive trainings to counselors, who have a crucial place in the Turkey's National Education system, it is believed that similar studies will constitute a fundamental source for the country's Ministry of National Education, as well as the managers in the education system.

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