NEAR EAST UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF GENERAL PSYCHOLOGY

THE RELATIONSHIP OF ORGANIZATIONAL CULTURE AND PERSONALITY TYPES WITH ORGANIZATIONAL COMMITMENT

SEYHAN DAŞTAN KARADOĞAN

DOCTORAL THESIS

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ACCEPTANCE AND APPROVAL

This study titled "The Relationship Between Organizational Culture and Personality Types and Organizational Commitment" prepared by Seyhan Daştan Karadoğan, has been found succesful and accepted as PhD Qualifying Thesis by our jury as a result of the defense examination on ..../....../...........

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ABSTRACT

THE RELATIONSHIP OF ORGANIZATIONAL CULTURE AND PERSONALITY TYPES WITH ORGANIZATIONAL COMMITMENT

In this study, it was aimed to investigate the effect of organizational culture perceptions and personality types of academicians working at universities in Turkey on their organizational commitment.

Simple random sampling method was used in the study. Within the scope of the research, a survey was conducted with 407 academicians working at universities in Turkey. The data were obtained through the "personal information form", "organizational culture scale", "personality types scale" and "organizational commitment scale".

While personality types which are open to improvement and which are adaptive affect the emotional commitment level of the personality types tested through the regression model, by looking at the coefficients, it can be said that the effect decreases by adding the "innovative culture" to the model. Accordingly, innovative culture has a mediating effect between openness to improvement and agreeableness, which are personality traits, and emotional commitment. It is seen that the mediation effect disappears with the addition of "hierarchical culture" to the model. Thus, hierarchical culture fully mediates between personality types, which are open to improvement and which are adaptable and emotional commitment.

While the effect of personality types on continuance commitment is not statistically significant, it is observed that the negative effect of self-disciplined personality type increases with the addition of "innovative culture" to the model. Accordingly, innovative culture mediates the relationship between self-disciplined personality type

and continuance commitment. The regression model made by adding "competitive culture and hierarchical culture" to the model is statistically significant. With the addition of competitive culture and hierarchical culture to the model, the effect of personality types does not change. Accordingly, competitive culture and hierarchical culture do not mediate the relationship between personality type and continuance commitment.

While openness to improvement, extroversion and adaptability among the personality characteristics affect the level of satisfaction commitment, it is seen that the effect of openness to improvement and adaptability decreases with the addition of "innovative, competitive and hierarchical culture" to the model. Accordingly, "innovative, competitive and hierarchical culture" mediates the relationship between openness to improvement and adaptability levels and satisfaction commitment.

Non-alternative commitment is significantly affected by personality levels and innovative culture, competitive culture, hierarchical culture levels. However, it was determined that the level of innovative culture, competitive culture and hierarchical culture does not have any effect on the level of non-alternative commitment. Accordingly, innovative, hierarchical and competitive culture does not mediate the relationship between personality levels and non-alternative commitment.

Key Words: Organizational Culture, Personality Types, Five Factor Model of Personality, Organizational Commitment, Higher Education

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ABBREVIATIONS

IPIP: International Personality Inventory Pool

AD: Adaptable

OI: Open to improvement

IIA: Interested in art

1st PART

INTRODUCTION

The issue scenario, objective, significance, assumptions and constraints of study are set forth in this section in the first portion of the research. This section also includes important ideas and definitions of research.

1.1 Problem Situation

This study examines the problem: "Does the organisational commitment of academics depend on their characteristics and organizational culture?"

When analyzing personality determination approaches, quantitative and qualitative methods may be classified as methodology. One example is a description of our own qualitative approaches in projective testing, interviews and autobiography (Özgüven, 2004). When observation and case-collection techniques are carriedout and the environment is prepared in advance (Özgüven 2004) it means that the quantitative method is used if people's conduct is registered numerically in a form by others or if the individual replies to the questions in a personality inventory.

As a result of investigations and research on personality type assessment, several distinct personality tests were established. These tests are mainly used to interpret the person's response to non-specific stimuli, that is, qualitative methods, and are generally applied face-to-face testing such as the Thematic Perception Test and Rorschach Test. They can be divided into two tests using the direct method whereby the pr suitability of the pro-specific stimuli is considered (Ordun, 2004). Furthermore, testing using the direct approach, self-confidence, risk-taking, success motivation, self-discipline and etc studies done. It may be divided into two tests that are profound in their measurement of particular characteristics and tests that evaluate several characteristics combined using a holistic approach. Inventories that employ a holistic approach collect a wide range of phrases in different top dimensions to assess personality traits and to interpret those dimensions in less important variables (Somer et al., 2002). The inventory should, however, be selected for personality testing purposes (Grucza & Goldberg, 2007). Tests

to detect personality types used using diverse approaches and procedures, may be discussed as can be seen. The goal of the personality test may be considered to select which of those personality tests are to be implemented.

The Big Five Inventory scale, which is most commonly used for quantitative research at California Berkeley Personality Laboratory, was utilized among those assessments that measure several characteristics simultaneously and adopt a holistic approach. The Big Five Inventory Scale has five categories of personality: extroverted, flexible and responsive person, neurotic, experiential. Numerous studies, including the Turkish adaptation study of the inventory (Evinç, 2004), were conducted on different sample groups and the reliability coefficients were found respectively as "extraversion α=.86, agreeableness α=.75, conscientiousness α=.84, emotional instability (neuroticism) α=.80 and openness to experience were found as α=.84", and it is seen that the use of this measurement tool in studies to be realized in Turkey is at a satisfactory level.

In the study sector, Cameron and Quinn (1991) established the organizational culture model, which was the first model examined. The Turkish scale assessment on validity and reliability was conducted by (Köse 2017). They say that the usage of this measuring instrument is acceptable in research in Turkey.

The paradigm for organizational commitment, the dependent variable of the study, was used by Meyer and Allen. The Meyer and Allen theory suggests that employees might feel different degrees of emotional connection, commitment to sustainability and regulatory commitment to define employees' commitment status, so that three commitment circumstances should be assessed simultaneously. Baysal and Paksoy (1999) also performed the validity and reliability research for Meyer and the Allen Inventory of Organizational Commitment.

1.2 Purpose of the Research

The purpose of this study is to highlight the impact on organizational commitment of the personalities and the views of organizational culture of academics who work in universities in Turkey. On the basis that organizational culture and the kinds of personality are connected to the commitment of the organization, the following fundamental study assumptions are; the major hypotheses may be built with the following sub-hypotheses and research models:

Hypothesis 1: The organizational culture levels of the participants differ according to their demographic characteristics.

> *Hypothesis 1.1:* The organizational culture levels of the participants differ according to gender.

> *Hypothesis 1.2:* The organizational culture levels of the participants differ according to their marital status.

> *Hypothesis 1.3:* The organizational culture levels of the participants differ according to the status of being a manager.

> *Hypothesis 1.4:* The organizational culture levels of the participants differ according to the type of university they work at.

> *Hypothesis 1.5:* The organizational culture levels of the participants differ according to their education level.

> *Hypothesis 1.6:* The organizational culture levels of the participants differ according to the unit they work in.

> *Hypothesis 1.7:* The organizational culture levels of the participants differ according to their professional service period.

> *Hypothesis 1.8:* The organizational culture levels of the participants differ according to their duration of service at the university.

> *Hypothesis 1.9:* The organizational culture levels/perceptions of the participants differ according to the age group.

> *Hypothesis 1.10:* The organizational culture levels of the participants differ according to their titles.

Hypothesis 2: The personality types of the participants differ according to their demographic characteristics.

> ***Hypothesis 2.1:*** The personality types of the participants differ according to gender.
>
> ***Hypothesis 2.2:*** The personality types of the participants differ according to their marital status.
>
> ***Hypothesis 2.3:*** The personality types of the participants differ according to the status of being a manager.
>
> ***Hypothesis 2.4:*** The personality types of the participants differ according to the type of university they work at.
>
> ***Hypothesis 2.5:*** The personality types of the participants differ according to the education level.
>
> ***Hypothesis 2.6:*** The personality types of the participants differ according to the unit they work in.
>
> ***Hypothesis 2.7:*** The personality types of the participants differ according to their professional service period.
>
> ***Hypothesis 2.8:*** The personality types of the participants differ according to the duration of service at the university.
>
> ***Hypothesis 2.9:*** The personality types of the participants differ according to the age group.
>
> ***Hypothesis 2.10:*** The personality types of the participants differ according to their title.

Hypothesis 3: The organizational commitment levels of the participants differ according to their demographic characteristics.

> ***Hypothesis 3.1:*** *The organizational commitment levels of the participants differ according to gender.*
>
> ***Hypothesis 3.2:*** *The organizational commitment levels of the participants differ according to their marital status.*
>
> ***Hypothesis 3.3:*** *The organizational commitment levels of the participants differ according to the status of being a manager.*
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> ***Hypothesis 3.4:*** *The organizational commitment levels of the participants differ according to the type of university they work at.*

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Hypothesis 3.7: *The organizational commitment levels of the participants differ according to their professional service period.*

Hypothesis 3.8: *The organizational commitment levels of the participants differ according to their duration of service at the university.*

Hypothesis 3.9: *The organizational commitment levels of the participants differ according to the age group.*

Hypothesis 3.10: *The organizational commitment levels of the participants differ according to their titles.*

Hypothesis 4: There is a significant and positive relationship between personality types and organizational commitment.

Hypothesis 5: There is a significant and positive relationship between personality types and organizational culture.

Hypothesis 6: There is a significant and positive relationship between organizational culture and organizational commitment.

Hypothesis 7: Organizational culture has a mediating effect on the relationship between personality types and organizational commitment.

Hypothesis 7.1: In organizations with an innovative culture; Individuals who are open to improvement, extrovert, self-disciplined, interested in art, neurotic, and adaptive have high organizational commitment.

Hypothesis 7.2: In organizations with a competitive culture; Individuals who are open to improvement, extrovert, self-disciplined, interested in art, neurotic, and adaptive have high organizational commitment.

Hypothesis 7.3: In organizations with hierarchical culture; Individuals who are open to improvement, extrovert, self-disciplined, interested in art, neurotic, and adaptive have high organizational commitment.

1.3   Importance of the Research

This study, which examines the relationship between "organized culture, types of personality and organizational commitment" concepts within higher learning institutions, shows that the positive views and opinions of the academics about the types of personalities and the organizational culture have positive effects on their organizational commitment. If the senior management of a business finds out about the personality types and their conception and ideas on the corporate culture; if coordination is achieved, organizational involvement may also rise.

In the academic and scientific growth of higher education organisations, corporate culture and organizational dedication are highly essential. The determining factor in the work environment impacting academics is organisational culture, encouraging, sociable, successful and self-actualizing trends, conventional, reliant, reaffirming, oppositional, competitive and perfectionistic.

In this respect, in our study, higher education institutions can present an organizational cultural model and can provide both senior managers as well as studies on how to determine the organizational culture of institutions of higher education a significant advantage.

1.4   Limitations

1. This research is limited to the opinions of academicians working at the University in Turkey in 2018-2019.
2. The data collection period of the study is limited to 2018-2019.
3. The data of the study are limited to the measurement tools used.

1.5   Assumptions

Assumptions of this research;

1. The "Organizational Culture Inventory" is sufficient to provide information about the organizational culture of the universities,

2. The "Five Factor Personality Types Scale" is sufficient to determine the personality types of academicians,

3. The "Organizational Commitment Scale" is sufficient to measure the organizational commitment levels of academicians,

4. It is assumed that the data obtained are filled in objectively/correctly by the academicians.

2nd PART

CONCEPTUAL FRAME

The main points of this part are culture, organizational culture, types of corporate culture, and studies of organizational culture, personality characteristics, personality traits studies and then similar studies on corporate commitment, organizational commitment modeling and organizational commitment. Finally, the research refers to the approach taken.

2.1   Organization Culture Concept

Organizational culture differentiates between an institution and another by giving institutional personality. Each organization has characteristics and structure other organizations do not have (Cameron & Quinn, 2006). These features impact the productivity and motivation of the organization's members directly and indirectly. In other words, the corporate culture is the determinant of workers' organizational dedication and success.

Common defining points on corporate culture may be given as follows; Organizational culture: a framework consisting of prevailing ideas, values, tales and slogans inside the organization is the way business is done and realized.

2.1.1   Organizational Culture Models

Even though there are different classifications and models related to organizational culture, the organizational culture models of Cameron and Quinn, who made significant improvements in shaping the perspective of Edger Schein, who is called the father of corporate culture, which is especially prominent in the literature, are mentioned in this part.

2.1.1.1 Schein's Organization Culture Model

Edger Schein, who is considered as the father of corporate culture, has made important improvements in shaping the perspective of organizational culture.

According to Schein's definition, organizational culture is; it is the pattern of "cultural phenomenon from the observable to the values and mutually accepted assumptions". The cultural levels at which organizational culture manifests itself are explained by three basic elements (Schein, 2008):

1. Artefacts (Works): Artifacts are all phenomena that a person sees, hears and feels. The architecture of the organization's physical environment; language; technology; dress, address, style embodied in myths and stories told about the organization, observable rituals and ceremonies and structural elements such as bylaws, official explanations of how the organization works, organizational charts; It incapsulates products, structures, and processes that appear as symbols.

2. Owned Beliefs and Values: (Brown, 1998) provided a detailed description of Schein's second level of culture. Brown spoke of Schein's values as being highly linked to moral and ethical codes and determining what people think should be done. Beliefs, on the other hand, are about what people think and what is not right.

3. Basic Assumptions: According to (Brown, 1998), basic assumptions differ from ordinary beliefs in three ways. First, beliefs are held consciously and relatively easy to detect, whereas underlying assumptions are unconsciously made and very difficult to surface. Second, beliefs can be confronted, debated, and therefore more easily changed than core assumptions, which by definition are neither confrontable nor controversial. Third, beliefs are simple cognitions when compared to underlying assumptions. Basic assumptions do not only include beliefs, but interpretations of these beliefs also include positive values and feelings.

According to Schein, the climate of an organization is considered observable in the practices and policies of the Organization while culture operates at deeper levels.

The metaphor for representing culture and climate (Schein, 2008) was provided. He stated that climate is what you perceive from above the iceberg, but that culture is intimately integrated with organisation. Schein argues that the unseen component like the bottom of the iceberg is the fundamental ingredient that defines culture. As can be seen, Schein developed the organizational cultural model with the ideas of artifacts, beliefs, and values, and with the fundamental assumptions, and made cultural and climatic notions intelligible in the iceberg metaphor.

2.1.1.2 Cameron and Quinn's Organization Culture Model

The Cameron and Quinn models of organizational culture are a model where most organizational cultural aspects described in the literature are combined to diagnose and enable organizational changes, and the culture of the organization as a whole is appraised (Cameron & Quinn, 2006). The culture model Clan comprises four dimensions: innovation culture, hierarchy and competitive culture.

In clan culture, involvement, cooperation; creativity, invention, taking risks into an inventive culture; hierarchical culture; order of control, rule and regulation; and efficiency; competitive culture focuses on competence and on communication with the outside world (Cameron & Quinn, 1999). It is possible to claim that the Cameron and Quinn model of organizational culture gives a comprehensive perspective on organisation.

2.2   Personality Concept

Personality study from the start of the 20th century has formed the foundation for psychology and is applied outside of psychology in a range of other areas (Monte, 1999; Pervin & John, 1992). The character of persons was the focus of much academic inquiry since it was a complicated nature of the personality area. Personality is a vast area of study consisting of several aspects which have contributed to a variety of disciplines of inquiry across decades.

Although there is no consensus on personality conceptualisation, the following modern personality definitions agree on comparable characteristics to be included in the

definition of personality. The distinctive models of the individual's mind, emotion, behavior, and psychological mechanism are defined by Funder (2004). Larsen and Buss (2005) describe personality as "collection of psychologically structured, generally permanent systems within" individuals which impact their interactions with physical and social surroundings. More simply and clearly describe personality, Pervin, Cervone and John (2005). They describe it as "a person's traits, explaining the constant emotion, cognition and behavior patterns" It is clear that although personality is complicated, it has comparable features agreed on. Under this term are stated personality approaches, five key personality features and the notion of corporate engagement.

2.2.1   Personality Approaches

The personality approaches most commonly cited in psychology are the four main theories: "psychoanalytic/psychodynamic, humanistic/existential, cognitive-behavioral, and trait". This four-person approach is illustrated in Figure 1.
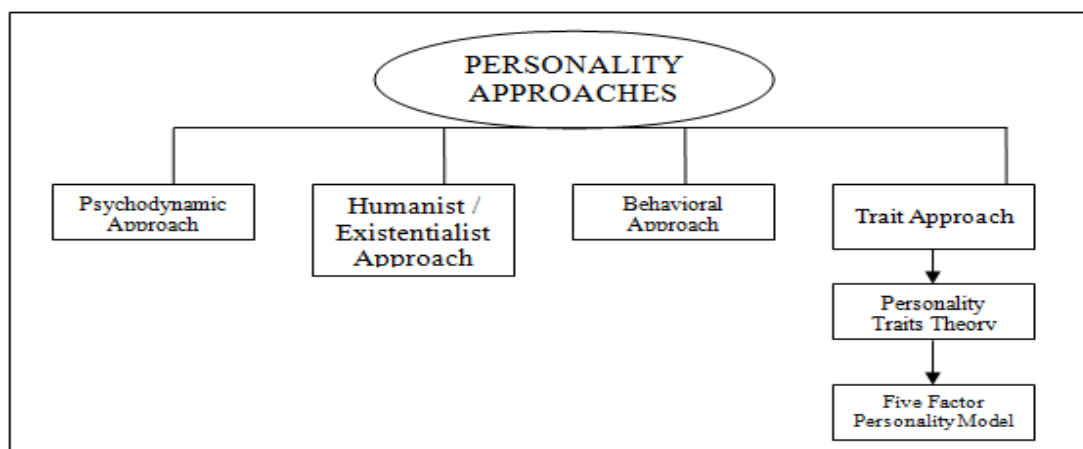
Figure 1: Personality Approaches
Resource: Adapted from Swartz, De la Rey, Duncan & Townsend (2008)

2.2.1.1 Psychodynamic Approach

The influx of personality by the unconscious mind and children experience is highlighted in psychodynamic or psychosanalytic theories. Biological drives and other biological factors play also a significant role in psychodynamic theories, according to Sternberg (1995), stressing in particular what takes on in the unconscious mind. Sigmund Freud is the principal contributor of psychodynamic theories (Boeree, 2006).

Due to this personality perspective which is more focused on the unconscious mental behavior of the individuals, there is no concept of whether there is a link between organisation, commitment and personality. The psychodynamic approach towards personality as a basis of this study was not accepted, for in achieving the objectives of this study the personality characteristics of individuals need to be determined rather than their conscious and unconscious behaviours.

2.2.1.2 Humanist / Existential Approach

Humanist and existentialist views are frequently called an approach focused on individuals (Bergh & Theron, 2006). This viewpoint implies that a single, active and free being is not necessarily governed by unconscious impulses and external conditions, but rather by people' conscious choices (Bergh & Theron, 2006). The emphasis on recognizing the subjectivity of persons is the key aspect which separates the humanitarian approach from other personality approaches (Sammons, 2012). The top three thinkers are Rogers, Maslow and May who contribute to the humanistic / existential studies of personality.

In short, self-actualization and a conviction that individuals are unique and cannot be controlled unconsciously is the major focus of this approach to personality. Given the focus of this personality approach, the connection between corporate engagement and personality is viewed as a purposeful choice based on the experience of an individual and self-evaluation efforts. However, this method is mostly practically applicable and still employed in therapy (Kassarjian, 1971). Its use in the evaluation of personality is deemed limiting and not appropriate for this investigation.

2.2.1.3 Behavioral Approach

The major areas of attention in behavioral theories are behavior or personality reactions, which are taught and gained in different contexts (Bergh & Theron, 2006). Individual variations between persons therefore depend on their learning experiences and on their contextual factors. This method helps create psychometric assessment procedures for the evaluation of human behaviour. The most prominent behavioral theorists who contributed to personality approach were Lewin, Rotter and Bandura.

Behavioral personality methods examine the association between cognitive and behavioral persons as well as the ways of thinking and acting of individuals. There is no study on this technique to quantify particular individual personality features and characteristics. The prominent personality features in individuals should be measured to evaluate whether specific types of personalities have any connection with the culture of the organisation. Consequently, this approach to personality was not recognized as the basis of this study.

2.2.1.4 Trait Based Approach

The method to understanding personality is based on its characteristics, which assert that the personality of the individual is made up of a number of characteristics, and a specified way in which persons are conceptualised and measured (Rajagopol, 2010). Trait theories try to define and quantify the personality of an individual by means of a collection of descriptive statements to which people must answer. It therefore makes it possible to identify prominent individual characteristics (McCrae, 2011).

The trait-based approach believes in the individuality and uniqueness of the individual, which is characterized as measurements, characteristics, factor or species (Bergh & Theron, 2006). The trait approach underlines the relevance of characteristics in the description and observation of people's conduct (Barrick & Ryan, 2003). Since the theory of characteristics concentrates in general on the measurement and comparison of personality traits of people, the technique to research the link between organizational culture and personality is determined to be most suitable.

2.2.2 Five Big Personality Trait

Christal and Tupes (1961), using personality traits to test, have discovered five characteristics to be very stable and compatible with behavior predictions. Psychologists in clinical practice used the Big Five personality characteristics to assess their clients' personality (Costa & McCrae 1992). McCrae and other Members found the Big Five features to be highly ubiquitous. The Big Five features of personality are also known as the five component model consisting of openness, sensitivity, extraversion, consent and neuroticism.

2.2.2.1 Openness to İmprovement-Experience

To describe an individual's mental and experiential life as the factor of openness to experience; words like depth, originality and complexity, interested in artal, inquiring, creative, informative, original and broad interests (McCrae & John, 1992)

Persons with a high level of openness to experience are often highly intellectual, have more broad interests and uncommon ideas, are creative, curious, and liberal and enjoy aesthetics. They are very sensitive to music, nature, poetry and other esthetic feelings. They are more emotional than other factors (McCrae & Costa, 2008). The person with less experience openness tends to be more conventional, supports more conservative beliefs and tends to eliminate worry (McCrae & John, 1992).

2.2.2.2 Self-Discpiline

To describe the component of self discipline, words like thought before acting, delay in satisfaction, compliance with standards and regulations and demonstrate task and aim-oriented behaviors like planning, organization and priority-setting tasks, reliability and responsibility are utilized (McCrae & John, 1992) High-conscious individuals tend to be reasonable and efficient (McCrae & Costa, 2008). The probability of taking risks is therefore quite low.

2.2.2.3 Extraversion

To characterize the component of extraversion, adjectives such as sociability, activity, sociability and positive emotionality are utilized, for example active, strong, energetic, exciting, extraverted, talkative (McCrae & John, 1992). People with a high rating of extraversion tend to experience social activities more, tend to be more talking, enthusiastic and pleasant, and feel happy (McCrae & Costa, 2008).

2.2.2.4 Adaptability

Adjectives such as thankfulness, forgiveness and generosity, kindness, sympathy, altruism, mercy, humility and trust are applied to identify a factor of compatibility (McCrae & John, 1992). Friendly people frequently trust people and think everyone they encounter is the greatest, yet one feature of such people is to put their wants before of others (McCrae & Costa, 2008).

2.2.2.5 Neuroticism

Neuroticism reflects a propensity of the individual to be irritable, self-pitying, tense, sensitive, indecisive, nervous, distressing, cognitive and behavioral (McCrae & John, 1992).

People with higher rates of neuroticism are often nervous, irritated and unhappy while experiencing unpleasant emotions (Watson & Clark, 1984). In the definition of people with a high level of neuroticism their most significant feature is their concern (McCrae & Costa, 2008). However, those who do not achieve Neuroticism necessarily indicate that they have good mental health, are probably calmer, cooler.

2.3   Organizational Commitment Concept

While there are numerous definitions and different techniques of measuring organizational commitment, the well-known definition is 'The strength of the identification and participation of an individual in a specific organization' (Porter et al., 1974).

Three typical organizational commitment components have been described in this context by Mowday et al. (1982) and Crewson (1997):

1. A strong desire (loyalty) to remain a member of the organization.
2. Willingness to exert a high level of effort (participation) for the organization.
3. A strong belief and acceptance (identification) of the values and goals of the organization.

These three features demonstrate that commitment is not only an action, but also an attitude. Employees who work beyond expectations: (2) proud of the organization; (3) want to remain in the organization; (4) internalize the goals and values of the organization; (5) ready to work in the organization; willingness to remain a member of the organization; (7) belief that all organizations are the best reflects their commitment to the level of employee commitment.

2.3.1   Organizational Commitment Approaches

Although many categories of commitment exist, the tripartite classification of "attitudinal commitment, behavioral engagement and multiple commitments" is highlighted in research (Becker, 1960; Mowday, 1982; Salancik, 1977). Figure 2 illustrates these three classifications.
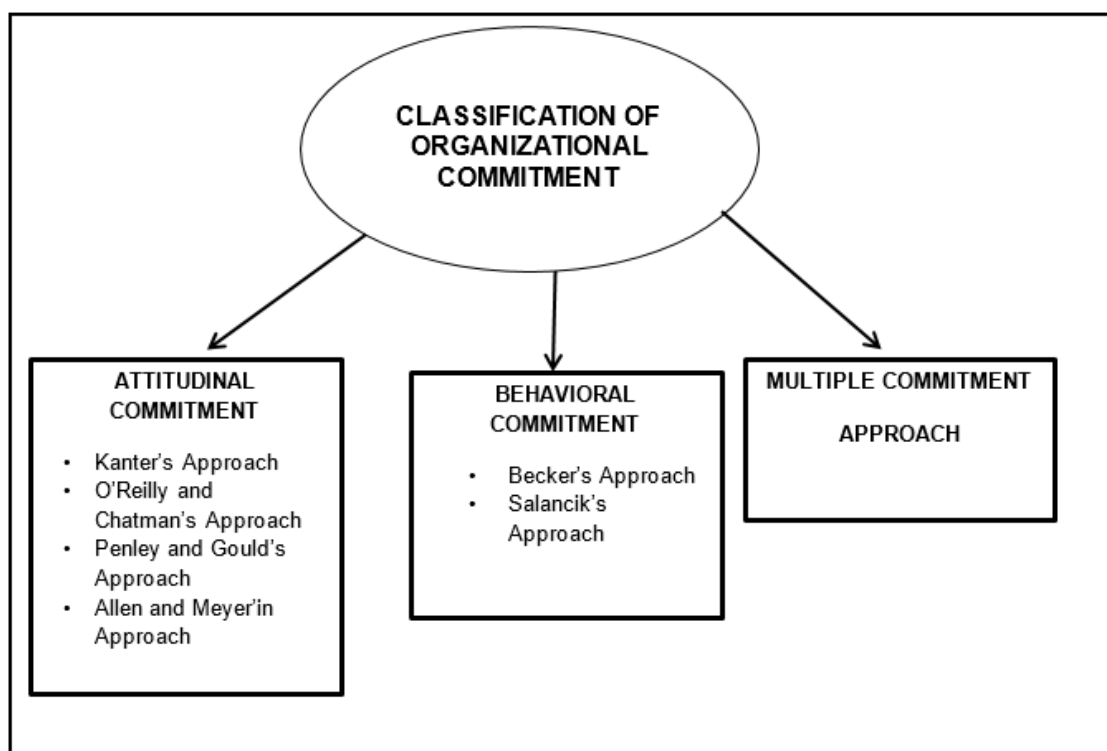
Figure 2. Organizational Commitment Approaches

2.3.1.1 Attitudinal Approach

The relative strength of an individual's identification with and engagement in the organization are attitude organizational commitments; (Porter, 1974). At this point, attitudinal approach to the commitment is the considerable efforts of the employee for the organization, a strong commitment to the objectives and values of the company and acceptance of them; (Somers, 1995).

Putti et al (1990) stated that the psychological relationship between the person and the employer organization lies with the attitude commitment. Attitudunal approach is the inclination of workers, in return for specific rewards/results, to participate positively or adversely in employer organisations (Knoop, 1995).

Researchers are often employed to assess the attitudinal commitment; Porter and colleagues have produced the organizational commitment survey and Meyer and Allen have developed their attitude commitment scale.

2.3.1.2 Behavioral Approach

This behavioral approach claims that members of the organization are more likely to show conduct that benefits their organization, working group and other employees directly or indirectly (O'Reilly & Chatman, 1986). This concept of commitment was characterized as "continuance commitment" by Meyer and Allen (1984).

The concept of comportability stresses the notion that the investments of an employee in the company (for example, time, friendships and retirement) are tied to his loyalty to the firm. In short, the behavioral approach defined organizational commitment as "profit linked to ongoing involvement and leaving costs" (Kanter, 1968).

In summary; whereas the attitude of commitment is founded on acceptance and faith in an organisation's or groups' objectives, behavioral commitment focuses on how an individual's conduct affects its attitudes towards shaping its commitment to the company (Mowday, 1982).

Researchers utilize the mainly Hrebiniak and Alutto (1972) and Continuity Commitment Scale created by Allen and Meyer to evaluate behavioral commitment (1990).

2.3.1.3 Commitment as a Multidimensional Structure

Some scholars have proposed that commitment to attitude and conduct are not entirely distinct notions, because one assessment involves parts of the other and the integration of these methods. This is why studies examined the multidimensional involvement of the organization. Meyer and Allen's method is the most often utilized approach in this subject.

Meyer & Allen (1991) argued that the organizational commitment of a person may be better understood by three dimensions: 'attitudinal, conduct and normative' organizational commitment. Increasing the individual's desires to remain in his own organization is also causing this kind of commitment.

Meyer and Allen (1991) state that employees with a high degree of continuance commitment are still members of the organization, because they want it, high-level employees think they should be, and high-level staff remain members of the organization because they need it. The organizational commitment of an employee may be predicated on one, two, or three causes.

2.3.1.3.1 Emotional Commitment

Emotional engagement is sometimes referred to as employee participation, identification commitment or commitment to value. Individuals whose organizational commitment is based on emotional commitment continue to work in the organization because of their wishes; this desire is based on a willingness to exert significant effort on behalf of the organization, the degree of identification of the individual with the organization, a sense of belonging, a strong desire to maintain membership in the organization, a strong belief in the goals and values of the organization, and a desire to help the organization achieve its goals (Meyer & Allen, 1997).

Akhtar and Tan (1994); recommended enhancing well-being measurements; building confidence between superiors and subordinates; providing circumstances for coworkers at work and other actions to enhance sense-of-association in organisations.

2.3.1.3.2 Continuance Commitment

Continuance commitment is related to the commitment of employees to their own organization, namely, the difficulty to give up because one's experience in the organisation, the perceived costs of leaving the organization or the perceived non-alternative when leaving the organization, are not easily transferable to other organisations (Meyer and Allen, 1997).

Disorders of family arrangements as a result of changes in institutions, time and effort to gain new experience and abilities if experience and skills are not transferred to a new institution, loss of privileges and opportunities based on the elderly, etc. are all the potential costs of leaving work.

Continuance commitment may be enhanced, by enhancing promotional opportunities, the right use of the awards, the redesign of jobs, and the establishment of objectives, career planning and corporate objectives (Akhtar & Tan, 1994). This commitment is created in the non-alternatives.

2.3.1.3.3 Normative - Gratitude Commitment

Normative commitment is based not on a personal benefit, but on a moral responsibility of commitment to the organization, since it believes it is ethical and proper not to abandon work. Marsh and Mannari (1977) explored the notion of regulatory commitment as follows: "Even though the company has been able to achieve a great deal of benefit or happiness over the years, the committed employee feels it is morally proper to stay with it."

Normative commitment both due to a desire to compensate for profits received by the organisation, namely "organizational socialization" (the expenses for its education and the future) and the experiences of people "family/cultivation" (where one does not change work far enough, the person is unreliable and being labeled as irregular) the benefits received by the organisation (Meyer, 1993). Akhtar and Tan (1994) have proposed that regulatory engagement may be achieved by 'proper personnel selection, job previews, integrated training and organizational socialization.'

3rd PART

RESEARCH METHOD

This part includes the model, population, our study sample, data collecting and data analysis.

3.1 Research Model

The study, one of the quantitative techniques of research, is a relationship model and a relation study.

Personality and organizational culture were recognized as independent factors in this model of study and organizational commitment as a dependent variable was accepted. Figure 3 shows the model for our inquiry.
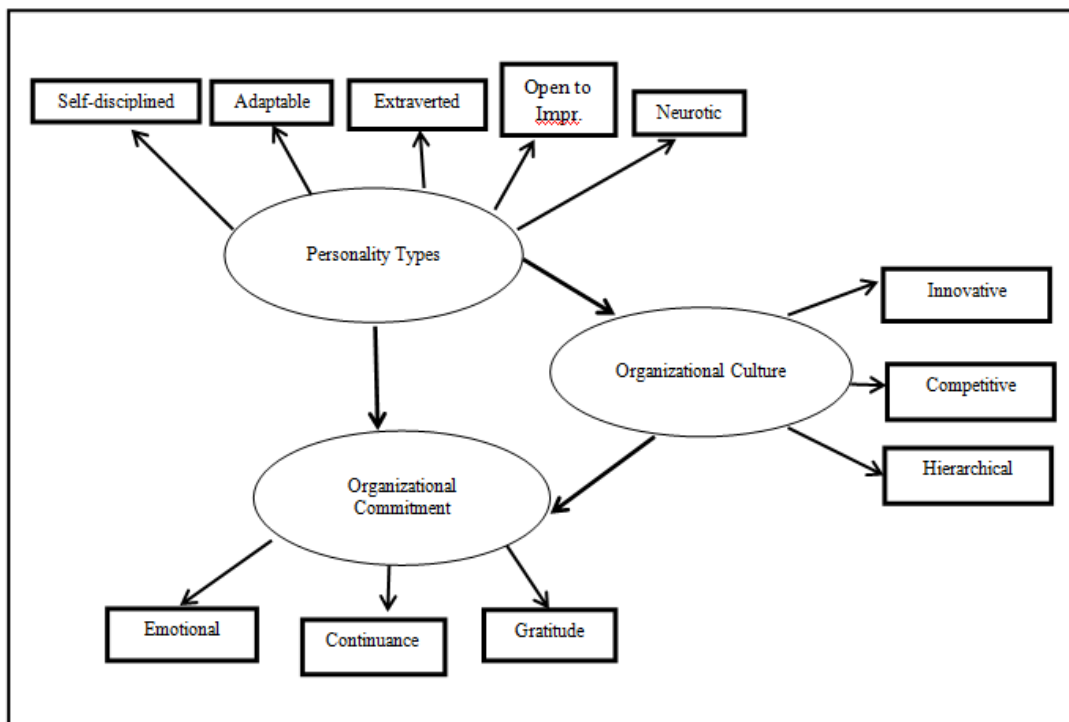
Figure 3. Research Model

3.2   Population and Sample

The population of our research consists of academics who are actively working in state and foundation universities in Turkey.

Academicians are approximately 161,655 people (https://istatistik.yok.gov.tr/ 2018). It is not possible to reach the whole population because to problems like times, costs, distances and controls. The investigation was thus conducted by collecting population samples.

While determining the number of people to be sampled from the population, it should be taken into account that the sample delivers the characteristics of the heap (Ural & Kılıç, 2013). From this point of view, it is aimed to determine the number of samples that will represent the academicians in the universe. The simple random method was used as a method for including academics in the sample. With simple random sampling, every academician in the universe is equally likely to be sampled. In this context, the same calculation is made by giving equal weight to all academics (Arıkan, 2007). From this point of view, although there are various formulas used in calculating the sample size, the number of samples in this study was determined by simple random method. (Yamane, 2001, s.116-117):

$$n = \frac{N.t^2.p.q}{(N-1)d^2 + t^2.p.q}$$

Here the sample number;

N: Number of people, who will be benefited in the population,

n: Number of people that will be included in the sample,

p: Happening frequency of the examined case,

q: Unhappening frequency of the examined case,

t: The theoric value that is acquired depending on the z table for specific significancy level,

d: Acceptable sample error depending on the happening frequency of the case,

The sample measurement was calculated based on the "p" ratio due to the structure of the questions in the survey. That is, the variables are not quantitative and questions that are not based on any real measurement scale are used. The questions of the questionnaire in the character of "qualitative variable" are based on options. Subjects are expected to answer each question as either "agree" or "other options". Therefore, the sample size has to be calculated based on the "p" ratio.

It is crucial to make some predictions beforehand in determining the formula parameters. The p value representing the community rate and estimation should be accepted as 0.5 if no previous work has been done on the research. Among the concepts that the researcher has to predict in determining the number of samples is the mathematical concept of bearable error rate. The tolerable error rate shows the incompatibility of the population that is the subject of the research and the selected audience (Artuger 2011 as cited in Hurst). In the sample size calculation of this study, the "p" and "q" ratios were taken as 0.5, and the highest sample size that could be drawn was reached.

The acceptable error value "d", which is the expression of the tolerance that the researcher can show in estimating the population value, is the maximum allowable difference between the population and the sample mean. The bearable relative standard error rate can be between 3-5%. The sample size grows as the bearable relative standard error rate approaches 3% and the reliability of the research increases; the sample size gets smaller as it approaches 5%. In this study, the acceptable error rate was determined as 5%, taking into account the possibilities and time. In addition, another issue that should be emphasized is that the research is within the confidence interval. The confidence interval can be between (+ -) 2.5%.

Another parameter to be determined by the researcher is the level of confidence. In social sciences, researches are generally done at 99% or 95% confidence level. The value that brings the confidence level to 100% is the probability of being wrong or the level of significance (Kılıç & Pelit, 2004; Karasar, 2008). In this study, the confidence level of the sample size was 95%, and accordingly the Z value was taken as 1.96 and the

sensitivity level of 5% (d=0.05). Hence, the sample size calculation of the study is given below. (Yamane, 2001)

$$n = \frac{N * t^2 * p * q}{(N-1)d^2 + t^2 * p * q}$$

$$n = \frac{161655 * (1,96)^2 * 0,50 * 0,50}{(161655 - 1)(0,05)^2 + (1,96)^2 * 0,50 * 0,50}$$

$$n = \frac{161655 * 3,8416 * 0,25}{161655 * 0,0025 + 3,8416 * 0,25} = 383$$

Depending on this calculation, it was determined that it was sufficient to take 383 people from 161,655 academicians who made up the research population, with a 95% confidence interval, a Z value of 1.96, and a sampling error of 5%. Therefore, as a result of the studies detailed above, the sample of the research consists of 383 academicians working at universities in Turkey in the 2018-2019 academic year.

This number provides statistical sufficiency. However, enlarging the sample in studies increases the confidence in the result. For this reason, a sample level of 450 people was determined for this study and the application was started.

3.3 Collecting of the Data

The study technique was employed by academics working at universities in Turkey which were decided using the basic random method of sampling.

A unique connection has been established to gather data in the field of research, and the survey was delivered as a link to the academics' e-mail address.

3.4 Data Collecting Tools

In the study, "personal information form", "organizational culture scale", "personality types scale" and "organizational commitment scale" were evaluated as data collection tools. Comprehensive information on data acquisition tools is described below.

3.4.1 Personal Information Form

There are statements to determine the demographic information of the participants. Gender, age, marital status, education level, unit of work, title, year of employment in the institution and year of work in the profession, managerial status, type of university were included. This form was prepared by the researcher.

3.4.2 Organization Culture Scale

In the study, the organizational culture model developed by Cameron and Quinn (1991) was adopted. Necessary permissions were obtained for the scale to be used in our study, which was conducted by the Turkish validity-reliability study of the scale (Köse, 2017).

A Likert-type five-point rating scale was utilized by asking the participants to what extent the behaviors expressed in the scale with 24 Items take place in your institution. In the scoring of the scale, 5 points = always, 4 points = mostly, 3 points = some, 2 points = rarely, 1 point = never.

Table 1.

KMO and Bartlett Test Results of Organizational Culture Scale

	Statistic	Value
KMO Sample Sufficiency		**0,945**
	Chi-square Value ($\chi 2$):	5503,039
Barlett Sphericity Test	Degress of Freedom (df):	210
	Significancy Value (p):	**0,000**

In the table, there are KMO sample sufficiency and Barlett sphericity test values of the organizational culture scale. It is seen that if the KMO sample sufficiency value is greater than 0.90, the sample size is sufficient at "very good" level, and if the Barlett sphericity test is significant at the significance level, factor analysis of the data obtained from the multivariate normal distribution is appropriate (Kan & Akbaş, 2005). When we look at the values of the culture scale; it is seen that the KMO sample sufficiency value is 0.945 and the Barlett sphericity test is significant at the significance level. Therefore, with the decision that the organizational culture scale was sufficient as a sample and suitable for factor analysis, exploratory factor analysis (EFA) was started. Principal Components Analysis was used for factor extraction in EFA, and the varimax vertical rotation method was preferred for vertical rotation (Can, 2017). Factor load values of 0.45 and above were taken as criteria for the scale Items to remain (Kline, 2000; Büyüköztürk, 2009). Besides, it was taken into consideration that the Items had a load value under a single factor. In accordance with the criteria determined from the 24-Item scale, 3 Items were removed and factor analysis was performed with a 21-Item scale. With factor analysis, a 3-factor structure was obtained that explained 63,263% of the total variance.

Table 2.

Eigenvalues of the Sub-Dimensions of the Organizational Culture Scale and the Variance They Explained

Components	Beginning Eigenvalues			Sum of Squares of Post-Rotation Loads		
	Total	Variance%	Cumulative %	Total	Variance %	Cumulative %
1	10,053	47,871	47,871	6,411	30,531	30,531
2	1,871	8,908	56,779	4,032	19,201	49,732
3	1,362	6,484	63,263	2,841	13,531	63,263

When the sub-dimensions of the organizational culture scale are examined, it is seen that it exhibits a 3-factor structure with an eigenvalue greater than 1.00. The first factor alone accounts for 30,531% of the total variance; while the second factor alone explained 19.201% of the total variance and the third factor alone explained 13.531% of the total variance; the total variance explained by the three factors for the whole scale is 63,263%. In studies conducted in the field of social sciences, the explained variance in

the range of 40%-60% is considered sufficient (Eroğlu, 2008). In this case, it can be said that the total variance of the organizational culture scale is quite sufficient.

The factor under which the scale Items were placed was determined by looking at the factor load values.

Table 3.

Factor Load Values of Organizational Culture Scale

Items		Factors			Factor Reliability Level
		1	**2**	**3**	
Innovative Team Culture	OC_17	.809			
	OC_13	.801			
	OC_9	.777			
	OC_5	.773			
	OC_14	.735			**0,937**
	OC_21	.732			
	OC_6	.688			
	OC_10	.679			
	OC_2	.678			
	OC_1	.664			
Competitive Spirit	OC_23		.760		
	OC_15		.728		
	OC_7		.713		**0,880**
	OC_11	.427	.681		
	OC_19		.680		
	OC_3		.678		
Hierarchical Culture	OC_16			.704	
	OC_8			.695	
	OC_12	.410		.676	**0,797**
	OC_4			.661	
	OC_20			.627	

* Expressions of organizational culture scale are presented in Appendix-3.

OC: Organization Culture

The table shows the factor structure and load values after rotation. Results; It was evaluated considering that the factor loading value was >0.45 (Cokluk, Şekercioğlu, & Büyüköztürk, 2016) and the difference between the two factor loading values was at least >0.10 (Büyüköztürk, 2009). As seen in the table, the factor load values of the

organizational culture scale vary between 0.400 and 0.809. In addition, Items with a difference of <0.100 in factor loading values were phased out from the analysis. In this direction these sentences can be monitored; "18. My university gives importance to obtaining new resources (research/project funds etc.). It is valued to try new things and seek opportunities", "24. Success in my university is to do the planning well, to complete the studies without interruption and at low cost.", "22. The success variable at university is to produce original works (research, patent, work, etc.) and to be innovative." Items were gradually removed from the factor analysis.

According to the table, when the Items collected under the factors are examined, it was decided that it would be appropriate to name factor 1 "Innovative Team Culture", factor 2 "Competitive Spirit" and factor 3 "Hierarchical culture". It was determined that the reliability analysis results of the innovative team culture ($\alpha= 0.937$), competitive spirit ($\alpha=,880$) and hierarchical culture ($\alpha=,880$) dimensions of the organizational culture scale were at high levels. From this point of view, it can be said that the coefficients of the whole scale and its sub-dimensions are sufficient (Singh, 2007; Büyüköztürk, 2009).

The validity-reliability analysis results of the scale were reconstructed according to the collected data and the results are presented in the Tables below.

Table 4.

Statistics on Organizational Culture Scale Items

Item No	Item Deletion Average	Item Deletion Variance	Item Total Correlation	Item Deletion Reliability Coeffciency
OC_1	59.12	210.700	.513	.942
OC_2	59.20	206.488	.693	.940
OC_3	58.85	206.070	.645	.940
OC_4	58.79	209.387	.508	.943
OC_5	59.08	202.495	.748	.939
OC_6	59.30	203.628	.727	.939
OC_7	59.06	204.142	.702	.940
OC_8	58.47	209.501	.542	.942
OC_9	59.19	201.134	.751	.939
OC_10	59.33	203.350	.714	.939
OC_11	59.07	202.353	.734	.939
OC_12	58.55	205.859	.654	.940
OC_13	59.34	204.693	.671	.940
OC_14	59.42	202.944	.751	.939
OC_15	59.15	207.333	.569	.942
OC_16	58.62	217.960	.263	.946
OC_17	59.20	201.155	.748	.939
OC_19	58.55	204.382	.649	.940
OC_20	58.39	205.628	.640	.941
OC_21	59.12	201.710	.756	.939
OC_23	58.73	208.437	.526	.942

Cronbach's Alpha= 0,943

*Expressions of the organizational culture scale are presented in Appendix-3.

OC: Organization Culture

According to the results of the cronbach alpha analysis for the organizational culture scale after the factor analysis, 3 Items were removed from the scale; It was determined that there was no Item with an Item-total correlation below 0.30, and in this case, it was decided that it would be appropriate not to remove any other Items from the scale. Cronbach's Alpha analysis was used to determine the internal consistency of the scale. When Cronbach Alpha value approaching 1 examined it means that the reliability is high (Liu, 2003; Güzel-Candan; Evin-Gencel, 2015). In this case, it was determined that the reliability level of the scale was high (α=0.943).

In Figure 2, there is the CFA model obtained by confirmatory factor analysis to test the factor structure of the organizational culture scale.
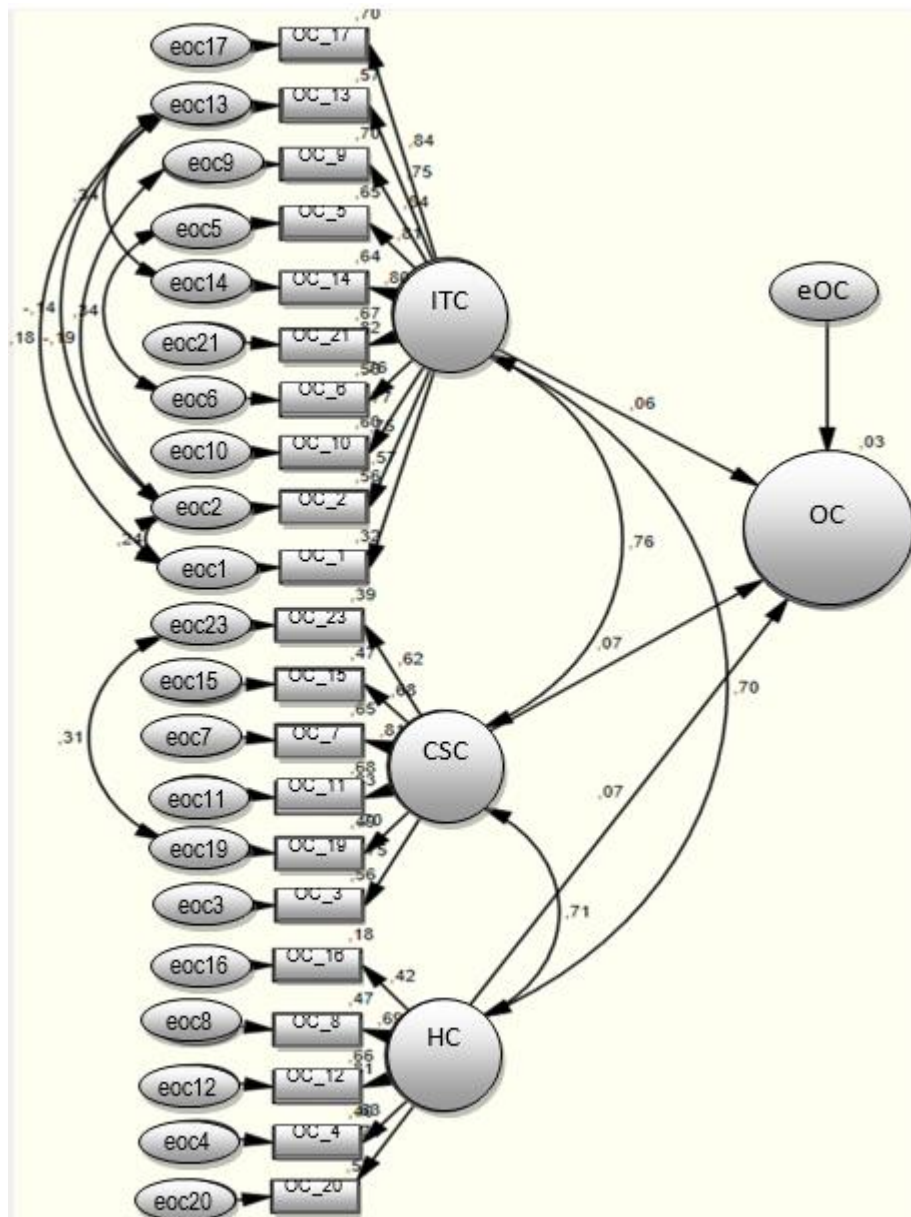
OC: Organizational culture, HC: Hierarchical culture, CSC: Competitive Spirit Culture ITC: Innovative Team Culture

Figure 4. Organization Culture Scale Sturctural Equality Model

Model fit indexes were examined to determine the significance of the model. CMIN=528.1 statistic (p=0.00<00.5) is significant and CMIN/DF=2.95.

Table 5.

Organizational Culture Scale Goodness of Fit Values

Model Fit Indexes		Fit Values	
	Calculated	Acceptable	Good / Very Good
X^2 /sd	2,95	$0< X^2$ /sd< 5	$0< X^2$ /sd< 3
RMSEA	0,069	$0,00 \leq RMSEA \leq 0,10$	$0,00 \leq RMSEA \leq 0,05$
NFI	0,906	$0,90 \leq NFI \leq 1,0$	$0,95 \leq NFI \leq 1,0$
CFI	0,935	$0,90 \leq CFI \leq 1,0$	$0,95 \leq CFI \leq 1,0$

Hence, X2/df, RMSEA, NFI and CFI fit index values were found to be acceptable. On the other hand, the ratio to the Degrees of Freedom (df) should be considered rather than whether the chi-square affected by the sample size is significant when evaluated alone. In this context, when the X2/df ratio is less than 5, it is concluded that the model has an acceptable fit (Brown, 2014; Meydan &Şeşen, 2015; Seçer, 2015). The regression coefficients between the variables were significant at the 0.05 significance level according to the t-test results.

Table 6.

Organizational Culture Standardized Regression Coefficients and Significance Levels

			Estimate	Sig.
OC_1	<---	ITC	,568	0,00
OC_2	<---	ITC	,746	0,00
OC_10	<---	ITC	,773	0,00
OC_6	<---	ITC	,760	0,00
OC_21	<---	ITC	,818	0,00
OC_14	<---	ITC	,797	0,00
OC_5	<---	ITC	,808	0,00
OC_9	<---	ITC	,837	0,00
OC_13	<---	ITC	,753	0,00
OC_17	<---	ITC	,839	0,00
OC_3	<---	CSC	,750	0,00
OC_19	<---	CSC	,700	0,00
OC_11	<---	CSC	,827	0,00
OC_7	<---	CSC	,807	0,00
OC_15	<---	CSC	,684	0,00
OC_23	<---	CSC	,624	0,00
OC	<---	ITC	,056	0,00
OC	<---	CSC	,074	0,00
OC_4	<---	HC	,631	0,00
OC_12	<---	HC	,809	0,00
OC_8	<---	HC	,686	0,00
OC_16	<---	HC	,419	0,00
OC	<---	HC	,074	0,00
OC_20	<---	HC	,753	0,00

OC: Organization Culture

3.4.3   Five Factor Personality Types Scale

In the research, California Berkeley Personality Laboratory John & Srivastava (1999); The Big Five Inventory scale developed by John & Naumann & Soto (2008) was used. The Big Five Inventory scale of the California Berkeley Personality Laboratory is available in Chinese, Dutch, German, English, Hebrew, Italian, Portuguese, Spanish, Swedish, Lithuanian and Turkish. The Turkish adaptation study of the inventory was conducted on different sample groups in various studies, including (Evinç, 2004), and it has been proven to be a reliable and valid measurement tool that can be used in the Turkish-speaking universe, and permission was obtained for the scale to be evaluated in the study.

The participants were asked to rate whether they agreed or not with the statements in the scale, and they were asked to evaluate on a 5-point Likert-type rating scale (1= Strongly disagree, 2= Disagree, 3= Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree). .

In the first examinations made with factor analysis, 9 sub-factors were formed. 40,11,31,15,33,42,14 Items were removed from the scale, respectively, during the analysis phase in order to reduce the correlation between the factors and to eliminate overlap. In order to increase the reliability coefficients of the factors formed, 12 and 4 Items were removed from the 3rd factor. 7, 8 and 9 factors in the analysis; Items 18, 38, 23,17,32,35,43, 3,28,8, and 27 were excluded from the scale because their alpha values were calculated below the acceptable level of 0.70, after factor analysis. In the analysis made after the Items were removed, 5 factors were formed.

Table 7.

KMO and Barlett Sphericity Test Results of Personality Types Scale

	Statistic	Value
KMO Sample Sufficiency		**0,798**
	Chi-Square Value (χ2):	2824,041
Barlett Sphericity Test	Degress of Freedom (sd):	276
	Significance Value (p):	**0,000**

The table indicates the KMO sample sufficiency and Barlett sphericity test values of the personality types scale. A KMO sample sufficiency value greater than 0.70 indicates that the sample size is sufficient; the significance level of the Barlett sphericity test indicates that the data obtained from the multivariate normal distribution are suitable for factor analysis (Kan & Akbaş, 2005). Considering the values of the personality types scale; It is seen that the KMO sample sufficiency value is 0.798 and the Barlett sphericity test is significant at the significance level. Therefore, it was decided that the sample size of the personality types scale was sufficient and the data were suitable for factor analysis, and exploratory factor analysis (EFA) was started. Principal Components Analysis was used for factor extraction in EFA, and the varimax vertical rotation method was preferred for vertical rotation (Can, 2017). Factor load values of 0.45 and above were taken as criteria for the scale Items to remain (Kline, 2000; Büyüköztürk, 2009). In addition, it was taken into account that the Items were loaded under a single factor. With factor analysis, a 6-factor structure and a 44-Item scale were obtained, which explained 59.2% of the total variance.

Table 8.

Eigenvalues of the Sub-Dimensions of the Personality Types Scale and the Variance
They Explained

Components	Beginning Eigenvalues			Sum of Squares of Post-Rotation Loads		
	Total	Variance%	Cumulative %	Total	Variance %	Cumulative %
1	4.621	19.254	19.254	3.034	12.641	12.641
2	2.541	10.587	29.841	2.667	11.114	23.754
3	2.280	9.500	39.341	2.320	9.668	33.422
4	1.868	7.782	47.123	2.222	9.259	42.681
5	1.707	7.113	54.236	2.147	8.944	51.626
6	1.185	4.937	59.174	1.812	7.548	59.174

When the sub-dimensions of the personality types scale are examined, it is seen that it exhibits a 6-factor structure with an eigenvalue greater than 1.00. The first factor alone accounted for 12,641% of the total variance; The second factor alone accounted for 11.114% of the total variance, the third factor alone 9.668% of the total variance, the fourth factor alone 9.259% of the total variance, the fifth factor alone 8.944% of the total variance, and the sixth factor alone While it was determined that it explained 7.548% of the total variance explained by the six factors for the whole scale; It is 59.2%. In studies conducted in the field of social sciences, the variance explained between 40% and 60% is considered sufficient (Scherer, Wiebe, Luther, & Adams, 1988; Eroğlu, 2008). In this case, it can be said that the total variance of the personality types scale is quite sufficient. The factor under which the scale Items were placed was determined by looking at the factor load values.

Table 9.

Factor Load Values of Personality Types Scale

Items		Factors						Factor Reliability Level
		1	**2**	**3**	**4**	**5**	**6**	
Openness to improvement	PT_25	0,773						
	PT_5	0,734						
	PT_20	0,725						0,790
	PT_10	0,615						
	PT_16	0,616						
	PT_26	0,542						
Extraversion	PT_*21		0,782					
	PT_36		0,753					0,775
	PT_1		0,747					
	PT_*6		0,722					
Self-disciplined	PT_24			0,767				
	PT_9			0,754				0,726
	PT_*19			0,703				
	PT_34			0,644				
Interested in arts	PT_*41				0,844			
	PT_44				0,817			0,786
	PT_30				0,801			
Neurotic	PT_*37					0,770		
	PT_*29					0,726		0,790
	PT_*2					0,644		
	PT_*39					0,611		
Adaptable	PT_22						0,839	
	PT_13						0,780	0,640
	PT_7						0,543	

* sign indicates reverse coded and scored statements.
*Expressions of the organizational culture scale are presented in Appendix-3.
PT: Personality Types

The table shows the factor structure and factor loading values after rotation. Results; It was evaluated considering that the factor loading value was >0.45 (Cokluk, Şekercioğlu, & Büyüköztürk, 2016) and the difference between the two factor loading values was at least >0.10 (Büyüköztürk, 2009). As seen in the table, the factor load values of the personality type scale vary between 0.457 and 0.805. In addition, since the difference between factor loading values was >.100, it was observed that there was no overlapping Item. As a result, when the criteria taken as basis were taken into account,

no problematic Item was found; Based on the distances of the Items under the factors and the level of factor loadings, it was not necessary to remove Items.

According to the table, when the Items collected under the factors are examined, when the Items collected under the factors are examined, factor 1 is "open to improvement", factor 2 is "extraverted", factor 3 is "self-disciplined", factor 4 is "interested in art", factor 5 is It was decided that it would be appropriate to give the name "neurotic" and factor 6 "adaptive". Reliability analysis results of the personality types scale's proactive personality type (α= 0.790), extraverted (α= .775), self-disciplined (α= .726), art-related (α= .786) and neurotic (α= .790) dimensions were found to be high. It was determined that the reliability analysis (α= ,640) result of the concordant dimension was at a medium level. From this point of view, it can be said that the coefficients of the whole scale and its sub-dimensions are sufficient (Singh, 2007; Büyüköztürk, 2009).

The validity-reliability analysis results of the scale were made according to the collected data and the results are presented in the Table below.

Table 10.

Statistics on Personality Types Scale Items

Item No	Item Deletion Average	Item Deletion Variance	Item Total Correlation	Item Deletion Reliability Coeffciency
PT_25	68.88	42.265	.399	.563
PT_5	68.88	42.442	.383	.565
PT_20	68.95	42.790	.289	.574
PT_10	68.59	43.662	.307	.575
PT_16	69.07	41.734	.412	.559
PT_26	69.15	41.067	.388	.558
PT_21	69.48	41.250	.313	.567
PT_36	68.93	42.261	.352	.566
PT_1	69.02	41.849	.359	.564
PT_6	68.73	43.568	.210	.584
PT_24	69.86	45.525	.040	.608
PT_9	70.06	46.678	-.035	.617
PT_19	69.97	45.428	.045	.608
PT_34	70.36	45.965	.033	.606
PT_41	69.18	41.346	.321	.567
PT_44	69.28	42.508	.265	.576
PT_30	68.72	41.930	.375	.563
PT_37	69.12	47.675	-.105	.627
PT_29	70.68	47.272	-.078	.624
PT_2	68.89	46.724	-.024	.613
PT_39	70.01	44.059	.133	.596

Cronbach's Alpha= 0,598

*Expressions of the Personality Types scale are presented in Appendix-4.

PT: Personality Types

Cronbach's Alpha analysis was used to determine the internal consistency of the scale. When A Cronbach's Alpha value approaching 1 examined it means that the reliability is high (Liu, 2003; Güzel-Candan & Evin-Gencel, 2015). In this case, the reliability level of the scale was found to be moderate (α=0.598).

The five factor personality types scale CFA model is shown in Figure 5.
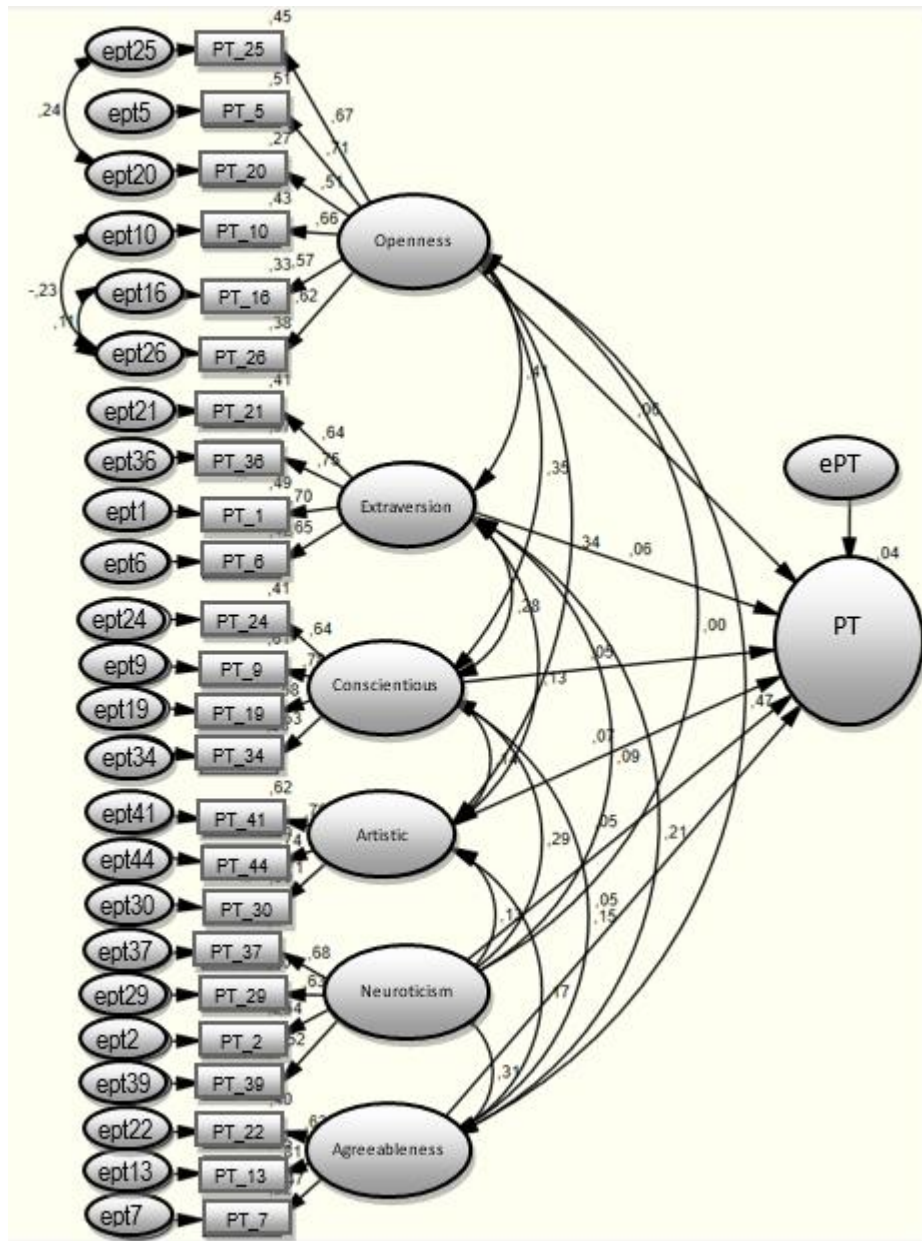
PT: Personality Types

Figure 5. Personality Types Scale Structural Equality Model (beginning)

Model fit indices were examined to determine the significance of the model. CMIN=511.2 statistics (p=0.00<00.5) is significant and CMIN/DF=2.18.

Table 11.

Personality Types Scale Fit Indexes (Beginning)

Model Fit Indexes		Fit Values	
	Calculated	Acceptable	Good / Very Good
X^2 /sd	2,185	0< X 2 /sd< 5	0< X2 /sd< 3
RMSEA	0,054	0,00≤RMSEA≤0,10	0,00≤RMSEA≤0,05
NFI	0,823	0,90≤NFI≤1,0	0,95≤NFI≤1,0
CFI	0,894	0,90≤CFI≤1,0	0,95≤CFI≤1,0

Accordingly, although it has been determined that the X2/df and RMSEA fit index values are at an acceptable level, the NFI and CFI fit indexes are slightly outside the acceptable values. In order to further improve the fit indices, the Neurotic, Extraverted, and Self-Disciplined dimensions were excluded from the model.
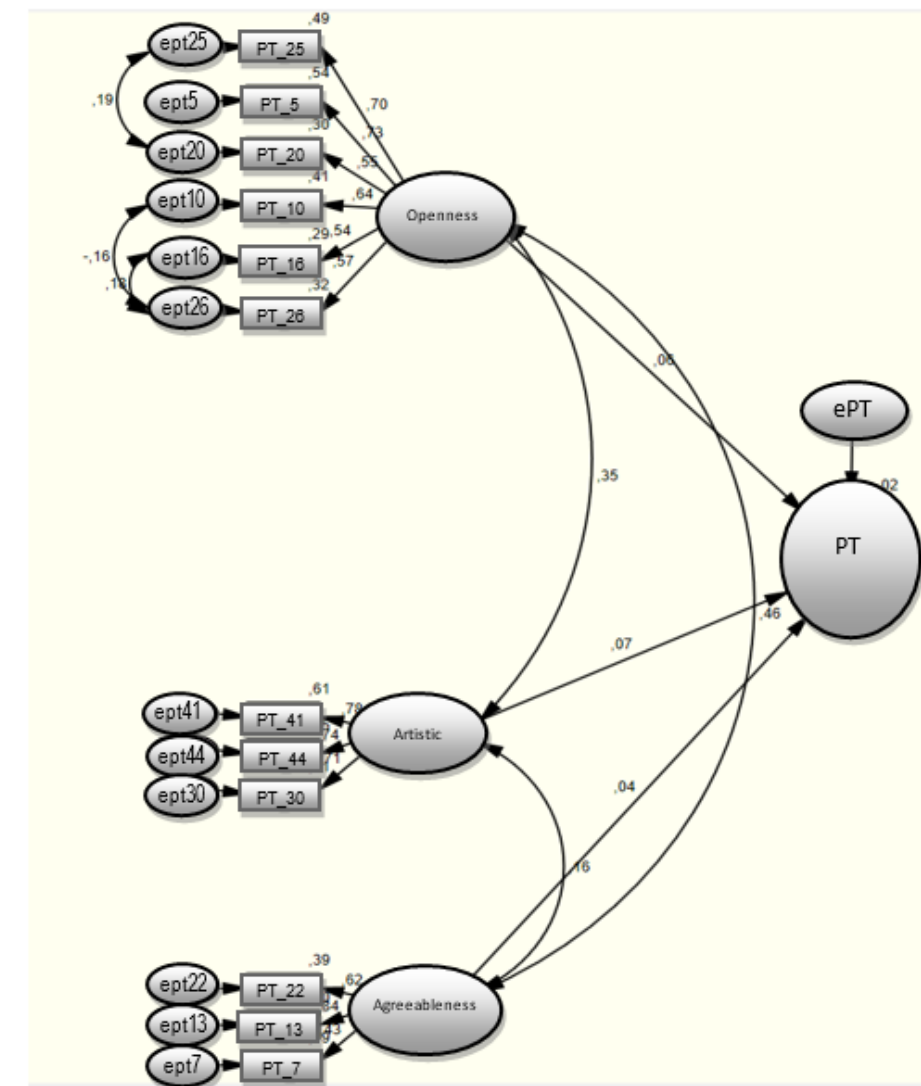
Figure 6. Personality Types Scale Structural Equality Model (modification)

When these dimensions are removed from the analysis, the new fit index values are given in the Table below.

Table 12.

Personality Types Scale Fit Indexes (Modification)

Model Fit Indexes		Fit Indexes	
	Calculated	Acceptable	Good / Very Good
X^2 /sd	1,353	0< X 2 /sd< 5	0< X2 /sd< 3
RMSEA	0,029	$0,00 \leq RMSEA \leq 0,10$	$0,00 \leq RMSEA \leq 0,05$
NFI	0,951	$0,90 \leq NFI \leq 1,0$	$0,95 \leq NFI \leq 1,0$
CFI	0,987	$0,90 \leq CFI \leq 1,0$	$0,95 \leq CFI \leq 1,0$

After modification, X2/df, RMSEA, NFI and CFI fit index values were found to be at an acceptable level. The regression coefficients between the variables were significant at the 0.05 significance level according to the t-test results.

Table 13.

Personality Types Standardized Regression Coefficients and Significance Levels

			Estimate	Sig.
PT_26	<---	OI	,569	0,00
PT_16	<---	OI	,537	0,00
PT_10	<---	OI	,642	0,00
PT_20	<---	OI	,546	0,00
PT_5	<---	OI	,733	0,00
PT_25	<---	OI	,702	0,00
PT	<---	OI	,057	0,00
PT_44	<---	IIA	,742	0,00
PT_41	<---	IIA	,783	0,00
PT	<---	IIA	,071	0,00
PT_30	<---	IIA	,711	0,00
PT_13	<---	AD	,839	0,00
PT_22	<---	AD	,621	0,00
PT_7	<---	AD	,432	0,00
PT	<---	AD	,043	0,00

3.4.4 Organizational Commitment Scale

The three-dimensional organizational commitment scale developed by Meyer, Allen, and Smith (1997) was used in the study.

The Turkish validity-reliability study of the scale was carried out by Baysal and Paksoy (1999), and permission was obtained to evaluate the scale in the study.

The participants were asked to rate the extent to which they agreed with the judgment patterns in the scale, and they were asked to evaluate on a 5-point Likert-type rating scale (1= Strongly disagree, 2= Disagree, 3= Neither Agree, nor Disagree, 4=Agree, 5=Strongly Agree).

Table 14.

KMO and Barlett Sphericity Test Results of Organizational Commitment Scale

Statistic		Value
KMO Sample Sufficiency		**0,893**
	Chi-Square Value (χ2):	3350,048
Barlett Sphericity Test	Degress of Freedom (sd):	153
	Significance Value (p):	**0,000**

In the Table organizational commitment scale has KMO sample sufficiency and Barlett sphericity test values. A KMO sample sufficiency value greater than 0.70 indicates that the sample size is sufficient and the significance of the Barlett sphericity test indicates that the data obtained from the multivariate normal distribution are suitable for factor analysis (Kan & Akbaş, 2005). Considering the values of the organizational commitment scale; it is seen that the KMO sample sufficiency value is 0.893 and the Barlett sphericity test is significant at the significance level. Therefore, it was decided that the sample size of the organizational commitment scale was sufficient and the data were suitable for factor analysis, and exploratory factor analysis (EFA) was started. Principal Components Analysis was used for factor extraction in EFA, and the varimax vertical rotation method was preferred for vertical rotation (Can, 2017). Factor load values of 0.45 and above were taken as criteria for the scale Items to remain (Kline,

2000; Büyüköztürk, 2009). In addition, it was taken into account that the Items were loaded under a single factor. As a result of factor analysis, a 4-factor structure and an 18-Item scale were obtained, which explained 61,621% of the total variance.

Table 15.

Eigenvalues of the Sub-Dimensions of the Organizational Commitment Scale and the Variance They Explained

Components	Beginning Eigenvalues			Sum of Squares of Post-Rotation Loads		
	Total	Variance%	Cumulative %	Total	Variance %	Cumulative %
1	6,462	35,902	35,902	4,888	27,157	27,157
2	2,356	13,092	48,994	2,491	13,837	40,994
3	1,219	6,773	55,767	2,015	11,193	52,187
4	1,054	5,854	61,621	1,698	9,434	61,621

When the sub-dimensions of the organizational commitment scale are examined, it is seen that it exhibits a 4-factor structure with an eigenvalue greater than 1.00. The first factor alone accounts for 27,157% of the total variance; While it was determined that the second factor alone explained 13.837% of the total variance, the third factor alone explained 11.193% of the total variance, and the fourth factor alone explained 9.434% of the total variance, the three factors together explained 61.621% of the total variance for the entire scale. In studies conducted in the field of social sciences, the explained variance of 40%-60% is considered sufficient (Scherer, Wiebe, Luther & Adams, 1988; Eroğlu, 2008). In this case, it can be said that the total variance is quite sufficient.

The factor under which the items in the scale were placed was determined by looking at the factor load values.

Table 16.

Factor Load Values of the Organizational Commitment Scale

		Factors				Factor Reliability Level
		1	2	3	4	
Emotional Commitment	OC_4	.829				
	OC_3	.829				
	OC_2	.790				
	OC_6	.750				
	OC_8	.748				0,911
	OC_5	.713				
	OC_1	.704				
	OC_23	.498				
Continuance Commitment	OC_18		.768			
	OC_16		.762			
	OC_12		.616			0,704
	OC_21		.582			
	OC_9		.455			
Satisfaction	OC_26			.710		
	OC_7			.691		0,684
	OC_11			.665		
Non-alternative	OC_14				.883	
	OC_19					
					.800	0,727

*Expressions of the Organizational Loyalty scale are presented in Appendix-5.

OC: Organizational Commitment

The structure and load value of the factor formed after rotation are given in the table. Results; It was evaluated considering that the factor loading value was >0.45 (Cokluk, Şekercioğlu & Büyüköztürk, 2016) and the difference between the two factor loading values was at least >0.10 (Büyüköztürk, 2009). As seen in the table, the factor load values of the organizational commitment scale vary between 0.710 and 0.950. In addition, since the difference between factor loading values was >,100, it was seen that there was no overlapping Item. As a result, the problematic Item was not found in terms of the criteria taken as a basis; Based on the distance and loads of the Items under the factor, it was not necessary to remove Items.

According to the table, when the Items collected under the factors are examined, it was decided that it would be appropriate to name factor 1 as "Emotional Commitment", factor 2 "continuance commitment", factor 3 "satisfaction", and factor 4 "non-alternative". The results of the reliability analysis of the emotional commitment (α= 0.911) and continuance commitment (α= ,704) dimensions of the organizational commitment scale were high; It was determined that the reliability analysis (α= ,727) results of satisfaction (α=.684) and non-alternative dimensions were at medium level. From this point of view, it can be said that the coefficients of the whole scale and its sub-dimensions are sufficient (Singh, 2007; Büyüköztürk, 2009).

The validity-reliability analysis results of the scale were reconstructed according to the collected data and the results are presented in the Tables below.

Table 17.

Statistics on Organizational Commitment Scale Items

Item No	Item Deletion Average	Item Deletion Variance	Item Total Correlation	Item Deletion Reliability Coefficiency
OC_1	53.75	110.459	.399	.845
OC_2	54.39	106.253	.522	.837
OC_3	54.02	101.960	.772	.831
OC_4	54.07	101.757	.767	.832
OC_5	54.27	101.757	.663	.832
OC_6	54.33	102.528	.625	.832
OC_7	53.17	113.089	.377	.847
OC_8	54.12	103.589	.626	.834
OC_9	54.76	112.361	.362	.851
OC_11	53.42	112.367	.321	.848
OC_12	54.22	104.490	.399	.839
OC_14	54.84	118.671	.381	.864
OC_16	54.22	108.882	.331	.849
OC_18	54.66	107.072	.469	.843
OC_19	54.85	122.599	.466	.871
OC_21	54.15	108.338	.295	.845
OC_23	54.84	105.942	.376	.839
OC_26	53.77	107.548	.456	.841

Cronbach's Alpha= 0,851

*Expressions of the Organizational Loyalty scale are presented in Appendix-5.

OC: Organizational Commitment

When the table was examined, it was determined that there was no Item with a factor load below 0.30 in the organizational commitment scale, and in this case, it was decided that it was not necessary to remove the Item from the scale. The internal consistency of the scale was determined using Cronbach's Alpha analysis. A Cronbach's Alpha value approaching 1, means that the reliability is high (Liu, 2003; Güzel-Candan & Evin-Gencel, 2015). In this case, the reliability level of the scale was found to be high (α=0,851). The figure shows the organizational commitment scale CFA model.
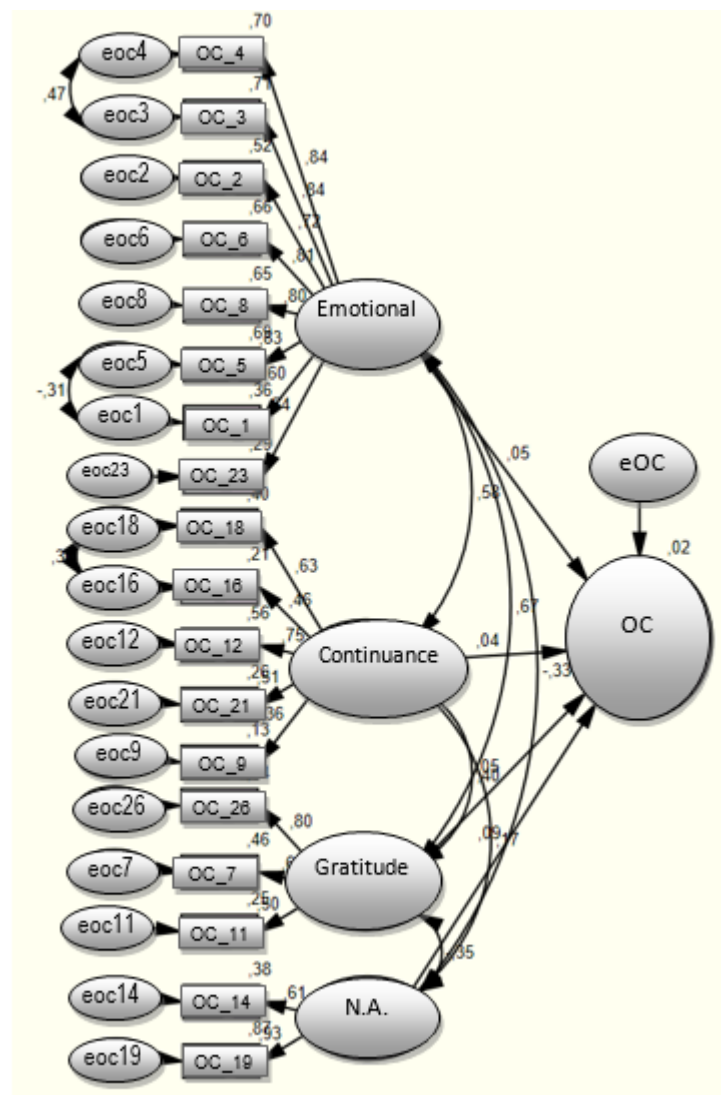
Figure 7. Organizational Commitment Scale Structural Equality Model
OC: Organizational commitment NA: Non-alternative

Model fit indices were examined to determine the significance of the model. CMIN=287.6 statistics (p=0.00<00.5) is significant and CMIN/DF=2.28.

Table 18.

Organizational Commitment Scale Fit Indexes

Model Fit Indexes		Fit Values	
	Calculated	Acceptable	Good / Very Good
X^2 /sd	2,28	0< X 2 /sd< 5	0< X2 /sd< 3
RMSEA	0,056	0,00≤RMSEA≤0,10	0,00≤RMSEA≤0,05
NFI	0,916	0,90≤NFI≤1,0	0,95≤NFI≤1,0
CFI	0,950	0,90≤CFI≤1,0	0,95≤CFI≤1,0

Accordingly, X2/df, RMSEA, NFI and CFI fit index values were found to be acceptable. The regression coefficients between the variables were significant at the 0.05 significance level according to the t-test results.

Table 19.

Organizational Commitment Standardized Regression Coefficients and Significance Levels

			Estimate	Sig.
OC_23	<---	EMOTIONAL	,539	0,00
OC_1	<---	EMOTIONAL	,600	0,00
OC_5	<---	EMOTIONAL	,828	0,00
OC_8	<---	EMOTIONAL	,804	0,00
OC_6	<---	EMOTIONAL	,810	0,00
OC_2	<---	EMOTIONAL	,723	0,00
OC_3	<---	EMOTIONAL	,840	0,00
OC_4	<---	EMOTIONAL	,837	0,00
OC_9	<---	CONTINUANCE	,359	0,00
OC_21	<---	CONTINUANCE	,507	0,00
OC_12	<---	CONTINUANCE	,749	0,00
OC_16	<---	CONTINUANCE	,461	0,00
OC_18	<---	CONTINUANCE	,634	0,00
OC	<---	EMOTIONAL	,053	0,00
OC	<---	CONTINUANCE	,036	0,00
OC_11	<---	SATISFACTION	,502	0,00
OC_7	<---	SATISFACTION	,676	0,00
OC_26	<---	SATISFACTION	,802	0,00
OC	<---	SATISFACTION	,050	0,00
OC_19	<---	NA	,933	0,00
OC_14	<---	NA	,613	0,00
OC	<---	NA	,092	0,00

3.5   Analysis of the Data and Evaluation Technique

Statistical analysis of the surveys applied to academicians in this study was carried out in Statistical Package for Social Sciences (SPSS) 25.0 and AMOS program.

Since the scales can lead to different results when applied to different cultures and different sample groups, a study was conducted with different sample groups with the factor analysis carried out and the resulting factors were revealed (Sipahi, Yurtkoru, & Çinko, 2008).

The frequency and percentage distributions of the questions to determine the socio-demographic characteristics of the participants were examined. T-test and one-way analysis of variance (ANOVA) were performed to examine the differences between groups. Variance analysis assumptions; Levene Test was used to determine the homogeneity of variances between groups. Bonferroni and Games-Howell multiple comparison tests were used according to the homogeneity status of the groups being compared to determine from which groups the differences detected in the analyses originated.

Correlation analysis was conducted to reveal the relationship between the variables of organizational culture scale, personality types scale and organizational attachment scale used in the research. The relationship between the scales, which were found to be correlated, was examined using stepwise regression methods. In all of our analyses, the probability of error (alpha) was accepted as 5%.

4th PART

FINDINGS

4.1 Descriptive Analyses

In the study, 10 questions were asked to determine the distribution of the participants according to their demographic characteristics. The Table below contains findings on the demographic characteristics of the participants.

Table 20.

Distribution of Participants according to Demographic Characteristics

Gender	Number f	Percentage %
Male	224	55
Female	183	45
Age		
21-26	13	3,2
27-31	74	18,2
32-37	101	24,8
38-43	92	22,6
44 and over	127	31,2
Marital Status		
Married	298	73,2
Single	109	26,8
Title		
Instructır	80	19,7
Res. Asst.	95	23,3
Dr.Res. Assoc.	113	27,8
Assoc. Prof.	58	14,3
Professor	61	15
Education Satus		
Master	107	26,3
Doctorate	300	73,7
Working Unit		
Vovational	71	17,4
Academy	23	5,7
Faculty	313	76,9
Professional Service Duration		
1-5 Years	94	23,1
6-10 Years	99	24,3
11-15 Years	57	14
16 Years and over	157	38,6

Experience		
1-5 Years	97	23,8
6-10 Years	102	25,1
11-15 Years	53	13
16 Years and over	155	38,1
Managerial Status		
Manager	91	22,4
Not manager	316	77,6
University Type		
State	376	92,4
Foundation	31	7,6
Total	**407**	**100**

When the distribution of the academicians participating in the research according to their demographic characteristics is analyzed, 45% (n=183) are female and 55% (n=224) are male, 3% (n=13) are in the 21-26 age group, 18% are (n=74) in the 27-31 age group, 24% (n=101) in the 32-37 age group, 22% (n=92) in the 38-43 age group, and 31% (n=127) 44 and over age group, 73% (n=298) were married, 26% (n=109) were single. 19% (n=80) were Lecturers, 23% (n=95) Research Assistant, 27% (n=113) of Dr. Res. Asst., 14% (n=58) Associate Professor and 73% (n=61) Professor title, also 26% (n=107) graduate, 73% (n=61) of the academicians participating in the study. 300) were determined to be at the level of doctoral education. 17% (n=71) worked at vocational college, 5% (n=23) at college, and 76% (n=313) at faculty, 23% (n=94) worked for 1-5 years, 24% (n=99) had 6-10 years, 14% (n=57) 11-15 years and 38% (n=157) had 16 years or more of professional service. (n=97) 1-5 years, 25% (n=102) 6-10 years, 13% (n=53) 11-15 years, 38% (n=155) 16 years and It has been determined that they are currently working in the institution they are in. From the academicians who participated in the study, 22% (n=91) worked as administrators, 74% (n=316) did not have administrative duties, and 92% (n=376) worked at a public 7% (n=31) foundation university.

4.2   Testing of Hypotheses

Three different scales measuring Organizational Culture, Personality and Organizational Commitment in the research scale were examined separately with factor analyzes and reliability analyzes and their sub-dimensions were investigated. As a result of the examination, organizational culture consists of "innovative, competitive spirit, hierarchical culture" dimensions, personality types consist of "openness to improvement, extroverted, self-disciplined, interested in art, neurotic, adaptive" dimensions, organizational commitment consists of "emotional commitment, continuance commitment, satisfaction, and non-alternative" dimensions. After the factor analysis, the research model is given in Figure 8.
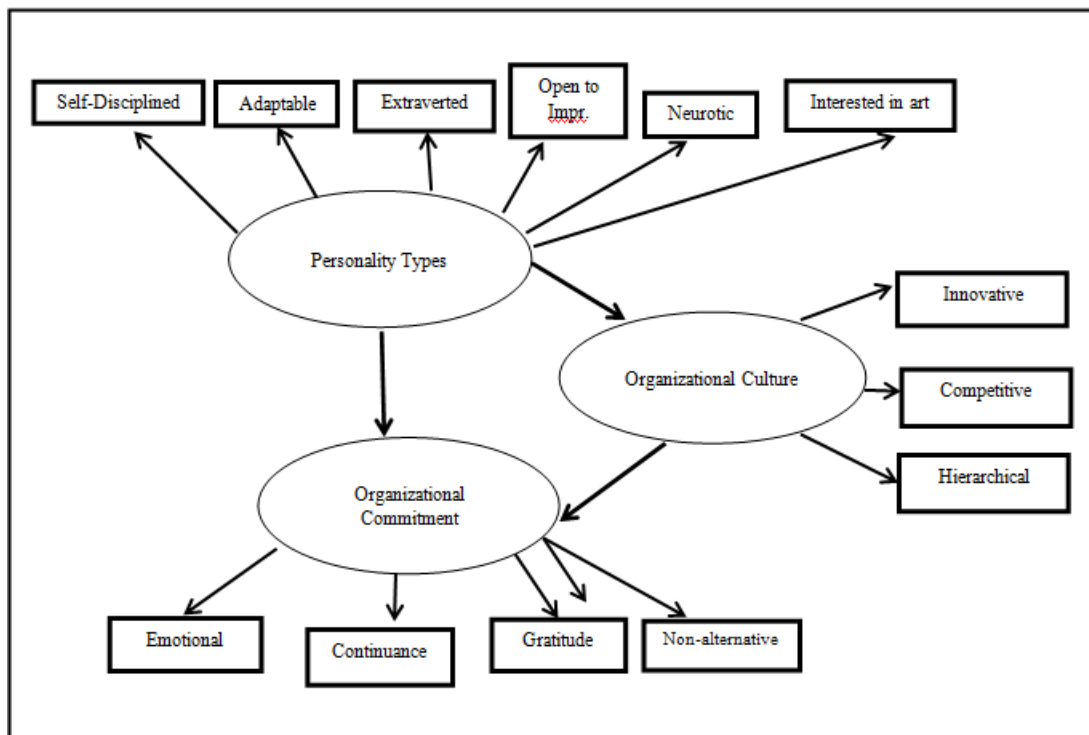
Figure 8. Research Model

4.2.1 Differentiation of Organizational Culture, Personality Types and Organizational Commitment Levels of Academics Participating in the Research depending on Demographic Characteristics

4.2.1.1 Differentiation of Organizational Culture Levels of Academics Participating in the Research depending on Demographic Characteristics

Hypothesis 1: The organizational culture levels of the participants differ according to their demographic characteristics.

Hypothesis 1.1: The organizational culture levels of the participants differ according to gender.

Table 21.

Participants' organizational culture levels and gender t-test analysis results

	Gender	Number	Average	Std. Deviation	t	Sd.	Sig(p)
Innovatiove Team Culture	**Male**	224	2.6804	.80968	-.424	405	.672
	Female	183	2.7158	.87651			
Competitive Spirit	**Male**	224	2.9643	.84541	-1.617	405	.107
	Female	183	3.1002	.84080			
Hierarchical Culture	**Male**	224	3.3679	.74932	.168	405	.867
	Female	183	3.3552	.76716			

Independent groups t-test was used to examine Hypothesis1.1. According to the results of the analysis, no statistically significant difference was found that the organizational culture levels of the participants differ according to gender.

Hypothesis 1.2: *The organizational culture levels of the participants differ according to their marital status.*

Table 22.

Participants' organizational culture levels and marital status t-test analysis results

	Marital Status	Number	Average	Std. deviation	t	Sd.	Sig(p)
Innovative Team Culture	**Evli**	298	2.6762	.85387	-0.800	405	.424
	Bekâr	109	2.7514	.80019			
Competititve Spirit	**Evli**	298	2.9799	.86628	-1.802	405	.072
	Bekâr	109	3.1498	.77411			
Hierarchical Culture	**Evli**	298	3.3611	.73825	-0.048	405	.962
	Bekâr	109	3.3651	.80776			

Independent group t-test was used to examine Hypothesis 1.2. According to the results of the analysis, no statistically significant difference could be determined that the organizational culture levels of the participants differ according to their marital status.

Hypothesis 1.3: *The organizational culture levels of the participants differ according to the status of being a manager.*

Table 23.

The organizational culture levels of the participants and the status of being a manager t-test analysis results

	Managerial Status	Number	Average	Std. deviation	t	Sd.	Sig(p)
Innovative Team Culture	**Manager**	91	2.8374	.76560	1.941	160.598	.054
	Not Manager	316	2.6557	.85646			
Competitive Spirit	**Manager**	91	3.1520	.76564	1.626	405	.105
	Not Manager	316	2.9889	.86422			
Hierarchical Culture	**Manager**	91	3.4066	.62642	.722	180.598	.471
	Not Mngr	316	3.3494	.79040			

Independent group t-test was used to test Hypothesis1.3. According to the results of the analysis, no difference was found that the organizational culture levels of the participants differ according to the status of being a manager.

Hypothesis 1.4: *The organizational culture levels of the participants differ according to the type of university they work.*

Table 24.

The organizational culture levels of the participants and the university type t-test analysis results

	University Type	Number	Average	Std. deviation	t	Sd.	Sig(p)
Innovative Team Cultre	**State**	376	2.6870	.81752	-.617	32.888	.541
	Foundation	31	2.8097	1.08147			
Competitive Spirit	**State**	376	3.0186	.84052	-.563	405	.574
	Foundation	31	3.1075	.90834			
Hierarchical Culture	**State**	376	3.3660	.74513	.352	405	.725
	Foudation	31	3.3161	.89558			

Independent groups t-test was used to test Hypothesis1.4. According to the results of the analysis, no significant difference was found that the organizational culture levels of the participants differ according to the type of university they work.

Hypothesis1.5: *The organizational culture levels of the participants differ according to their education level.*

Table 25.

Participants' organizational culture levels and education level variance analysis results

	Education level	N	Average	Std. deviation	Levene st.	p	Anova (st.)	p
Innovative Team Culture	**Bachelor**	6	2.4500	.64730				
	Master	101	2.7861	.81536	0,383	0,682	F:0,973	0,379
	Doctorate	300	2.6710	.85033				
	Total	407	2.6963	.83952				
Competitive Spirit	**Bachelor**	6	2.8333	.87560				
	Master	101	3.1782	.79696	0,589	0,555	F:2,298	0,102
	Doctorate	300	2.9778	.85641				
	Total	407	3.0254	.84501				
Hierarchical Culture	**Bachelor**	6	3.2000	.85790				
	Master	101	3.4436	.75292	0,048	0,953	F:0,875	0,418
	Doctorate	300	3.3380	.75617				
	Total	407	3.3622	.75648				

One-way analysis of variance was used to test Hypothesis 1.5. According to the results of the analysis, there was no significant difference in the organizational culture levels of the participants according to the education level.

Hypothesis 1.6: *The organizational culture levels of the participants differ according to the unit they work in.*

Table 26.

The organizational culture levels of the participants and the results of the variance analysis of the unit they worked

	Unit	N	Ortalama	Std. Sapma	Levene st.	p	Anova (ist.)	p	Line	Dif.
Innovative Team Culture	**Vocational**	71	2.6563	.76059						
	Academy	23	3.0217	.79599	1,303	0,273	F:1,865	0,156		
	Faculty	313	2.6815	.85690						
	Total	407	2.6963	.83952						
Competitive Spirit	**Vocational**	71	2.8498	.87973						
	Academy	23	3.4565	.68942	1,504	0,223	F:4,623	0,010*	A	A
	Faculty	313	3.0335	.83740					B	
	Total	407	3.0254	.84501					C	
Hierarchical Culture	**Vocational**	71	3.3690	.66646						
	Academy	23	3.5565	.85271	1,214	0,298	F:0,830	0,437		
	Faculty	313	3.3463	.76857						
	Total	407	3.3622	.75648						

One-way analysis of variance was performed to test Hypothesis 1.6. According to the result, it has been determined that the understanding of competitive spirit from the organizational culture levels of the participants differs according to the unit they work in. With the post-hoc tests; It was determined that the "competitive spirit understanding" of those who graduated from high school was higher than that of those who graduated from vocational school.

Hypothesis 1.7: *The organizational culture levels of the participants differ according to their professional service period.*

Table 27.

Participants' organizational culture levels and professional service time variance analysis results

	Professional working duration	N	Average	Std. deviation	Levene st.	p	Anova (ist.)	p	Line	Difference
Innovative Team Culture	**1-5 Years**	94	2.8340	.85151						
	6-10 Years	99	2.7424	.81917						
	11-15 Years	57	2.6140	.81601	0,070	0,976	F:1,628	0,18		
	16 Years and over	157	2.6146	.84821						
	Total	407	2.6963	.83952						
Competitive Spirit	**1-5 Years**	94	3.0975	.80263						
	6-10 Years	99	3.0707	.90008						
	11-15 Years	57	2.9415	.73022	1,682	0,170	F:0,634	0,59		
	16 Years and over	157	2.9841	.87478						
	Total	407	3.0254	.84501						
Hierarchical Culture	**1-5 Years**	94	3.4277	.83812					A	
	6-10 Years	99	3.5030	.68831					B	D
	11-15 Years	57	3.2807	.67914	1,111	0,345	F:1,423	0,05*	C	
	16 Years and over	157	3.2637	.76159					D	
	Total	407	3.3622	.75648						

One-way analysis of variance was used to test Hypothesis 1.7. According to the results of the analysis, it was determined that the hierarchical culture understanding of the organizational culture levels of the participants differed according to the professional service period. With the post-hoc tests; It has been determined that the "hierarchical culture understanding" of employees between 6-10 years is higher than that of those who work for 16 or more years.

Hypothesis 1.8: The organizational culture levels of the participants differ according to their duration of service at the university.

Table 28.

The organizational culture levels of the participants and the variance analysis results of the duration of service at the university

	Institutional Working Duration	N	Average	Std. deviation	Levene st.	p	Anova (ist.)	p	Line	Dif.
Innovative Team Culture	**1-5 Years**	97	2.8289	.83939						
	6-10 Years	102	2.7333	.81403						
	11-15 Years	53	2.6038	.84352	0,060	0,981	F:1,512	0,211		
	16 Years and over	155	2.6206	.85049						
	Total	407	2.6963	.83952						
Competitive Spirit	**1-5 Years**	97	3.0859	.79572						
	6-10 Years	102	3.0588	.89327						
	11-15 Years	53	2.9497	.74935	1,275	0,283	F:0,443	0,723		
	16 Years and over	155	2.9914	.87675						
	Total	407	3.0254	.84501						
Hierarchical Culture	**1-5 Years**	97	3.4330	.83150						
	6-10 Years	102	3.4902	.68571						
	11-15 Years	53	3.2566	.68543	1,061	0,365	F:2,398	0,068		
	16 Years and over	155	3.2697	.76433						
	Total	407	3.3622							

One-way analysis of variance was used to test the Hypothesis1.8 hypothesis. According to the results of the analysis, no statistically significant difference could be found that the organizational culture levels of the participants differ according to their duration of service at the university.

Hypothesis 1.9: *The organizational culture levels/perceptions of the participants differ according to the age group.*

Table 29.

Participants' organizational culture levels and age group variance analysis results

	Age	N	Average	Std. Deviation	Levene st.	p	Anova (ist.)	p	Line	Dif.
Innovative Team Culture	**21-26**	13	2.6308	.92411						
	27-31	74	2.8257	.85063						
	32-37	101	2.7158	.80941						
	38-43	92	2.6304	.81101	0,402	0,752	F:0,672	0,612		
	44 and over	127	2.6598	.87199						
	Total	407	2.6963	.83952						
Competitive Spirit	**21-26**	13	3.3205	1.04408						
	27-31	74	3.0721	.84132						
	32-37	101	3.0116	.83475						
	38-43	92	3.0380	.77511	0,828	0,508	F:0,600	0,663		
	44 and over	127	2.9698	.88676						
	Total	407	3.0254	.84501						
Hierarchical Culture	**21-26**	13	3.4769	1.12113						
	27-31	74	3.4243	.87395						
	32-37	101	3.4040	.72607			Welch: 0,434	0,783		
	38-43	92	3.3174	.67166	2,707	0,030				
	44 and over	127	3.3134	.72707						
	Total	407	3.3622	.75648						

One-way analysis of variance was used to test Hypothesis1.9. According to the results of the analysis, no significant difference was found that the organizational culture levels of the participants differ according to the age group.

Hypothesis 1.10: *The organizational culture levels of the participants differ according to their titles.*

Table 30.

Participants' organizational culture levels and title variance analysis results

	Academic Title	N	Average	Std. Deviation	Levene st.	p	Anova (ist.)	p	Line	Dif.
	Lecturer	3	3.3333	1.56312						
	Instructor	77	2.7403	.74838						
Innovative	Res. Asst.	95	2.7105	.85147						
Team	Dr.Res. Asst.	113	2.7566	.88347	1,774	0,117	1,018	0,406		
Culture	Assoc. Prof.	58	2.5345	.74799						
	Professor	61	2.6295	.89113						
	Total	407	2.6963	.83952						
	Lecturer	3	3.4444	1.35742						
	Instructor	77	2.9524	.81284						
Competitive	Res. Asst.	95	3.1684	.84443						
Spirit	Dr.Res. Asst.	113	3.1018	.83495	1,894	0,094	1,801	0,112		
	Assoc. Prof.	58	2.8391	.72411						
	Professor	61	2.9098	.95431						
	Toplam	407	3.0254	.84501						
	Lecturer	3	4.1333	.75719					A	E
	Instructor	77	3.4156	.68423					B	
	Res. Asst.	95	3.4547	.85723					C	
Hierarchical	Dr.Res. Asst.	113	3.3912	.68681	1,599	0,159	2,307	0,044*	D	
Culture	Assoc. Prof.	58	3.1276	.73384					E	
	Professor	61	3.2820	.78007					F	
	Toplam	407	3.3622	.75648						

One-way analysis of variance was used to test Hypothesis 1.10. According to the results of the analysis, it was determined that the hierarchical culture understanding of the organizational culture levels of the participants differed according to the title. With the post-hoc tests; It has been determined that the "hierarchical understanding of culture" of the lecturers is higher than that of the associate professors.

4.2.1.2 Differentiation of Personality Levels of Academics Participating in the Research according to Demographic Characteristics

Hypothesis 2: The personality types of the participants differ according to their demographic characteristics.

Hypothesis 2.1: The personality types of the participants differ according to gender.

Table 31.

Participants' personality types and gender t-test analysis results

	Gender	Number	Average	Std. Deviation	t	Sd.	Sig(p)
PT1 **Open to İmprovement**	**Male**	224	3.9449	.61552	2,732	405	0,007*
	Female	183	3.7787	.60502			
PT2 **Extraverted**	**Male**	224	3.6696	.80547	2,354	405	0,019*
	Female	183	3.8511	.73241			
PT3 **Self-disciplined**	**Male**	224	3.3772	.78344	3,133	405	0,002*
	Female	183	3.1421	.71457			
PT4 **Interested in arts**	**Male**	224	3.7485	.84218	0,483	405	0,629
	Female	183	3.7067	.89680			
PT5 **Neurotic**	**Male**	224	3.6105	.72920	1,805	405	0,072
	Female	183	3.7418	.73141			
PT6 **Adaptable**	**Male**	224	4.4702	.53209	0,514	405	0,608
	Female	183	4.4954	.43903			

Independent groups t-test was used to test Hypothesis 2.1. According to the results of the analysis, it was determined that the "openness to improvement", "extraversion", "self-discipline" personality types of the participants differed according to gender. Men's "openness to improvement" and "self-discipline" levels are higher than women's. It was determined that women's "extraversion" levels were higher than men's.

Hypothesis 2.2: The personality types of the participants differ according to their marital status.

Table 32.

Personality types and marital status t-test analysis results of the participants

	MaritalStatus	Number	Average	Std. deviation	t	Sd.	Sig(p)
PT1	**Married**	298	3.8619	.62213			
Open to improvement	**Single**	109	3.8930	.59986	0,451	405	0,65
PT2	**Married**	298	3.7819	.74777			
Extraverted	**Single**	109	3.6674	.85259	1,316	405	0,19
PT3	**Married**	298	3.3003	.75711			
Self-disciplined	**Single**	109	3.1927	.77103	1,264	405	0,21
PT4	**Married**	298	3.6790	.86036			
Interesed in art	**Single**	109	3.8685	.87138	1,961	405	0,05*
PT5	**Married**	298	3.6829	.71606			
Neurotic	**Single**	109	3.6330	.77696	0,608	405	0,54
PT6	**Married**	298	4.4754	.48965			
Adaptable	**Single**	109	4.4985	.50025	0,419	405	0,68

Independent groups t-test was used to test Hypothesis2.2. According to the results of the analysis, it was determined that the "art related" personality type of the participants differed according to the marital status. Single individuals are more "interested in the arts" than married ones.

Hypothesis 2.3: The personality types of the participants differ according to the status of being a manager.

Table 33.

Results of t-test analysis of participants' personality types and being a manager

	Yöneticilik durumu	Sayı	Ortalama	Std. sapma	t	Sd.	Sig(p)
PT1 **Open to improvement**	**Manager**	91	3.8553	.60308	0,261	405	0,794
	Not manager	316	3.8745	.62012			
PT2 **Extraverted**	**Manager**	91	3.7143	.88315	0,468	405	0,640
	Not manager	316	3.7619	.74593			
PT3 **Self-disciplined**	**Manager**	91	3.3269	.75617	0,788	405	0,431
	Not manager	316	3.2555	.76335			
PT4 **Interested in art**	**Manager**	91	3.7766	.87919	0,585	405	0,559
	Not manager	316	3.7162	.86353			
PT5 **Neurotic**	**Manager**	91	3.5577	.74450	1,657	405	0,098
	Not manager	316	3.7017	.72665			
PT6 **Adaptable**	**Manager**	91	4.5385	.47341	1,253	405	0,211
	Not manager	316	4.4652	.49675			

Independent groups t-test was used to test Hypothesis 2.3. According to the results of the analysis, no significant difference was found that the personality types of the participants differ according to the status of being a manager.

Hypothesis 2.4: *The personality types of the participants differ according to the type of university they work.*

Table 34.

Participants' Personality types and university in charge t-test analysis results

	Universtiy Type	Num ber	Average	Std. deviation	t	Sd.	Sig(p)
PT1 **Open to improvement**	**State**	376	3.8617	.61843	0,968	405	0,333
	Foundation	31	3.9731	.58070			
PT2 **Extraverted**	**State**	376	3.7600	.77464	0,790	405	0,430
	Foundation	31	3.6452	.82101			
PT3 **Self-disciplined**	**State**	376	3.2706	.75921	0,082	405	0,935
	Foundation	31	3.2823	.80037			
PT4 Interested in art	**State**	376	3.7145	.85691	1,233	405	0,218
	Foundation	31	3.9140	.96979			
PT5 Neurotic	**State**	376	3.6636	.73201	0,572	405	0,567
	Foundation	31	3.7419	.74298			
PT6 Adaptable	**State**	376	4.4814	.49556	0,027	405	0,978
	Foundation	31	4.4839	.45411			

Independent groups t-test was used to examine Hypothesis 2.4. According to the results of the analysis, no significant difference was found that the personality types of the participants differ according to the type of university they work.

Hypothesis 2.5: *The personality types of the participants differ according to their education level.*

Table 35.

Participants' personality types and education level variance analysis results

	Education Level	N	Ortalama	Std. Sapma	Levene ist.	p	Anova (ist.)	P
PT1 Open to improvement	**Bachelor**	6	3.7778	.43033				
	Master	101	3.8003	.58596	1.055	.349	F:.972	.379
	Doctorate	300	3.8956	.62793				
	Total	407	3.8702	.61567				
PT2 Extraverted	**Bachelor**	6	3.4583	.53424				
	Master	101	3.6485	.75264	1.022	.361	F:1.718	.181
	Doctorate	300	3.7917	.78761				
	Total	407	3.7512	.77781				
PT3 Self-disciplined	**Bachelor**	6	3.2083	.85756				
	Master	101	3.3144	.77270	.605	.547	F:.225	.799
	Doctorate	300	3.2583	.75786				
	Total	407	3.2715	.76141				
PT4 Interested in art	**Bachelor**	6	3.7222	.71233				
	Master	101	3.6997	.86217	.671	.512	F:.082	.922
	Doctorate	300	3.7400	.87270				
	Total	407	3.7297	.86633				
PT5 Neurotic	**Bachelor**	6	3.6667	.83166				
	Master	101	3.7129	.73518	.081	.922	F:.235	.791
	Doctorate	300	3.6550	.73133				
	Total	407	3.6695	.73222				
PT6 Adaptable	**Bachelor**	6	4.7222	.25092				
	Master	101	4.4587	.47575	2.823	.061	F:.831	.436
	Doctorate	300	4.4844	.50059				
	Total	407	4.4816	.49200				

One-way analysis of variance was used to examine the Hypothesis 2.5 hypothesis. According to the results of the analysis, no significant difference was found that the personality types of the participants differ according to the education level.

Hypothesis 2.6: The personality types of the participants differ according to the unit in which they work.

Table 36.

Personality types of the participants and the results of the variance analysis of the unit they work

		N	Average	Std. Deviation	Leven e ist.	p	Anova (ist.)	p	Line	Dif.
PT1 Open to Developmet	**Vocational**	71	3.7723	.65782						
	Academy	23	4.0072	.69355						
	Faculty	313	3.8823	.59877	1.325	.267	F:1.532	.217		
	Total	407	3.8702	.61567						
PT2 Extraverted	**Vocational**	71	3.6373	.78807						
	Academy	23	3.8043	.87567	.221	.802	F:.939	.392		
	Faculty	313	3.7732	.76825						
	Total	407	3.7512	.77781						
PT3 Self-disciplined	**Vocational**	71	3.2711	.81804						
	Academy	23	3.2826	.90235	2.450	.088	F:.003	.997		
	Faculty	313	3.2708	.73949						
	Total	407	3.2715	.76141						
PT4 Interested in art	**Vocational**	71	3.5211	.99160						
	Academy	23	3.7971	.81488	2.592	.076	F:2.521	.082		
	Faculty	313	3.7721	.83497						
	Total	407	3.7297	.86633						
PT5 Neurotic	**Vocational**	71	3.8451	.74925						
	Academy	23	3.7065	.65562	.121	.886	F:2.618	.074		
	Faculty	313	3.6270	.72972						
	Total	407	3.6695	.73222						
PT6 Adaptable	**Vocational**	71	4.4789	.46027						
	Academy	23	4.5797	.49459						
	Faculty	313	4.4750	.49946	.456	.634	F:.486	.616		
	Total	407	4.4816	.49200						

One-way analysis of variance was used to test Hypothesis 2.6. According to the results of the analysis, no significant difference was found that the personality types of the participants differ according to the unit they work.

Hypothesis 2.7: The personality types of the participants differ according to their professional service period.

Table 37.

The results of the analysis of variance on personality types and professional service duration of the participants

		N	Average	Std. Deviation	Leve ne ist.	p	Anova (ist.)	p	Line	Diffe rence
PT1 Open to İmproveme nt	1-5 Years	94	3.8706	.55420	.865	.459	F:3.560	.014*	A	
	6-10 Years	99	3.9158	.63370					B	C
	11-15 Years	57	3.6316	.58903					C	
	16 Years and over	157	3.9278	.63332					D	C
	Total	407	3.8702	.61567						
PT2 Extraverted	1-5 Years	94	3.7261	.80745	.094	.963	F:.236	.872		
	6-10 Years	99	3.7096	.73688						
	11-15 Years	57	3.7763	.78445						
	16 Years and over	157	3.7834	.78808						
	Total	407	3.7512	.77781						
PT3 Self-disciplined	1-5 Years	94	3.2553	.80153	.865	.459	F:.057	.982		
	6-10 Years	99	3.2652	.74129						
	11-15 Years	57	3.3070	.74854						
	16 Years and over	157	3.2723	.76081						
	Total	407	3.2715	.76141	1.265	.286	F:1.580	.194		
PT4 Interested in art	1-5 Years	94	3.7553	.83983						
	6-10 Years	99	3.6330	.93374						
	11-15 Years	57	3.5906	.82138						
	16 Years and over	157	3.8259	.84865						
	Total	407	3.7297	.86633	.872	.456	F:.361	.781		
PT5 Neurotic	1-5 Years	94	3.7287	.70773						
	6-10 Years	99	3.6566	.70583						
	11-15 Years	57	3.6053	.71799						
	16 Years and over	157	3.6656	.77136						
	Total	407	3.6695	.73222	1.794	.148	F:1.505	.213		
PT6 Adaptable	1-5 Years	94	4.4220	.49892						
	6-10 Years	99	4.5118	.44240						
	11-15 Years	57	4.4035	.58329						
	16 Years and over	157	4.5265	.47909						
	Total	407	4.4816	.49200						

One-way analysis of variance was used to test the Hypothesis2.7 hypothesis. According to the results of the analysis, it was determined that the personality types of the participants differ according to their professional service period. With the post-hoc

tests; It has been determined that the level of being "open to improvement" of those who work for 6-10 years and those who work for 16 years or more is higher than that of those who work for 11-15 years.

Hypothesis 2.8: The personality types of the participants differ according to the duration of service at the university.

Table 38.

The results of the analysis of variance in the personality types of the participants and the duration of service at the university

		N	Average	Std. Deviation	Levene ist.	p	Anova (ist.)	p	Line	Dif.
PT1 Open to improvement	**1-5 Years**	97	3.8522	.55947					A	
	6-10 Years	102	3.9281	.62954					B	C
	11-15 Years	53	3.6447	.59560	.747	.525	F:3.090	.027*	C	
	16 Years and over	155	3.9204	.63403					D	C
	Total	407	3.8702	.61567						
PT2 Extraverted	**1-5 Years**	97	3.7294	.79686						
	6-10 Years	102	3.7328	.74067						
	11-15 Years	53	3.7689	.80987	.262	.852	F:.086	.968		
	16 Years and over	155	3.7710	.78540						
	Total	407	3.7512	.77781						
PT3 Self-disciplined	**1-5 Years**	97	3.2577	.79587						
	6-10 Years	102	3.3015	.76539						
	11-15 Years	53	3.2783	.73651	.909	.437	F:.080	.971		
	16 Years and over	155	3.2581	.75185						
	Total	407	3.2715	.76141						
PT4 Interested in arts	**1-5 Years**	97	3.7595	.83019						
	6-10 Years	102	3.6503	.92559						
	11-15 Years	53	3.5660	.84121	1.273	.283	F:1.513	.211		
	16 Years and over	155	3.8194	.85216						
	Total	407	3.7297	.86633						
PT5 Neurotic	**1-5 Years**	97	3.7320	.69714						
	6-10 Years	102	3.6838	.71314						
	11-15 Years	53	3.5755	.73148	.968	.408	F:.563	.640		
	16 Years and over	155	3.6532	.76838						
	Total	407	3.6695	.73222						
PT6 Adaptable	**1-5 Years**	97	4.4089	.49653						
	6-10 Years	102	4.5229	.44129						
	11-15 Years	53	4.4151	.59163	1.811	.145	F:1.633	.181		
	16 Years and over	155	4.5226	.48053						
	Total	407	4.4816	.49200						

One-way analysis of variance was used to test Hypothesis2.8. According to the results of the analysis, it was determined that the personality types of the participants, "openness to improvement" differ according to the duration of service at the university. With the post-hoc tests; It has been determined that the level of being "open to improvement" is higher than that of those who work for 6-10 years and those who work at the university for 16 years or more than those who work for 11-15 years.

Hypothesis 2.9: The personality types of the participants differ according to the age group.

Table 39.

Participants' personality types and age group analysis of variance results

	Age	N	Average	Std. Deviation	Levene ist.	p	Anova (ist.)	p	Line	Dif.
PT1 **Open to** **improvement**	**21-26**	13	3.9359	.54662						
	27-31	74	3.8964	.51956						
	32-37	101	3.8020	.65180	.956	.431	.819	.514		
	38-43	92	3.8279	.62676						
	44 and over	127	3.9331	.63699						
	Total	407	3.8702	.61567						
PT2 **Extraverted**	**21-26**	13	3.5962	.79411						
	27-31	74	3.7331	.77452						
	32-37	101	3.6955	.80203	.336	.853	.814	.517		
	38-43	92	3.7147	.79454						
	44 and over	127	3.8484	.74812						
	Total	407	3.7512	.77781						
PT3 **Self-** **disciplined**	**21-26**	13	3.3846	.62596						
	27-31	74	3.2162	.78549						
	32-37	101	3.2277	.77790	1.335	.256	.375	.827		
	38-43	92	3.3234	.82170						
	44 and over	127	3.2894	.70600						
	Total	407	3.2715	.76141						
PT4 **Interested in** **art**	**21-26**	13	3.6410	.77533					A	
	27-31	74	3.8288	.74891					B	C
	32-37	101	3.4554	.96807	3.325	.011	4.507	.002*	C	
	38-43	92	3.6630	.80216					D	
	44 and over	127	3.9475	.84246					E	C
	Total	407	3.7297	.86633						
PT5 **Neurotic**	**21-26**	13	3.8269	.51422						
	27-31	74	3.5608	.71050						
	32-37	101	3.6708	.73223	.966	.426	.783	.537		
	38-43	92	3.7418	.71910						
	44 and over	127	3.6634	.77304						

		N	Average	Std. Deviation				
	Total	407	3.6695	.73222				
PT6 Adaptable	21-26	13	4.4103	.41172	1.118	.347	1.976	.097
	27-31	74	4.4144	.55122				
	32-37	101	4.4125	.48568				
	38-43	92	4.5000	.49786				
	44 and over	127	4.5696	.45447				
	Total	407	4.4816	.49200				

One-way analysis of variance was used to test the Hypothesis2.9 hypothesis. According to the results of the analysis, it was determined that the personality types of the participants, "being interested in art", differed according to age. With the post-hoc tests; It was determined that the participants aged 27-31 and over the age of 43 were more "interested in art" than those aged 32-37.

Hypothesis 2.10: The personality types of the participants differ according to their title.

Table 40.

Participants' title and personality types analysis of variance results

		N	Average	Std. Deviation	Levene ist.	p	Anova (ist.)	p	Line	Dif.
PT1 Open to improvement	**Lecturer**	3	4.0556	.75154	2.040	.072	F:.988	.425		
	Res. Asst.	77	3.7662	.63191						
	Research Asistan	95	3.9368	.48633						
	Dr.Res.Asst	113	3.8466	.63235						
	Assoc. Prof.	58	3.8477	.70868						
	Professor	61	3.9536	.64416						
	Total	407	3.8702	.61567						
PT2 Extraverted	**Lecturer**	3	3.7500	.66144	.711	.616	F:.668	.648		
	Res. Asst.	77	3.7143	.79235						
	Research Asistan	95	3.6842	.77116						
	Dr.Res.Asst	113	3.7611	.77011						
	Assoc. Prof.	58	3.7284	.86891						
	Professor	61	3.9057	.70292						
	Total	407	3.7512	.77781						
PT3 Self-disciplined	**Lecturer**	3	3.0833	.62915	1.096	.362	F:.098	.992		
	Res. Asst.	77	3.2532	.81464						
	Research Asistan	95	3.2737	.76932						
	Dr.Res.Asst	113	3.2611	.72147						
	Assoc. Prof.	58	3.2716	.78679						
	Professor	61	3.3197	.75984						
	Total	407	3.2715	.76141						
PT4 Interested in art	**Lecturer**	3	4.3333	.57735	2.004	.077	F:.891	.487		
	Res. Asst.	77	3.6147	1.01028						
	Research Asistan	95	3.7018	.78622						

	Dr.Res.Asst	113	3.7611	.82191					
	Assoc. Prof.	58	3.7011	.83465					
	Professor	61	3.8579	.90974					
	Total	407	3.7297	.86633					
PT5 Neurotic	**Lecturer**	3	3.8333	.87797					A
	Res. Asst.	77	3.9156	.75067					B E
	Research Asistan	95	3.6474	.68270	.844	.519	F:2.870	.015*	C
	Dr.Res.Asst	113	3.6527	.66096					D
	Assoc. Prof.	58	3.4612	.73568					E
	Professor	61	3.6148	.83862					F
	Total	407	3.6695	.73222					
PT6	**Lecturer**	3	4.1111	.76980					
	Res. Asst.	77	4.5281	.42698					
	Research Asistan	95	4.4386	.52201	3.289	.006	Welch:1.484	.236	
Adaptable	**Dr.Res.Asst**	113	4.4631	.48475					
	Assoc. Prof.	58	4.4195	.60072					
	Professor	61	4.6011	.38403					
	Total	407	4.4816	.49200					

One-way analysis of variance was used to test the Hypothesis 2.10 hypothesis. According to the results of the analysis, it was determined that the personality types of the participants, "being neurotic", differed according to the title. With the post-hoc tests; It was determined that the "neurotic" level of the lecturers was higher than the associate professors.

4.2.1.2 Differentiation of Organizational Commitment Levels of Academics Participating in the Research depending on Demographic Characteristics

Hypothesis 3: The organizational commitment levels of the participants differ according to their demographic characteristics.

Hypothesis 3.1: The organizational commitment levels of the participants differ according to gender.

Table 41.

Results of t-test analysis of participants' gender and organizational commitment levels

	Gender	Number	Average	Std. Deviation	t	Sd.	Sig(p)
oc1 **Emotional** **Commitment**	**Male**	224	3.1752	.89811	-.096	405	.924
	Female	183	3.1837	.88900			
oc2 **Continuance** **Commitment**	**Male**	224	2.9250	.80742	-2.095	405	.037*
	Female	183	3.0962	.83544			
oc3 **Satisfaction**	**Male**	224	3.9330	.79233	-.473	405	.637
	Female	183	3.9690	.72855			
oc4 **Non-alternative**	**Male**	224	2.5848	1.07016	.584	405	.559
	Female	183	2.5219	1.09548			

Independent groups t-test was used to examine Hypothesis 3.1. According to the results of the analysis, it was determined that "continuance commitment", one of the organizational commitment dimensions of the participants, differed according to gender. It has been determined that the "continuance commitment" of women is higher than men.

Hypothesis 3.2: The organizational commitment levels of the participants differ according to their marital status.

Table 42.

Results of t-test analysis of participants' marital status and organizational commitment levels

	Marital Status	Number	Average	Std. deviation	t	Sd.	Sig(p)
oc1	Married	298	3.1879	.88681			
Emotional Commitment	Single	109	3.1548	.91317	.331	405	.741
oc2	Married	298	2.9758	.81663			
Continuance Commitment	Single	109	3.0734	.84181	-1.058	405	.290
oc3	Married	298	3.9765	.72771	1.193	405	.234
Satisfaction	Single	109	3.8746	.85321			
oc4	Married	298	2.5201	1.04669	-1.123	405	.262
Non-alternative	Single	109	2.6560	1.16805			

Independent groups t-test was used to eamine Hypothesis3.2. According to the results of the analysis, no statistically significant difference could be determined that the organizational commitment levels of the participants differ according to their marital status.

Hypothesis 3.3: The organizational commitment levels of the participants differ according to their status of being a manager

Table 43.

The results of the t-test analysis of the participants' status of being a manager and their organizational commitment levels

	Managerial status	Number	Average	Std. deviation	t	Sd.	Sig(p)
oc1	**Manager**	91	3.4258	.68007			
Emotional commitment	**Not Manager**	316	3.1080	.93428	3.589	197.728	.000**
oc2	**Manager**	91	2.9956	.78823			
Continuance Commitment	**Not Manager**	316	3.0038	.83464	-.084	405	.933
ob3	**Manager**	91	4.0147	.62640			
Satisfaction	**Not Manager**	316	3.9304	.79864	1.059	182.552	.291
ob4	**Manager**	91	2.5275	1.04180			
Non-alternative	**Not Manager**	316	2.5649	1.09315	-.291	405	.772

Independent groups t-test was used to examine Hypothesis 3.3. According to the results of the analysis, it was determined that the "emotional commitment" of the organizational commitment dimensions of the participants differed according to the status of being a manager. It has been determined that the "emotional commitment" of those who are administrators is higher than those who are not administrators.

Hypothesis3.4: The organizational commitment levels of the participants differ according to the type of university they work.

Table 44.

The results of the t-test analysis of the university in charge and organizational commitment levels of the participants

	University Type	Number	Average	Std. deviation	t	Sd.	Sig(p)
oc1	**State**	376	3.1985	.86629	1.195	32.812	.240
Emotional commitment	**Foundation**	31	2.9435	1.16093			
oc2	**State**	376	3.0399	.82145	3.274	405	.001**
Continuance commitment	**Foundation**	31	2.5419	.71217			
ob3	**State**	376	3.9814	.73552	2.347	32.852	.025*
Satisfaction	**Foundation**	31	3.5591	.97899			
ob4	**State**	376	2.5572	1.07520	.043	405	.965
Non-alternative	**Foundation**	31	2.5484	1.16444			

Independent groups t-test was used to examine hypothesis 3.4. According to the results of the analysis, it was determined that the organizational commitment dimensions of the participants, "continuance commitment" and "Satisfaction", differ according to the type of university they work in. It has been determined that both "continuance commitment" and "satisfaction" of those who work at a state university are higher than those who work at a foundation university.

Hypothesis 3.5: *The organizational commitment levels of the participants differ according to their education level..*

Table 45.

The results of the analysis of variance of the education level and organizational commitment levels of the participants

	Education Level	N	Average	Std. Deviation	Levene ist.	P	Anova (ist.)	p
oc1 Emotional Commitment	**Lisans**	6	3.4583	.92421				
	Yükseklisans	101	3.1832	.91576	.104	.902	.303	.739
	Doktora	300	3.1721	.88673				
	Toplam	407	3.1791	.89293				
oc2 Continuance Commitment	**Lisans**	6	3.4333	.42740				
	Yükseklisans	101	3.0851	.84254	1.194	.304	1.640	.195
	Doktora	300	2.9653	.82039				
	Toplam	407	3.0020	.82354				
oc3 Satisfaction	**Lisans**	6	3.9444	.64693				
	Yükseklisans	101	3.9373	.77990	.121	.886	.017	.983
	Doktora	300	3.9533	.76239				
	Toplam	407	3.9492	.76359				
oc4 Non-alternative	**Lisans**	6	2.4167	.97040	.218			
	Yükseklisans	101	2.6337	1.08372		.804	.375	.687
	Doktora	300	2.5333	1.08373				
	Toplam	407	2.5565	1.08073				

One-way analysis of variance was used to examine Hypothesis 3.5. According to the results of the analysis, no statistically significant difference was found that the organizational commitment levels of the participants differ according to the education level.

Hypothesis 3.6: The organizational commitment levels of the participants differ according to the unit they work.

Table 46.

The results of the analysis of variance in the unit and organizational commitment levels of the participants

	Unit	N	Average	Std. Deviation	Levene ist.	p	Anova (ist.)	p	Line	Dif.
oc1 emotional commitment	Vocational	71	3.2923	.85616	2.742	.066	F:1.036	.356		
	Academy	23	3.3043	.67402						
	Faculty	313	3.1442	.91420						
	Total	407	3.1791	.89293						
oc2 Continuance Commitment	Vocational	71	2.9944	.88542	1.383	.252	F:.060	.942		
	Academy	23	2.9478	.94237						
	Faculty	313	3.0077	.80236						
	Total	407	3.0020	.82354						
oc3 Satisfaction	Vocational	71	4.1268	.62581	1.979	.139	F:2.498	.084		
	Academy	23	3.8261	.75123						
	Faculty	313	3.9180	.78855						
	Total	407	3.9492	.76359						
oc4 Non-alternative	Vocational	71	2.5986	1.15456	.788	.456	F:.137	.872		
	Academy	23	2.6304	.91970						
	Faculty	313	2.5415	1.07709						
	Total	407	2.5565	1.08073						

One-way analysis of variance was used to examine Hypothesis3.6. According to the results of the analysis, no statistically significant difference could be determined that the organizational commitment levels of the participants differ according to the unit they work in.

Hypothesis 3.7: The organizational commitment levels of the participants differ according to their professional service duration.

Table 47.

Results of variance analysis of participants' professional service duration and organizational commitment levels

		N	Average	Std. Deviation	Levene ist.	p	Anova (ist.)	p	Line	Dif.
oc1 Emotional Commitment	**1-5 Years**	94	3.1277	.90287						
	6-10 Years	99	3.1881	.93206						
	11-15 Years	57	3.2061	.81883	1.079	.358	F:.139	.937		
	16 Years and over	157	3.1943	.89474						
	Total	407	3.1791	.89293						
oc2 Continuance Commitment	**1-5 Years**	94	2.8957	.75561						
	6-10 Years	99	3.1394	.86777						
	11-15 Years	57	2.8982	.70622	1.737	.159	F:1.768	.153		
	16 Years and over	157	3.0166	.86587						
	Total	407	3.0020	.82354						
oc3 Satisfaction	**1-5 Years**	94	3.8865	.80996						
	6-10 Years	99	3.9731	.84068						
	11-15 Years	57	3.9123	.60266	2.325	.074	F:.402	.752		
	16 Years and over	157	3.9851	.73993						
	Total	407	3.9492	.76359						
ob4 Non-alternative	**1-5 Years**	94	2.7660	1.01256						
	6-10 Years	99	2.5606	1.18939						
	11-15 Years	57	2.4211	.97188	1.523	.208	F:1.764	.153		
	16 Years and over	157	2.4777	1.07766						
	Total	407	2.5565	1.08073						

One-way analysis of variance was used to examine Hypothesis 3.7. According to the results of the analysis, a statistically significant difference could not be determined that

the organizational commitment levels of the participants differ according to their professional service period.

Hypothesis 3.8: The organizational commitment levels of the participants differ according to their duration of service at the university.

Table 48.

The results of variance analysis of the participants' duration of service at the university and their organizational commitment levels

	Service Duration	N	Average	Std. Deviation	Levene ist.	P	Anova (ist.)	p	Line	Dif.
oc1 Emotional Commitment	**1-5 Years**	97	3.1237	.89459						
	6-10 Years	102	3.1728	.92661						
	11-15 Years	53	3.2264	.83459	.879	.452	F:.207	.891		
	16 Years and over	155	3.2016	.89533						
	Total	407	3.1791	.89293						
oc2 Continuance Commitment	**1-5 Years**	97	2.9031	.74784						
	6-10 Years	102	3.1431	.85799						
	11-15 Years	53	2.8679	.71354	1.860	.136	F:1.964	.119		
	16 Years and over	155	3.0168	.87117						
	Total	407	3.0020	.82354						
oc3 Satisfaction	**1-5 Years**	97	3.8797	.79957						
	6-10 Years	102	3.9641	.85456						
	11-15 Years	53	3.9119	.61028	2.455	.063	F:.512	.674		
	16 Years and over	155	3.9957	.72672						
	Total	407	3.9492	.76359						
oc4 Non-alternative	**1-5 Years**	97	2.7680	1.00794						
	6-10 Years	102	2.5686	1.18372						
	11-15 Years	53	2.3774	.97026	1.593	.191	F:2.020	.110		
	16 Years and over	155	2.4774	1.07863						
	Total	407	2.5565	1.08073						

One-way analysis of variance was used to test Hypothesis 3.8. According to the results of the analysis, no statistically significant difference could be found that the organizational commitment levels of the participants differ according to the duration of service at the university.

Hypothesis 3.9: The organizational commitment levels of the participants differ according to the age group.

Table 49.

Analysis of variance results of participants' age and organizational commitment levels

		N	Average	Std. Deviation	Levene ist.	p	Anova (ist.)	p	Line	Dif.
oc1 emotional Commitment	21-26	13	2.8173	.78663						
	27-31	74	3.1030	.96943						
	32-37	101	3.1918	.87206	1.166	.325	F:1.080	.366		
	38-43	92	3.1440	.94053						
	44 and over	127	3.2756	.83428						
	Total	407	3.1791	.89293						
oc2 Continuance Commtiment	21-26	13	2.9385	.82213						
	27-31	74	3.0486	.73340						
	32-37	101	2.9327	.85710	1.125	.344	F:.288	.886		
	38-43	92	3.0217	.81710						
	44 and over	127	3.0220	.85902						
	Total	407	3.0020	.82354						
oc3 Satisfaction	21-26	13	3.6667	.83887						
	27-31	74	3.8784	.84323						
	32-37	101	3.9505	.74444	1.472	.210	F:1.192	.314		
	38-43	92	3.9094	.82557						
	44 and over	127	4.0472	.66762						
	Total	407	3.9492	.76359						
oc4 Non-alternative	21-26	13	2.9231	.86232						
	27-31	74	2.7973	1.14353						
	32-37	101	2.4208	1.04817	.823	.511	F:1.781	.132		
	38-43	92	2.5163	1.04422						
	44 and over	127	2.5157	1.10003						
	Total	407	2.5565	1.08073						

One-way analysis of variance was used to examine Hypothesis3.9. According to the results of the analysis, no statistically significant difference could be determined that the organizational commitment levels of the participants differ according to age groups.

Hypothesis 3.10: The organizational commitment levels of the participants differ according to their titles.

Table 50.

Results of variance analysis of the participants' title and organizational commitment levels

		N	Average	Std. Deviation	Levene ist.	p	Anova (ist.)	p	Line	Dif.
oc1 **Emotional** **Commitment**	**Lecturer**	3	3.4167	1.50693						
	Instructor	77	3.3815	.86386						
	Res. Asst.	95	3.0184	.90120						
	Dr.Res.Asst.	113	3.1803	.90601	.617	.687	F:2.136	.060		
	Assoc. Prof.	58	3.0172	.83687						
	Professor	61	3.3135	.87429						
	Total	407	3.1791	.89293						
oc2 **Continuance** **Commitment**	**Lecturer**	3	3.1333	1.20554						
	Instructor	77	3.1610	.83100						
	Res. Asst.	95	3.0968	.76178						
	Dr.Res.Asst.	113	2.8920	.80002	.504	.773	F:1.681	.138		
	Assoc. Prof.	58	2.8448	.81481						
	Professor	61	3.0000	.91506						
	Total	407	3.0020	.82354						
oc3 **Satisfaction**	**Lecturer**	3	3.5556	1.34715					A	
	Instructor	77	4.1732	.59139					B	D
	Res. Asst.	95	3.9018	.79430					C	
	Dr.Res.Asst.	113	3.8909	.74992	1.829	.106	F:2.305	.044*	D	
	Assoc. Prof.	58	3.7931	.91090					E	
	Professor	61	4.0164	.71083					F	
	Total	407	3.9492	.76359						
oc4 **Non-alternative**	**Lecturer**	3	3.8333	1.04083					A	BCDEF
	Instructor	77	2.5325	1.09526					B	
	Res. Asst.	95	2.7737	1.06133					C	
	Dr.Res.Asst.	113	2.4469	.98734	1.097	.362	F:2.587	.026*	D	
	Assoc. Prof.	58	2.6379	1.22400					E	
	Professor	61	2.3115	1.04548					F	
	Total	407	2.5565	1.08073						

One-way analysis of variance was used to examine the Hypothesis3.10 hypothesis. According to the results of the analysis, it has been determined that the organizational commitment dimensions of the participants differ according to the title of "satisfaction" and "non-alternative". With the post-hoc tests; It has been determined that the "sense of

satisfaction" of the Instructors is higher than that of the Dr. Lecturers, and the "non-alternativeness" of the Instructors is higher than all other title groups.

4.2.2 Examination of the Relationship between Personality Types, Organization Culture and Organiztipnal Commitment with Correlation Analysis

Hypothesis 4: There is a significant and positive relationship between personality types and organizational commitment.

Table 51.

Correlation analysis results between personality types and organizational commitment

		oc1 Emotional Commitment	oc2 Continuance Commitment	oc3 Satisfaction	oc4 Non-alternative
PT1 **Open to** **improvement**	Pearson Correlation	.207**	-,042	.242**	-.224**
	Sig. (1-tailed)	,000	,199	,000	,000
	N	407	407	407	407
PT2 **Extraverted**	Pearson Correlation	.110*	-,061	.196**	-.260**
	Sig. (1-tailed)	,013	,111	,000	,000
	N	407	407	407	407
PT3 **Self-disciplined**	Pearson Correlation	-.098*	.110*	-.120**	.120**
	Sig. (1-tailed)	,024	,013	,008	,008
	N	407	407	407	407
PT4 **Interested in art**	Pearson Correlation	,025	-.097*	,027	-,037
	Sig. (1-tailed)	,309	,026	,295	,230
	N	407	407	407	407
PT5 **Neurotic**	Pearson Correlation	,069	,004	,019	-,056
	Sig. (1-tailed)	,084	,472	,348	,131
	N	407	407	407	407
PT6 **Adaptable**	Pearson Correlation	.179**	,042	.287**	-.132**
	Sig. (1-tailed)	,000	,198	,000	,004
	N	407	407	407	407

Correlation analysis was used to examine Hypothesis4. Statistically significant relationships were found between personality types and organizational commitment:

- While there was a weak positive relationship between openness to improvement and emotional commitment (r=0.207) and satisfaction (r=0.242), a weak negative relationship was found with non-alternative (r=-0.224).

- While there was a weak positive relationship between extraversion and emotional commitment (r=0.110), satisfaction (r=0.196), a weak negative relationship was found with non-alternatives (r=-0.260).

- A weak positive relationship was found between self-discipline and continuance commitment (r=0.110), non-alternative (r=0.120), while a weak negative relationship was found with emotional commitment (r=-0.098) and satisfaction (r=-0.120).

- A weak negative correlation was found between being interested in art and continuance commitment (r=-0.097).

- While a weak positive relationship was found between agreeableness and emotional commitment (r=0.179) and satisfaction (r=0.287), a weak negative relationship was found with non-alternative (r=-0.132).

Hypothesis 5: There is a significant and positive relationship between personality types and organizational culture.

Table 52.

Correlation analysis results between personality types and organizational culture

		oc1 Innovative Team Culture	oc2 Competitive Spirit	oc3 Hierarchical Culture
PT1 Open to improvement	Pearson Correlation	.096[*]	,080	,062
	Sig. (1-tailed)	,026	,054	,107
	N	407	407	407
PT2 Extraverted	Pearson Correlation	,000	,015	,013
	Sig. (1-tailed)	,496	,381	,393
	N	407	407	407
PT3 Self-disciplined	Pearson Correlation	-.107[*]	,003	-,004
	Sig. (1-tailed)	,016	,473	,468
	N	407	407	407
PT4 Interested in art	Pearson Correlation	-,019	-,029	-,054
	Sig. (1-tailed)	,350	,283	,140
	N	407	407	407
PT5 Neurotic	Pearson Correlation	.095[*]	,011	,039
	Sig. (1-tailed)	,028	,414	,217
	N	407	407	407
PT6 Adaptable	Pearson Correlation	,064	,068	.115[*]
	Sig. (1-tailed)	,098	,085	,010
	N	407	407	407

Correlation analysis was used to test Hypothesis 5. Statistically significant relationships were found between personality types and organizational culture:

- There was a weak positive correlation found between openness to improvement and innovative team culture (r=0.096).
- There was a weak negative relationship determined between self-discipline and innovative team culture (r=-0.107).
- There was a weak positive correlation found between neuroticism and innovative team culture (r=0.095).

− There was a weak positive correlation found between coherence and hierarchical culture (r=0.115).

Hypothesis 6: There is a significant and positive relationship between organizational culture and organizational commitment.

Table 53.

Correlation analysis results between organizational culture and organizational commitment

		oc1 Emotional Commitment	oc2 Continuance Commitment	oc3 Satisfaction	oc4 Non-alternative
oc1 Innovative Team Culture	**Pearson Correlation**	.669**	.309**	.338**	-.110*
	Sig. (1-tailed)	,000	,000	,000	,013
	N	407	407	407	407
oc2 Competitive Spirit	**Pearson Correlation**	.469**	.289**	.216**	-,066
	Sig. (1-tailed)	,000	,000	,000	,093
	N	407	407	407	407
oc3 Hierarchical Culture	**Pearson Correlation**	.443**	.292**	.326**	-,040
	Sig. (1-tailed)	,000	,000	,000	,210
	N	407	407	407	407

Correlation analysis was used to test Hypothesis 6. Statistically significant relationships were found between organizational culture and organizational commitment:

− There is a strong positive correlation between innovative team culture and emotional commitment (r=0.669), a weak positive correlation with continuance commitment (r=0.309) and satisfaction (r=0.338), while a negative correlation with non-alternative (r=-0.110) A weak correlation was found.

− A positive moderate correlation was found between competitive spirit and emotional commitment (r=0.469), and a weak positive correlation with continuance commitment (r=0.289) and satisfaction (r=0.219).

− A moderately positive correlation was found between hierarchical culture and emotional commitment (r=0.443), and a weak positive correlation with continuance commitment (r=0.292) and satisfaction (r=0.326).

4.2.3 Regression Model to Test the Influence of Organizational Commitment Levels by Personality Types and Organizational Culture Levels

Hypothesis 7: Organizational culture has a mediating effect on the relationship between personality types and organizational commitment.

Hypothesis 7.1: In organizations with an innovative culture; Individuals who are open to improvement, extrovert, self-disciplined, interested in art, neurotic, and adaptive have high organizational commitment.

Table 54.

Innovative team culture, organizational commitment and personality types regression analysis results

ANOVA TABLE					
	Squares total	**Sd**	**Averages Square**	**F**	**Sig.(p)**
Regression	129.823	2	64.911	167.758	.000**
Residual	156.322	404	.387		
Total	286.144	406			

REGRESSION TABLE			
R	**R²**	**Adjusted R²**	**Predicted Std. error**
.674ᵇ	.454	.451	.62204

REGRESSION COEFFICIENTS					
	Coefficient	**Std. Error**	**Standardized Coefficent**	**t**	**Sig.**
(Invariant)	.974	.179		5.449	.000**
oc1 Emotional Commitment	.637	.035	.678	18.317	.000**
PT2 Extraverted	-.081	.040	-.075	-2.027	.043*

a. Dependent Variable: oc1 Innovative Team Culture

b. Predictors: (Constant), oc1 Emotional Commitment, PT2 Extraverted

Regression Equality: Innovative Team Culture= 0.974+0.678* Emotional Commitment-0.075* Extraverted

Stepwise regression analysis was used to examine Hypothesis7.1. Regression analysis according to the obtained ANOVA Table is statistically significant and explains 45.1% of the variation in the data (F=167,758 p=0.000<0.05). According to the results of the

analysis, it was determined that as the innovative team culture of the institutions increased, the emotional commitment of the individuals increased. However, since the coefficient of extroversion is negative, it has been determined that as the innovative culture increases in the institutions, the extraversion decreases.

Hypothesis 7.2: In organizations with a competitive culture; Individuals who are open to improvement, extrovert, self-disciplined, interested in art, neurotic, and adaptive have high organizational commitment.

Table 55.

Competitive spirit understanding, organizational commitment and personality types regression analysis results

ANOVA TABLE					
	Squares Total	Sd	Averages Square	F	Sig.(p)
Regression	66.024	2	33.012	59.571	.000**
Residual	223.881	404	.554		
Total	289.904	406			
REGRESSION TABLE					
R	**R²**	**Adjusted R²**		**PRedicted Std. error**	
.477ᵇ	.228	.224		.74442	

REGRESSION COEFFICIENTS					
	Coefficent	Std. Error	Standardized Coefficent	t	Sig.
(Invariant)	1.446	.161		8.999	.000**
oc1 Emotional Commitment	.403	.046	.426	8.693	.000**
ob2 Continuance Commitment	.100	.050	.097	1.986	.048*

a. Dependent Variable: oc2 Competitive Spirit

b. Predictors: (Constant), oc1 Emotional Commitment, oc2 Continuance Commitment

Regression Equality: Competitive Spirit = 1.446+0.426* Affective Commitment+0.097* Continuance Commitment

Stepwise regression analysis was used to examine Hypothesis 7.2. According to the obtained ANOVA Table, the Regression analysis is statistically significant and explains 22.4% of the variation in the data (F=59,571 p=0.000<0.05). According to the results of the analysis, as the competitive spirit of the institutions increases, the emotional commitment and continuance commitment of the individuals increase. has been done.

However, no significant relationship could be found between the competitive spirit of the institutions and the personal characteristics of the employees.

Hypothesis 7.3: In organizations with hierarchical culture; Individuals who are open to improvement, extrovert, self-disciplined, interested in art, neurotic, and adaptive have high organizational commitment.

Table 56.

Hierarchical culture understanding, organizational commitment and personality types regression analysis results

ANOVA TABLE					
	Squares total	Sd	Averages square	F	Sig.(p)
Regression	50.250	3	16.750	37.071	.000**
Residual	182.087	403	.452		
Total	232.337	406			

REGRESSION TABLE			
R	**R^2**	**Adjusted R^2**	**Predicted Std. error**
.465^c	.216	.210	.67218

REGRESSION COEFFICIENTS					
	Coefficient	Std. Error	Standardızed coefficient	t	Sig.
(Invariant)	1.711	.193		8.866	.000**
oc1 Emotional Commitment	.278	.048	.328	5.731	.000**
oc2 Continuance Commitment	.106	.045	.115	2.328	.020*
oc3 Satisfaction	.114	.052	.115	2.182	.030*

a. Dependent Variable: oc3 Hierarchical Culture

b. Predictors: (Constant), oc1 Emotional commitment, oc2 Continuance Commitment, oc3 Satisfaction

Regression Equality: Hierarchical Culture=1.711+0.328*Emotional Commitment+0.115* Continuance Commitment+0.115*Satisfaction

Stepwise regression analysis was used to examine Hypothesis 7.3. Regression analysis according to the obtained ANOVA Table is statistically significant and explains 21.0% of the variation in the data (F=37.071 p=0.000<0.05). According to the results of the analysis, it has been determined that as the hierarchical culture understanding of the institutions increases, the emotional commitment, continuance commitment and satisfaction of the individuals increase.

Table 57.

Regression Model to Test the Affected by Personality Types of Emotional Commitment

Dependent Variance	Independent Variance	ß	T	P	F	Model (p)	R^2
Emotional Commitment	Invariant	1,050	2,223	,027*	4,51	0,00	0,049
	Open to improvement	,164	2,928	,004*			
	Extraverted	,035	,677	,499			
	Self-disciplined	,036	,692	,489			
	Interested in art	-,046	-,916	,360			
	Neurotic	,034	,647	,518			
	Adaptable	,116	2,195	,029*			

Regression analysis to determine how much affective commitment level is affected by personality level is significant (F=4.51; p=0.000<0.05).

- If openness to improvement increases by 1 unit, emotional commitment level increases by 0.164 units. (ß=0.164; t=2.928; p=0.004.<0.05).
- Extraversion does not affect the level of emotional commitment statistically (ß=0.035; t=0.667; p=0.499>0.05).
- Self-discipline does not affect the level of emotional commitment statistically (ß=0.036; t=0.692; p=0.489>0.05).
- Being interested in art does not affect the level of emotional commitment statistically (ß=-0.046; t=-0.916; p=0.360>0.05).
- Neuroticism does not affect the level of emotional commitment statistically (ß=0.034; t=0.647; p=0.518>0.05).
- If the adaptability level increases by 1 unit, the emotional commitment level increases by 0.116 units. (ß=0.116; t=2.195; p=0.029.<0.05).

Table 58.

Regression Model to Test Emotional Commitment Personality Types and Affected by

Innovative Culture

Dependent Variance	Independent Variance	ß	t	P	F	Model (p)	R^2
Emotional commitment	Invariant	-,217	-,604	,546	53,150	0,000	0,473
	Open to improvement	,095	2,256	,025*			
	Extraverted	,068	1,768	,078			
	Self-disciplined	-,014	-,360	,719			
	Interested in art	-,005	-,124	,901			
	Neurotic	-,018	-,452	,652			
	Adaptable	,103	2,618	,009*			
	Innovative Culture	,657	17,978	,000*			

The regression model made to determine how emotional commitment level is affected by personality levels and innovative culture understanding is statistically significant (F=53.150; p=0.000<0.05).

While the personality (openness to improvement, adaptability) feature affects the level of emotional commitment, we can say that this effect decreases by adding innovative culture to the model by looking at the coefficients. Accordingly, innovative culture; It has a mediating effect between personality traits (openness to improvement, adaptability) and emotional commitment.

An increase in the level of innovative culture by 1 unit increases the level of emotional commitment by 0.657 units (ß=0.657; t=17.978; p=0.000<0.05).

Table 59.

Regression Model to Test Emotional Commitment Personality Types and Affected by Competitive Culture

Dependent variance	Independent variance	ß	T	P	f	Model (p)	R^2
	Invariant	-,126	-,291	,771	20,532	0,000	0,252
	Open to improvement	,124	2,474	,014*			
Emotional Commitment	Extraverted	,040	,882	,378			
	Self-disciplined	,047	1,012	,312			
	Interested in art	-,021	-,457	,648			
	Neurotic	,029	,619	,536			
	Adaptable	,094	2,001	,046*			
	Competitive culture	,452	10,456	,000*			

The regression analysis performed to test whether emotional commitment levels are affected by personality levels and competitive culture understanding is statistically significant (F=20.532; p=0.000<0.05).

While the level of emotional commitment, openness to personal improvement, and compatibility affect the level of emotional commitment, we can say that this effect decreases by adding competitive culture to the model by looking at the coefficients. Accordingly, competitive culture; shows a mediating effect between personality traits (openness to improvement, adaptable) and emotional commitment. .

If the level of competitive culture increases by 1 unit, the level of emotional commitment increases by 0.452 units (ß=0.452; t=10.456; p=0.000<0.05).

Table 60.

Regression Model to Test Emotional Commitment Personality Types and Influence from Hierarchical Culture

Dependent variance	Independent variance	ß	T	p	F	Model (p)	R²
	Invariant	-,265	-,593	,554	17,930	0,000	0,226
	Open to improvement	,139	2,731	,007			
Emotional commitment	Extraverted	,041	,872	,384			
	Self-disciplined	,043	,909	,364			
	Interested in art	-,011	-,244	,807			
	Neurotic	,023	,482	,630			
	Adaptable	,072	1,502	,134			
	Hierarchical Culture	,424	9,606	,000			

The regression model used to test the affect of emotional commitment from personality levels and hierarchical culture understanding is statistically significant (F=17.930; p=0.000<0.05).

It is seen that this effect disappears with the addition of hierarchical culture to the model, where the personality trait, openness to improvement, and adaptability have affected the emotional commitment levels. Accordingly, hierarchical culture (openness to improvement, adaptable) fully mediates between personality levels and emotional commitment.

When the hierarchical culture level increases by 1 unit, the emotional commitment level increases by 0.424 units (ß=0.424; t=9.606; p=0.000<0.05).

Table 61.

Regression Model to Test Continuance Commitment to be Affected by Personality Types

Dependent variance	Independent variance	ß	T	p	F	Model (p)	R^2
	Invariant	3,268	7,359	,000	1,763	0,105	0,011
	Open to improvement	,002	,041	,967			
Continuance commitment	Extraverted	-,044	-,846	,398			
	Self-disciplined	-,105	-1,964	,050			
	Interested in art	-,091	-1,766	,078			
	Neurotic	,026	,484	,629			
	Adaptable	,065	1,200	,231			

The regression analysis performed to test whether the continuance commitment levels were affected by personality levels was not statistically significant. (F=1.763; p=0.105>0.05). Therefore, there was no statistically significant finding that personality levels had an effect on continuance commitment.

Table 62.

Regression Model to Test Continuance Commitment Personality Types and Influence from Innovative Culture

Dependent Variance	Independent Variance	ß	T	p	f	Model (p)	R^2
	Invariant	2,699	6,281	,000*	8,171	0,000	0,11
	Open to improvement	-,032	-,579	,563			
Continuance Commitmenr	Extraverted	-,028	-,568	,570			
	Self-disciplined	-,129	-2,548	,011*			
	Interested in art	-,071	-1,445	,149			
	Neurotic	,001	,014	,988			
	Adaptable	,058	1,141	,255			
	Innovative culture	,320	6,741	,000*			

The effect of continuance commitment level from personality levels was not found statistically significant, and the regression analysis performed by adding innovative culture to the model was found to be significant.

With the addition of Innovative Culture to the model, it is observed that the negative effect of the Self-Disciplined personality type also increased. Accordingly, innovative culture mediates the relationship between self-disciplined personality type and continuance commitment.

When the level of innovative culture increases by 1 unit, the level of continuance commitment increases by 0.320 units (ß=0.320; t=6.741; p=0.000<0.05).

Table 63.

Regression Model to Test Continuance Commitment's Influence on Personality Types and Competitive Culture

Dependent variance	Independent variance	ß	t	p	f	Model (p)	R^2
	Invariant	2,584	5,859	,000*	6,755	0,000	0,09
	Open to improvement	-,023	-,424	,672			
	Extraverted	-,041	-,814	,416			
Continuance commitment	Self-disciplined	-,098	-1,914	,056			
	Interested in art	-,075	-1,510	,132			
	Neurotic	,023	,442	,659			
	Adaptable	,051	,981	,327			
	Competitive culture	,285	5,982	,000*			

While the regression analysis performed to examine the effect of continuance commitment levels from personality levels is not statistically significant, the regression model made with the addition of competitive culture to the model is statistically significant.

With the addition of competitive culture to the model, there was no change in the effect of personality types. Accordingly, competitive culture does not mediate the relationship between personality type and continuance commitment.

When the level of competitive culture increases by 1 unit, the level of continuance commitment increases by 0.285 units (ß=0.285; t=5.982; p=0.000<0.05).

Table 64.

Regression Model to Test Continuance Commitment's Influence from Personality Types and Hierarchical Culture

Dependent variance	Independent variance	ß	T	p	f	Model (p)	R^2
Continuance commitment	Invariant	2,451	5,478	,000*	6,729	0,00	0,09
	Open to improvement	-,015	-,273	,785			
	Extraverted	-,041	-,806	,421			
	Self-disciplined	-,100	-1,958	,051			
	Interested in art	-,068	-1,358	,175			
	Neurotic	,018	,359	,720			
	Adaptable	,035	,674	,501			
	Hierarchical culture	,286	5,967	,000*			

The regression analysis performed to test the effect of continuance commitment levels from personality levels was not found statistically significant. The regression model made by adding hierarchical culture to the model is statistically significant.

With the addition of hierarchical culture to the model, there was no change in the effect of personality types. Accordingly, hierarchical culture does not mediate the relationship between personality type and continuance commitment.

When the hierarchical culture level increases by 1 unit, the continuance commitment level increases by 0.285 units (ß=0.286; t=5.967; p=0.000<0.05).

Table 65.

Regression Model to Test Satisfaction Commitment Being Affected by Personality Types

Dependent Variance	Independent Variance	ß	t	p	f	Model (p)	R^2
	Invariant	1,408	3,615	,000*	9,791	0,000	0,115
	Open to improvement	,131	2,425	,016*			
Continuance Commitment	Extraverted	,110	2,216	,027*			
	Self-disciplined	,062	1,237	,217			
	Interested in art	-,052	-1,062	,289			
	Neurotic	-,057	-1,125	,261			
	Adaptable	,243	4,752	,000*			

The regression model made to test whether the satisfaction level of commitment is affected by personality levels is statistically significant. (F=9,791; p=0,000<0.05).

- When openness to improvement increases by 1 unit, satisfaction commitment level increases by 0.131 units. (ß=0.131; t=2.425; p=0.016<0.05).

- When extroversion increases by 1 unit, satisfaction commitment level increases by 0.110 units. (ß=0.110; t=2.216; p=0.027<0.05).

- Self-discipline does not statistically affect the level of satisfaction and commitment (ß=0.062; t=1.237; p=0.217>0.05).

- Being interested in art does not statistically affect the level of satisfaction and commitment (ß=-0.052; t=-1.062; p=0.261>0.05).

- Neuroticism does not statistically affect the level of satisfaction and commitment (ß=-0.057; t=-1.125; p=0.261>0.05).

- When adaptability increases by 1 unit, satisfaction commitment level increases by 0.243 units. (ß=0.243; t=4.752; p=0.00<0.05).

Table 66.

Regression Model to Test Personality Types of Satisfaction Commitment and Affected
by Innovative Culture

Dependent variance	Independent variance	ß	t	p	f	Model (p)	R^2
Satisfaction commitment	Invariant	0,887	2,366	,018*	16,557	0,000	0,211
	Open to improvement	,098	1,906	,057			
	Extraverted	,126	2,683	,008*			
	Self-disciplined	,038	,801	,424			
	Interested in art	-,032	-,689	,491			
	Neurotic	-,082	-1,707	,089			
	Adaptable	,236	4,904	,000*			
	Innovative culture	,316	7,069	,000			

The regression model made to test whether the satisfaction level of commitment is affected by personality levels and innovative culture understanding is statistically significant (F=16.557; p=0.000<0.05).

While the characteristics of personality (openness to improvement, extroversion and adaptability) affect the level of satisfaction, with the addition of innovative culture to the model, these effects are; It is seen that the effect of openness to improvement and adaptability decreases. Accordingly, innovative culture; Openness to improvement and adaptability mediate the relationship between personality levels and satisfaction commitment.

When the innovative culture level increases by 1 unit, the satisfaction commitment level increases by 0.316 units (ß=0.316; t=7.069; p=0.000<0.05).

Table 67.

Regression Model to Test Satisfaction Commitment Personality Types and Affected by Competitive Culture

Dependent variance	Independent variance	ß	t	p	f	Model (p)	R^2
	Invariant	0,988	2,498	,013	11,118	0,000	0,149
	Open to improvement	,114	2,145	,033*			
Satisfaction Commitment	Extraverted	,112	2,306	,022*			
	Self-disciplined	,067	1,351	,177			
	Interested in art	-,041	-,857	,392			
	Neurotic	-,059	-1,190	,235			
	Adaptable	,233	4,656	,000*			
	Competitive culture	,189	4,095	,000*			

The regression model, which was used to test whether the satisfaction level of commitment is affected by personality levels and the understanding of competitive culture, is statistically significant (F=11.118; p=0.000<0.05).

While the characteristics of personality (openness to improvement, extroversion and adaptability) affect the level of satisfaction, with the addition of competitive culture to the model, these effects are; It is seen that the effect of openness to improvement and adaptability decreases. Accordingly, competitive culture; Openness to improvement and adaptability mediate the relationship between personality levels and satisfaction commitment.

When the level of competitive culture increases by 1 unit, the level of satisfaction and commitment increases by 0.189 units (ß=0.189; t=4.095; p=0.000<0.05).

Table 68.

Regression Model to Test the Personality Types of Satisfied Commitment and the

Influence of Hierarchical Culture

Dependent variance	Independent variance	ß	t	p	f	Model (p)	R^2
	Invariant	0,630	1,619	,106	15,262	0,000	0,198
	Open to improvement	,114	2,199	,028*			
Satisfaction Commitment	Extraverted	,114	2,411	,016*			
	Self-disciplined	,067	1,396	,163			
	Interested in art	-,028	-,591	,555			
	Neurotic	-,064	-1,341	,181			
	Adaptable	,212	4,346	,000*			
	Hierarchical Culture	,293	6,532	,000*			

The regression model made to test whether the satisfaction level of commitment is affected by personality levels and hierarchical culture understanding is statistically significant (F=15.262; p=0.000<0.05).

While the characteristics of personality (openness to improvement, extroversion and adaptability) affect the level of satisfaction, with the addition of hierarchical culture to the model, these effects are; It is seen that the effect of openness to improvement and adaptability decreases. Accordingly, hierarchical culture; Openness to improvement and adaptability mediate the relationship between personality levels and satisfaction commitment.

When the hierarchical culture level increases by 1 unit, the satisfaction commitment level increases by 0.293 units (ß=0.293; t=6.532; p=0.000<0.05).

Table 69.

Regression Model to Test the Influence of Non-alternative Commitment by Personality Types

Dependent variance	Independent variance	ß	t	P	f	Model (p)	R^2
	Invariant	5,237	9,330	,000	7,112	0,000	0,083
	Open to improvement	-,148	-2,683	,008*			
Non-alternative Commitment	Extraverted	-,200	-3,957	,000*			
	Self-disciplined	-,038	-,732	,464			
	Interested in art	,035	,709	,478			
	Neurotic	-,029	-,556	,578			
	Adaptable	-,047	-,910	,363			

The regression model made to test whether the dependency level of non-alternative is affected by personality levels is statistically significant. (F=7.112; p=0.000<0.05).

- When openness to improvement increases by 1 unit, the level of commitment to non-alternative decreases by 0.148 units. (ß=-0.148; t=-2.683; p=0.008<0.05).
- When extroversion increases by 1 unit, the level of commitment to non-alternative decreases by 0.200 units. (ß=-0.200; t=-3.957; p=0.00<0.05).
- Self-discipline does not statistically affect the level of commitment to non-alternative (ß=-0.038; t=-0.732; p=0.464>0.05).
- Being interested in art and non-alternative do not affect the level of commitment statistically (ß=0.35; t=0.709; p=0.478>0.05).
- Neuroticism does not statistically affect the level of commitment to non-alternative (ß=-0.029; t=-0.556; p=0.578>0.05).
- Adaptability does not statistically affect the level of non-alternative commitment (ß=-0.047; t=-0.910; p=0.363>0.05).

Table 70.

Regression Model to Test the Personality Types of Non-alternative Commitment and Influence from Innovative Culture

Dependnet variance	Independent variance	ß	t	P	f	Model (p)	R^2
	Invariant	5,422	9,534	,000	6,609	0,000	0,088
	Open to improvement	-,139	-2,510	,012*			
Non-alternative commitment	Extraverted	-,205	-4,052	,000*			
	Self-disciplined	-,031	-,602	,548			
	Interested in art	,030	,598	,550			
	Neurotic	-,022	-,422	,673			
	Adaptable	-,046	-,879	,380			
	Innovative Culture	-,088	-1,828	,068			

The regression model made to test whether the dependence of non-alternative is affected by personality levels and innovative culture understanding is statistically significant (F=6.609; p=0.000<0.05). However, it was determined that the level of innovative culture had no effect on the level of commitment to non-alternative (ß=-0.088; t=-1.828; p=0.068>0.05).

Accordingly, innovative culture; does not mediate the relationship between personality levels and non-alternative commitment.

Table 71.

Regression Model to Test the Personality Types of Non-alternative Commitment and the Influence of Competitive Culture

Dependent variance	Independent variance	ß	T	p	f	Model (p)	R^2
	Invariant	5,385	9,265	,000	6,233	0,000	0,083
	Open to improvement	-,144	-2,598	,010			
Non-alternative commitment	Extraverted	-,201	-3,968	,000			
	Self-disciplined	-,039	-,754	,451			
	Interested in art	,033	,654	,513			
	Neurotic	-,028	-,546	,586			
	Adaptable	-,045	-,865	,387			
	Competitive Culture	-,047	-,981	,327			

The regression model made to test whether the dependence level of non-alternative is affected by personality levels and competitive culture understanding is statistically significant (F=6.233; p=0.000<0.05). However, it was determined that the level of competitive culture had no effect on the level of commitment to non-alternative (ß=-0.047; t=-0.981; p=0.327>0.05).

Accordingly, competitive culture; does not mediate the relationship between personality levels and commitment to non-alternative.

Table 72.

Regression Model to Test the Personality Types of Non-Alternative Commitment and the Influence of Hierarchical Culture

Dependent variance	Independent variance	ß	T	p	f	Model (p)	R^2
	Invariant	5,313	9,002	,000	6,109	0,000	0,081
Non-alternative Commitment	Open to improvement	-,147	-2,654	,008			
	Extraverted	-,201	-3,958	,000			
	Self-discipilned	-,038	-,738	,461			
	Interested in art	,034	,673	,501			
	Neurotic	-,028	-,545	,586			
	Adaptable	-,045	-,865	,387			
	Hierarchical Culture	-,020	-,419	,676			

The regression model made to test whether the dependence level of non-alternative is affected by personality levels and hierarchical culture understanding is statistically significant (F=6.109; p=0.000<0.05). However, it was determined that the hierarchical culture level had no effect on the level of commitment to non-alternative (ß=-0.020; t=-0.419; p=0.676>0.05).

Accordingly, hierarchical culture; does not mediate the relationship between personality levels and commitment to non-alternative.

5th PART
DISCUSSION

In this research it has been determined that academics participating in the study have demographic, personality types, organizing cultures and the amount of organizational commitment, and these factors have significant correlations.

In this research, the socio-demographic properties of the students varied according to gender, as a manager, the kind of university and the title, according to the amount of organizational commitment of the participants. The dedication of women was judged to be higher than men's. It was discovered that the emotional commitment of managers was greater than the emotional commitment of non-managers. The dedication to attendance and happiness of people working at a state university; have been judged to be higher than those working at a foundations institution. The feeling of satisfaction of the Instructors; it has been determined that it is more than Dr. Lecturers, and the non-alternatives for Lecturers is more than all other title groups.

Becker's 1960 level of aging and gender and education was determined by Meyer and Allen (1984) in the establishment and continuance commitment to the organization. Study of Şahinkuş (2006) shows that women, whose gender is decisive in organisation, have a greater level of organizational dedication than males. It has been discovered that the older staff in the age group have a greater level of organizational commitment than the younger staff. The amount of corporate involvement also grows as the level of training for the personnel increases. Demir (2007) demonstrates that, because of a lack of other places of employment and opportunities, there is a negative link between service duration in an institution and an employee's commitment to the organisation. No significant differences in the gender, marital status, occupational service and organizational commitment of participants have been identified in the 2005 study of Kaya. In their study, Yalçın and İplik (2004) could not discover a link between the service duration and organizational commitment of the members in the institution. The age, education level, professional service time and organizational commitments of the participants were still negatively linked with each other. There was no connection

between age and total service life in the workplace and organizational commitment in the Bulut's study (2003).

Literature has been wide-rangingly concerned with corporate engagement, organizational culture, organizational citizenship, stress, burnout, gender, personality features, corporate policy, and the non-alternative. Bruning and Snyder (1983) showed that the amount of organizational commitment is not determined by gender. The study realized by Marc and Simon (1958) shows that the determining elements of organizational commitment include characteristics like age, gender, marital status and seniority. According to Huselid's findings (1995), the organizational commitment has been established to include human factors such as duration of institutional employment, status of education, age and gender. In the Özsoy, Ergül and Bayık's studies (2001) show that associate professors are organizationally more involved than other title categories. In Yıldırım's (2002) study, there was a negative link between title and education policy commitment; a positive connection between working time and normative and emotional commitment was determined.

The participants' normative and continuance commitments were greater than their affective commitments in the Tolay's study (2003). Erdem (2007) has shown a positive link between organizational commitment and clan culture in the research of the relationship between organizational culture and organizational commitment, where a culture with the strongest influence on the employee's organizational commitment is clan culture.

The study showed that the socio-demographic features of academics vary by unit, duration of service and title in the degree of the organizational culture of the participants. The competitive spirit of students was judged to be higher than the competitive spirit of individuals who graduated from college. It was shown that individuals with a working duration of 6-10 years had a better grasp of hierarchical culture than employees aged 16 years or older. The hierarchical cultural knowledge of lecturers has been established to be higher than that of professors involved.

There was no significant difference in the ages of academics and their degree of organizational culture found in the Şahal's (2005) research. In the Keskin's research (2004), there was no gender difference in the average organizational culture. In the same study, it has been noted that the degree of organizational culture has grown with the growth in education, the age group and the time spent at the institution. In the study of Eroğlu and Özkan (2009) have shown that the age, gender, and education levels of students, institutional duration and organizational culture are not significantly different. It has been determined that the average organizational culture level of the administrators according to the status of being a managerial task is higher than the non-managerial participants.

The study found that the types of people involved varied according on the academics' social and demographic features, gender, and marital status, time of professional service periods, university duration, age and titles. Men's openness to improvement and self-discipline levels are higher than women's. It was determined that the level of extraversion of women was higher than that of men. Single individuals are more interested in art than married ones. It has been determined that the level of openness to improvement of those who work between 6-10 years of professional service and those who work for 16 years or more is higher than those of 11-15 years of service. It has been determined that the level of openness to improvement of those who work at the university for 6-10 years and those who work at the university for 16 years or more is higher than those who work for 11-15 years. It was determined that the participants aged 27-31 and over the age of 43 were more interested in art than those aged 32-37. It was determined that the "neurotic" level of the lecturers was higher than the associate professors.

Özgen (2005) found that the difference in the personality types of the employees also creates a difference in their perceptions of the institution and is effective on their organizational integration. The result acquired from many studies on the behavioral characteristics of the person in working life is that the five-factor personality traits are determinative in the behavior characteristics of the person.

During national and international research on organisation's involvement, human, organizational and environmental elements were identified to impact workers' organizational commitment. Thus, it is in keeping with the results in the literature that statistically significant correlations are determined between personality types and organizational culture and organizational commitment.

6th PART

RESULT AND SUGGESTIONS

6.1   Result

For both researchers and managers, the organisational commitment of employees is a key problem. It is a loss of human capital and intellectual capital to the organization because professional personnel quit their institutions and start employment in another institution. Moreover, selecting a new staff instead of the staff that left the institution causes costs for the institution, their training, their familiarization with organizational cultures and the position of professional employees. This is why organizational commitment gets the attention of scholars as well as management by contributing to the institution's overall performance.

This research was conducted to investigate the influence on corporate engagement of demographic features, company culture and personality types. According to the replies of academics participating in this research, it has been shown that the organizational commitment of academics relies on socio-demographic factors, organisation, and personality. The socio-demographic factors indicate that the commitment and the chance of leaving institution are more than other variables for women and people with administrative functions and working at a national university.

Based on a regression analysis of variables relating to organizational culture and personality types, it was determined that as the innovative team culture of the institutions grew, people's emotional commitment increased and extroversion decreased at the same time as the innovative culture in the Institutions increased. The emotional commitment and continuance dedication of individuals has been established as awareness of the competitive spirit in institutions improves. It has been determined that as the hierarchical culture understanding of institutions increases, people's emotional commitment, continuance commitment and sense of satisfaction increase.

The study revealed that researchers with adaptable personality types, open for further growth, acquire emotional commitment at universities with innovative and hierarchic organizational culture. In institutions with innovative organizational culture, academics

with self-disciplinary kinds of personalities have also shown continuance commitment. There were no changes in the influence of personality types on the degree of commitment in institutions with a competitive and hierarchical culture and satisfaction in academics with adjusting and open personality characters was noticed. It has been found, in institutions with an innovative culture, competitive culture and hierarchical culture structure dependent on an alternative workplaces and an alternative employment situation for academics, no commitment formed by academics due to the lack of personality options. It is also understandable, because there are non-alternatives to organizational commitment, that the personality types of academics are not relevant. The outcome is one of our sub-targets within the context of our research: "Organizational commitment of individuals who are open to improvement is high, extrovert, self-disciplined, art-oriented, neurotic and flexible" "There is a high level of organisational commitment for organizations with competitive culture; individuals who are open to improvement are extroverted, self-disciplined, interested in art, neurotical and adaptable." "The organizational commitment of individuals who are open to improvement and outgoing, autodisciplined, interested in art and neurotics and adaptable is high" fulfill the goals in this instance. And "in organisations with hierarchical culture;" In this regard, key findings were established by organizational commitment; personality types, degrees of organizational culture and mutual contact.

6.2   Suggestions

The suggestions developed based on the results of the research are as follows:

Organizational culture levels of higher education institutions are important in terms of affecting the institutional commitment of academicians. In this context, it is recommended to study the effects of other organizational factors that affect organizational commitment, such as organizational culture.

Research shows that the cultural and personality kinds of organizations are key determinants for the commitment of universities to organize their activities. Experts and administrators should be made aware of the relevance of this problem in this setting. In order to strengthen organizational commitment such as the management of stress and grief, crisis management, work satisfaction and motivation, specialists and managers are

encouraged, in addition to organizational culture and personality types for academics. It is suggested to experts and managers to create an organizational culture environment and physical conditions that are compatible with the personality types that will contribute to the increase of the academics' sense of organizational commitment, where they can demonstrate their knowledge and abilities, and participate in scientific and social activities.

According to research results, the emotional and continuous dedication of academics was revealed to the rise in the inventive and competitive spirit of the institutions. For this reason, the elements that influence the innovative and competitive structure of institutions are recommended for research. The university's emotional and participatory dedication is inspired by the institution's creative and competitive character. This is a result of organizational culture. In this context, it is recommended to conduct long-term studies that monitor the changes in the innovative and competitive organizational cultures of higher education institutions over time. In this study, the organizational commitment of academics; organizational culture of universities and personality types of academicians were taken into account; Human resources practices of the institution were not taken into account. In future research, human resources practices and organizational commitment can be examined. In this study, academicians' organizational commitment, demographic characteristics, organizational culture and personality types were taken into account. However, psychological factors such as burnout, stress, and satisfaction have not been examined, and the relationship with these variables can be examined in future studies. The results of this study have only been collected using the survey technique; in future studies qualitative methodology such as one-on-one interviews are also available. Better findings may be achieved by comparing the elements which impact organizational commitment with those which lead the institution to leave if a study with academics is conducted for the same aim as the study in the institute.

In public institutions and organizations, the organizational culture influences how society perceives and respects State. In this regard, strategies for personality type in personal procurement, training planning, procedures and similar activities might be proposed by the state. In addition, the process may be monitored to improve the image

and efficient administration and localization of the State, to make sure that practices are unique to the circumstances.

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APPENDIXES

Appx 1. Information Consent Form

The aim of this study is to evaluate the effects of personality types and organizational culture perceptions of academics in state and foundation universities in Turkey on their organizational commitment. In this study, we presented you a demographic information form and a set of scales. The Personal Information Form includes questions about your demographic characteristics such as "gender, age, marital status, education level, unit of work, academic title, year you worked at the institution and year you worked in the profession, your managerial status, whether you worked at a foundation/state university".

The answers you give in the scales and in the interviews will be strictly confidential. The survey was designed purely for scientific purposes. Giving your answers sincerely and voluntarily will ensure that these survey results are used as useful information for the society.

Please leave blank the questions that you do not know the answers to or do not want to answer. The questionnaire form is completely voluntary. If you provide false or deceptive information, all efforts related to the study will be in vain.

The forms will be collected in a mixed manner and without any sign belonging to you, and the transcripts will be made completely confidential.

If you have any complaints or questions about the study, please do not hesitate to contact Seyhan DAŞTAN KARADOĞAN, one of the researchers of this study (seyhan.dastan@erdogan.edu.tr)

If you are interested in the results of the research, you can contact the researcher from 20.03.2019

Thank you again for participating.

Seyhan DAŞTAN KARADOĞAN

Psychology Department

Near East University

Nicosia

Appx 2. Personal Information Form

SOCIO-DEMOGRAPHIC FORM	
1. Gender	☐ Female ☐ Male
2. Age :	☐21–26 ☐27–31 ☐32–37 ☐ 38–43 ☐44 ve üzeri
3. Marital Status	☐ Married ☐ Single
4. Title :	☐Lecturer /Instructor ☐ Res. Asst. ☐ Dr.Res. Asst. ☐ Assoc. Prof. ☐ Professor
5. Education Level	☐ Bachelor ☐Master ☐ Doctorate
6. Working Unit	☐ Vocational ☐Academy ☐Faculty
7. Professional Service Duration	☐ 1-5 years ☐ 6-10 years ☐11-15 years ☐16 years and over
8. How long have you been working at your current university?	☐ 1-5 years ☐ 6-10 years ☐11-15 years ☐16 years and over
9. Managerial Staus	☐ I am a manager ☐ I am not a manager
10. Type of the University you work at	☐ State ☐Foundation

Appx 3. Organization Culture Scale

INSTRUCTIONS: Below are some statements about determining corporate culture. Read each statement, then indicate **"to what extent the stated behavior occurs in the organization you work for"** by scribbling on the appropriate one on the right side of the statements. There is no right or wrong answer. THANKS.

Organization Culte Judgements	*1-Never*	*2-Rarely*	*3-Partly*	*4-Often*	*5-Always*
1. My university is like a large family, people share a lot about themselves.					
2. My university is a dynamic and entrepreneurial place, people are sociable and willing to take risks.					

Appx 4. Personality Type Determination Scale

INSTRUCTIONS: Below are some statements about determining personality types. It is important that you read each statement and then give the answers that best describe you. Do not choose the answers because they express **"the person you want to be".** It is important for us to learn your personality type in the most accurate way **that you mark your participation in the statements in a way that best describes "you"**. Indicate by scribbling the appropriate one on the right side of the statements. THANKS.

Personality Type Judgements	*1-I strongly disagree*	*2-I disagree*	*3-I am undecided*	*4-I agree*	*5-I absolutely agree*
1. I am a talkative person.					
2. I tend to blame other people.					

Appx 5. Organizational Commitment Scale

INSTRUCTIONS: Below are statements to determine the level of organizational commitment to your institution. Read each statement, then indicate **"your participation in the behavior expressed in the organization you work for"** by scribbling on the appropriate one on the right side of the statements. There is no right or wrong answer. THANKS.

Organizational Commitment Judgements	*1-I strongly disagree*	*2-I disagree*	*3- I am Undecided*	*4-I agree*	*5-I absolutely agree*
1. I perceive the problems faced by the organization as my own.					
2. Values that my institution attatch importance to are so alike my values.					

Appx 6. Scale Usage Permissions

Örgüt Kültürü Ölçeği Hakkında   Gelen Kutusu

Seyhan Daştan <seyhandastan@gmail.com>   12 Kasım Pzt 22:55 (3 gün önce)
Alıcı: m.fatihkose

İyi günler Mehmet Fatih KÖSE hocam,

Yakın Doğu Üniversitesinde Sosyal Bilimler Enstitüsünde Genel Psikoloji Ana Bilim Dalında, tez aşamasında doktora öğrencisiyim.

Örgüt Kültürü ve Kişilik Tiplerinin Örgütsel Bağlılık İle İlişkisi, konulu tez çalışmamda, **"Üniversitelerde Örgüt Kültürü İle Akademik Performans Arasındaki İlişkiler"** konulu doktora tez çalışmanızda elde ettiğiniz "Örgüt Kültürü Ölçeğini" izniniz olursa ölçme aracı olarak kullanmak istemekteyim.

Bilimsel çalışmalarda araştırmacıya tanınan saygı ve etik değerler bakımından tarafınızca gereken iznin verilmesi hususunda izninizi diler, Saygılar sunarım,

Öğr.Gör.Seyhan DAŞTAN KARADOĞAN

Fatih KÖSE   12 Kasım Pzt 23:23 (3 gün önce)
Alıcı: ben

Merhabalar,

Ölçeği araştırmanızda kullanabilirsiniz.

Kolaylıklar dilerim.

Dr. Mehmet Fatih Köse

Seyhan Daştan <seyhandastan@gmail.com>, 12 Kas 2018 Pzt, 22:55 tarihinde şunu yazdı:

Seyhan Daştan <seyhandastan@gmail.com>   3 Tem 2019 Çar 15:47
Alıcı: Fatih

İyi günler Sayın Mehmet Fatih KÖSE hocam,
Öncelikle iyi olduğunuzu umuyorum…

"Üniversitelerde Örgüt Kültürü İle Akademik Performans Arasındaki İlişkiler" konulu doktora tez çalışmanızda elde ettiğiniz "Örgüt Kültürü Ölçeğini" izniniz doğrultusunda doktora tezinize atıfta bulunarak ölçme aracı olarak kullandığımı belirtmek ister teşekkürlerimi sunarım…

"Örgüt Kültürü Ölçeğini" faktör–geçerlilik-güvenirlik analizlerini tekrar yaparak raporlamak isteriz. Bilimsel çalışmalarda araştırmacıya tanınan saygı ve etik değerler bakımından tarafınızca gereken iznin verilmesi hususunda izninizi diler,
Saygılar sunarım,

Seyhan DAŞTAN KARADOĞAN

Fatih KÖSE <m.fatihkose@gmail.com>, 12 Kas 2018 Pzt, 23:23 tarihinde şunu yazdı:

Fatih KÖSE <m.fatihkose@gmail.com>   3 Tem 2019 Çar 16:11
Alıcı: ben

Seyhan Hocam merhaba,

Tez çalışmam kapsamında tekrar uyarlayarak geçerlik ve güvenirliğini test ettiğimiz ölçeği çalışmalarınızda kullanabilirsiniz. Ayrıca aşağıdaki çalışmamdan da yararlanabilirsiniz.

Başarılar dilerim.

https://www.tandfonline.com/doi/full/10.1080/07294360.2019.1634679

Seyhan Daştan <seyhandastan@gmail.com> şunları yazdı (3 Tem 2019 15:47):

The Big Five Inventory
Frequently Asked Questions

The Big Five Inventory (BFI) is a self-report inventory designed to measure the Big Five dimensions. It is quite brief for a multidimensional personality inventory (44 items total), and consists of short phrases with relatively accessible vocabulary.

Is the Big Five Inventory (BFI) in the public domain and available for use?
I hold the copyright to the BFI and it is not in the public domain per se. However, it is freely available for researchers to use for *non-commercial research purposes*. Please keep us posted on your findings.

Where do I get the Big Five Inventory (BFI)?
If you are interested in taking the BFI yourself, please visit this website, where you can take an online version of the scale that gives you instant feedback.

If you are interested in using the BFI for commercial purposes, please submit a request to ucbpersonalitylab@gmail.com. At this time, the BFI is for non-commercial uses only.

If you are interested in using the BFI for research purposes, please click [here], which will direct you to the BFI download page. We are trying to create a database for BFI users of publications, relevant findings, and translations of the BFI in an effort to make the scale more useful for users. Thus, before downloading a copy of the BFI and the scoring instructions, please complete a short survey to let us know a little more about who you are and why you want to use the measure. All information will be kept strictly confidential.

How should I reference the BFI?
You should reference these article in manuscripts using the BFI:

(1) John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm Shift to the Integrative Big-Five Trait Taxonomy: History, Measurement, and Conceptual Issues. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), Handbook of personality: Theory and research (pp. 114-158). New York, NY: Guilford Press.
(2) John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big Five Inventory--Versions 4a and 54. Berkeley, CA: University of California,Berkeley, Institute of Personality and Social Research.
(3) Benet-Martinez, V., & John, O. P. (1998). *Los Cinco Grandes* across cultures and ethnic groups: Multitrait multimethod analyses of the Big Five in Spanish and English. Journal of Personality and Social Psychology,75, 729-750.

How do I score the BFI?
Scoring instructions and SPSS syntax are downloadable from this website after completing the survey.

Are there norms for the BFI?
There is no official BFI manual with published norms. However, the following paper contains means from age 20 to age 60. You might want to look at it (download here) for an American sample; scores were converted to POMP (percentage of maximum possible) metric and graphed by gender and age for each Big Five dimension.

Srivastava, S., John, O. P., Gosling, S. D., & Potter, J. (2003). Development of personality in early and middle adulthood: Set like plaster or persistent change? Journal of Personality and Social Psychology, 84, 1041-1053

Is there a shorter version of the BFI available?
Yes, there is an abbreviated 11-item version available here. However, given that the entire BFI consists of only 44 very short phrases and takes only 5 minutes to complete, we do not recommend using the short 11-item version unless there are exceptional circumstances.

Is there a version with language appropriate for children?

Sukran Gulin EVINC <evinc@hacettepe.edu.tr>
Alıcı: ben

Merhaba,

Mesajınızı geç farkedip geç cevapladığım için lütfen kusuruma bakmayın. Ölçeği tabii ki kullanabilirsiniz ancak eski bir ölçek daha sonra Gençöz ve arkadaşları tarafından 7 faktör kişilik ölçeği çalıştı onu da inceleyip kararınızı öyle vermenizi öneririm...

Kolaylıklar diliyorum,

Gülin

Seyhan Daştan <seyhandastan@gmail.com> wrote:
İyi günler Sayın Gülin EVİNÇ hocam,
Öncelikle iyi olduğunuzu umuyorum,
Akademik çalışmamda, **John, Donahue ve Kentle (1991) tarafından geliştirilen "The Big Five Inventory" ve "Maternal Personality Characteristics, Affective State and Psychopathology in Relation to Children's Attention Deficit and Hyperactivity Disorder and Comorbid Symptoms. Unpuplished Master Thesis, (2004)"** çalışmanızda elde ettiğiniz "Kişilik Tipleri Ölçeği" Türkçe'ye uyarlamasını çalışmanıza atıfta bulunarak ve faktör –geçerlilik- güvenirlik analizlerini tekrar yaparak izniniz olursa ölçme aracı olarak kullanmak istemekteyim.
Bilimsel çalışmalarda araştırmacıya tanınan saygı ve etik değerler bakımından tarafınızca gereken iznin verilmesi hususunda izninizi diler,
Saygılar sunarım,
Seyhan DAŞTAN KARADOĞAN

Kuruma Bağlılık Ölçeği Hakkında   Gelen Kutusu

Seyhan Daştan <seyhandastan@gmail.com>   10 Kasım Cmt 00:33 (5 gün önce)
Alıcı: m.paksoy

İyi günler Mahmut PAKSOY hocam,

Yakın Doğu Üniversitesinde Sosyal Bilimler Enstitüsünde Genel Psikoloji Ana Bilim Dalında, tez aşamasında doktora öğrencisiyim.

Örgüt Kültürü ve Kişilik Tiplerinin Örgütsel Bağlılık İle İlişkisi, konulu tez çalışmamda, **"Mesleğe ve Örgüte Bağlılığın Çok Yönlü İncelenmesinde Meyer-Allen Modeli"** konulu çalışmanızda elde ettiğiniz **"Kuruma Bağlılık Ölçeğini"** izniniz olursa ölçme aracı olarak kullanmak istemekteyim.

Bilimsel çalışmalarda araştırmacıya tanınan saygı ve etik değerler bakımından tarafınızca gereken iznin verilmesi hususunda izninizi diler, Saygılar sunarım,

Öğr.Gör.Seyhan DAŞTAN KARADOĞAN

Mahmut Paksoy   10 Kasım Cmt 09:53 (5 gün önce)
Alıcı: ben

Kullanabilirsiniz

iPhone'umdan gönderildi

Seyhan Daştan <seyhandastan@gmail.com> şunları yazdı (10 Kas 2018 00:34):

Seyhan Daştan <seyhandastan@gmail.com>   3 Tem 2019 Çar 15:51   ☆   ↩   ⋮
Alıcı: Mahmut ▾

İyi günler Sayın Mahmut PAKSOY hocam,
Öncelikle iyi olduğunuzu umuyorum...

"Mesleğe ve Örgüte Bağlılığın Çok Yönlü İncelenmesinde Meyer-Allen Modeli" konulu çalışmanızda elde ettiğiniz **"Kuruma Bağlılık Ölçeğini"** izniniz doğrultusunda çalışmanıza atıfta bulunarak ölçme aracı olarak kullandığımı belirtmek ister teşekkürlerimi sunarım...

Çalışmamızda "Kuruma Bağlılık Ölçeğini" faktör–geçerlilik-güvenirlik analizlerini tekrar yaparak raporlamak istemekteyiz. Bilimsel çalışmalarda araştırmacıya tanınan saygı ve etik değerler bakımından tarafınızca gereken iznin verilmesi hususunda izninizi diler,
Saygılar sunarım,

Seyhan DAŞTAN KARADOĞAN

Mahmut Paksoy <m.paksoy@iku.edu.tr>, 10 Kas 2018 Cmt, 09:53 tarihinde şunu yazdı:

•••

Mahmut Paksoy <m.paksoy@iku.edu.tr>   📎 8 Tem 2019 Pzt 12:19   ☆   ↩   ⋮
Alıcı: ben ▾

tamam

Kimden: Seyhan Daştan <seyhandastan@gmail.com>
Tarih: 3 Temmuz 2019 Çarşamba 15:52
Kime: Mahmut Paksoy <m.paksoy@iku.edu.tr>
Konu: Re: Kuruma Bağlılık Ölçeği Hakkında

•••

CV

She was born in Ankara in 1984. She completed her primary, secondary and high school education in Ankara. She graduated from Gazi University, Faculty of Commerce and Tourism Education, Department of Office Management in 2007.

In 2012, she completed his master's degree in Gazi University, Institute of Educational Sciences, Office Management Education. She is still continuing her doctorate education in the field of General Psychology at TRNC Near East University.

In 2010, she was appointed as an Instructor to RTEU Vocational School of Social Sciences, Office Management and Executive Assistant Department. She is still working at the same university.

PLAGIARISM REPORT

THE RELATIONSHIP OF ORGANIZATIONAL CULTURE AND PERSONALITY TYPES WITH ORGANIZATIONAL COMMITMENT

ORİJİNALLİK RAPORU

%**15**
BENZERLİK ENDEKSİ

%12
İNTERNET KAYNAKLARI

%7
YAYINLAR

%6
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ETHICS COMMITTEE APPROVAL

YAKIN DOĞU ÜNİVERSİTESİ

SCIENTIFIC RESEARCH ETHICS COMMITTEE

10.12.2018

Dear Seyhan Dastan Karadogan

The project proposal with the project number NEU/SB/2018/306 and titled "**The Relationship of Organizational Culture and Personality Types with Organizational Commitment**" that you made to the Scientific Research Ethics Committee was evaluated by our committee and found ethically appropriate. With this letter, you can start your research by not going beyond the information you have specified in your application form.

Assoc. Prof. Direnç Kanol
Scientific Research Ethics Committee Rapporteur

Note: If you want to submit an official acceptance letter to an institution, you can apply to the Near East University Scientific Research Ethics Committee with this letter and obtain an official letter signed by the chairman of the committee.