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THE MEDIATING ROLE OF COGNITIVE FLEXIBILITY BETWEEN JOB-RELATED
STRESS AND ORGANIZATIONAL COMMITMENT: A STUDY ON INSURANCE
SECTOR EMPLOYEES

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The Mediating Role Of Cognitive Flexibility Between Job-Related Stress and Organizational Commitment: A Study on Insurance Sector Employees

Bilişsel Esnekliğin İş Stresi ve Örgütsel Bağlılık Üzerinde Aracılık Rolü:
Sigorta Sektörü Çalışanları Üzerine Bir Çalışma

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ABSTRACT

The aim of this study is examine whether cognitive flexibility has a mediator role between job stress and organizational commitment. Independent variable of the study is job stress, dependent variable is organizational commitment and the mediator variable is cognitive flexibility. In this research, quantitative research method and snowball sampling method was applied to collect data.

Data was collected form total of 416 participants, including 83 women and 183 men, working in Istanbul. Participants were asked to fill in their demographic information first, and then they were asked to answer the questions of the Job Stress Scale, the Organizational Commitment Scale, and the Cognitive Flexibility Scale. The collected responses were tested in the SPSS Statistic program by performing demographic analysis, reliability analysis, t-test, correlation, regression analysis and mediation analysis.

According to the findings of the study, the mediating role of cognitive flexibility has been observed. According to the results of the demographic variables, there is no significant difference in organizational commitment levels according to gender and educational status. On the other hand, there is a significant difference in the organizational commitment levels of the variables of marital status, job position, age, income level and total work experience.

Keywords: job stress, organizational commitment, cognitive flexibility

ÖZET

Bu tez çalışması, sigorta sektörü çalışanlarının bilişsel esneklik düzeylerinin, iş stresi ve örgütsel bağlılık düzeyleri arasında aracı rolü olup, olmadığını yordamak amacıyla yapılmıştır. Araştırma ilişkisel tarama modeli kullanılarak yapılan betimsel bir çalışmadır. Araştırmanın bağımsız değişkeni iş stresi, bağımlı değişkeni, örgütsel bağlılık, aracı değişkeni ise bilişsel esnekliktir.

Kartopu örneklem yöntemi ile 83 kadın, 183 erkek olmak üzere İstanbul ilinde çalışan sigorta sektörü çalışanlarından oluşan toplam 416 katılımcıya ulaşılmıştır. Katılımcılardan önce demografik bilgileri doldurulması istenmiş, daha sonra da İş Stresi Ölçeği, Örgütsel Bağlılık Ölçeği ve Bilişsel Esneklik Ölçeği sorularını yanıtlamaları istenmiştir. Toplanan yanıtlar SPSS Statistic programında demografik analizi, güvenilirlik analizi, t-test, korelasyon, regresyon analizi ve aracılık analizi yapılarak test edilmiştir.

Elde edilen bulgulara göre, bilişsel esneklik kavramının aracı rolü gözlemlenmiştir. Demografik değişkenlerin analiz sonuçlarına göre, cinsiyet ve eğitim durumlarına göre örgütsel bağlılık seviyelerinde farklılık görülmemiş olup, medeni durum, görev pozisyonu, yaş, gelir düzeyi ve toplam iş tecrübesi değişkenlerinin örgütsel bağlılık seviyelerinde farklılık göstermektedir.

Anahtar Sözcükler: iş stresi, örgütsel bağlılık, bilişsel esneklik

INTRODUCTION

Human beings are likely to encounter problems in every period of their life. One of the most important of these problems is undoubtedly working life, which covers a large part of human life and provides the necessary financial support to live. Excessive stress, which is the result of modern life, increases its effect not only in private life but also in working life. Factors such as the organizational environment, working styles of the organization, and relationship styles in the organization are increasingly creating sources of stress. For organizations, stress is considered a danger factor and affects the organizational mechanism negatively. It is thought that organizational commitment will provide an advantage in eliminating these negative situations (Eriş, 2018; Aydın & Basım, 2017).

With the increasing competition in today's working conditions and the necessity of keeping up with the current era brought by technology, businesses have added to their priority goals not only to gain profitability but also to keep their qualified manpower within their organizations. The most important force that enables the employees, who are the biggest capital of organizations, to stay in the organization is the sense of organizational commitment. Considering that human beings spend most of their lives in their working lives, it is inevitable that they are faced with various stress factors in their working lives (Yeşiltepe, 2020). In this context, determining and eliminating the negative stress sources that employees will encounter has an important place in strengthening the commitment to the organization. With the reduction of organizational stress sources, there is a decrease in the absenteeism and turnover intention of the employees and an increase in their job performance (Glazer, Stetz & Izso, 2004; Desai & Lele, 2017).

Organizational commitment can be shown as one of the most important phenomena in achieving the organization's goals. Employees with organizational commitment devote themselves to their jobs and work for the interests and goals of the organization. In return, organizations have to protect the internal world, quality of

life and health of employees, while the employee must protect her/himself against stress (Azeem, 2010; Meyer & Allen, 1991).

Considering the relationship between stress and organizational commitment, the concept of cognitive flexibility which assumes a mediator role between these two factors, emerges as an important concept in working life. When the literature is examined, it is understood that it is very important to produce solutions with different perspectives to the difficulties encountered throughout life, especially in business life, for flexible mental functions (Cheng, Lau & Chan, 2014; Koçak, 2015; Johnson, 2016). At this point, the necessity of the concept of cognitive flexibility for psychological adaptation has drawn attention and the need to investigate the subject in detail has arisen.

The cognitive behavioral approach is related to the transitions between our thoughts that we can reconstruct the mind cognitively and make executive functions more active. The ability to develop functional thoughts instead of negative automatic thoughts, which are more active in individuals with depression, is a situation that requires cognitive change and cognitive flexibility (Dennis & Vander Wall, 2010; Johnco, Wuthrichand & Rapee, 2014).

The concept of cognitive flexibility is an indispensable part of our lives when looking at people's social lives. Human beings are exposed to changes throughout their lives and have to cope with these changes (Altunkol, 2011). Human beings are bio-psychosocial creatures and therefore they are in constant communication with internal and external factors. It can be said that these factors cause stress in the individual when they have an effect that disrupts the current order of the individual. It is not possible to avoid stress in life, but it seems possible to control the effect of stress on the individual. At this point, the concept of cognitive flexibility becomes an important concept. Cognitive flexibility is an important feature that enables an individual to cope with stress in regularly changing or complex moments and increases their functionality (Burke, Pierce & Salas, 2006). It can be said that this

situation can create an alternative for individuals in difficult moments and reduces the stress of individuals who realize other options (Terzi, 2005).

Insurance companies in Turkey operate in two branches, life and non-life. In the life branch, insurance products that provide living without any problems for the policyholder and the same advantages for his family in the event of his death are offered. On the other hand, non-life insurance services, unlike the life branch, insure the damages and losses that may occur in case of any risk that may occur in the assets of the insured. Accident, agriculture, transportation, fire, liability and construction insurances are among the types included in the non-life branch (Kayaköy Taş, 2015). As of 2021, there are 65 insurance companies actively operating in Turkey, 41 of which are non-life, 15 of which are life and pension companies, 6 of which are life and 3 of which are reinsurance companies (TSB, 2021). The employment of a total of 20,097 people in these companies is another important issue (KPMG, 2020).

The aim of this study, which examines the mediator role of cognitive flexibility in the relationship between job stress and organizational commitment in the insurance sector, is to reveal the factors affecting job stress and organizational commitment in the sector, to analyze the relationship between job stress and organizational commitment, and to reveal the mediator role of cognitive flexibility in the relationship between these two variables.

CHAPTER 1

LITERATURE REVIEW

1.1. ORGANIZATIONAL COMMITMENT

Achievement of the goals and objectives of the organizations is closely related to the long stay of the workforce in the organization and the desire to make an effort to achieve the goals. Employees' desire to fulfill the duties and obligations they are responsible for, feel responsible towards the organization, and use and develop their talents while remaining in the current organization are of great importance for organizations to continue their existence. In this case, it should be ensured that the employee feels loyal to his organization, embraces his organization and is satisfied with being a member of that organization. In short, the employee should be encouraged to stay in a certain organization continuously.

In today's conditions, where globalization is rapidly increasing, the concept of organizational commitment has become very important for organizations to survive and continue their activities. Organizational commitment includes many studies in this field due to its impact on work outcomes (Aydm & Basım, 2017). Although the ability of organizations to continue their lives is closely related to the ability of employees to demonstrate their knowledge and skills to their jobs, it is not enough for organizations to survive. Strengthening of organizations is associated with strong ties to the organization as well as employee knowledge and skills. For this reason, members should have positive attitudes towards their jobs. The more positive attitude the employee has regarding the organization, the stronger the organization will be. Therefore, organizational commitment is a very important concept for organizations (Bolat & Bolat, 2008).

1.1.1. A Conceptual Perspective of Organizational Commitment

Organizational commitment means the employee's desire to be in the organization, and to obey the working principle and organizational culture in line with the objectives of the organization (Doğan & Kılıç, 2007).

The concept of organizational commitment was first studied by Whyte in 1956, and then elaborated by different researchers. Although there is not a single definition accepted by everyone in the organizational commitment literature, it is possible to encounter widely used definitions (Yeşiltepe, 2020). According to Grusky (1966), organizational commitment is described as the strength of the individual's bond to the organization. According to Meyer and Allen (1977), organizational commitment refers to the psychological approach of the employee to the organization, it is called a psychological condition that expresses the relationship between the employee and the organization, and leads individuals to decide to continue their membership in the organization (Taşlıyan & Pekkan, 2017). In another definition, Meyer, Allen and Smith (1993) defines organizational commitment as "a psychological state which both characterizes the employee's relationship with the organization and has implications for the decision to stay as member in the organization". On the other hand, Steers (1977) defines organizational commitment as "believing in the organization, adopting the values of the organization, making an effort to be a part of the organization and feeling like a strong family member".

Organizational commitment is an individual's commitment to their workplace (Leong, Furnham & Cooper, 1996). In other words, organizational commitment is a psychological condition that characterizes the employee's communication with the organization and affects the decision to continue his/her membership in the organization (Meyer & Allen, 1997).

The concept of organizational commitment includes identification with the aims of the organization, commitment to organizational duties and loyalty towards the organization (Dale & Fox, 2008). In addition, commitment refers to the lack of

change in behaviors and attitudes, and individuals to maintain a certain behavior in a consistent manner (O'Reilly & Caldwell, 1981). Organizational commitment means that the goals of the organization and its employees follow the same path as a whole. It is extremely important to ensure this integrity. Otherwise, it is obvious that neither the organization nor the employee will win (Güney, 2011).

1.1.2 The Importance of Organizational Commitment

Confidence is fundamental and essential to an understanding group and individual behavior among individuals, administrative activities, economic exchange, and social or political stability. Confidence is an essential factor for stable and stable social relationships. Confidence or trust is the primary element in organizational effectiveness since no organizational goal can be achieved in the business environment without trust between people, and there is no organizational leader who can neglect the energetic component of trust in the practice of all business (Gillespie & Mann, 2004).

Today, organizations use the human factor primarily to increase efficiency and reduce costs. The reason why the human factor is prioritized stems from the need for knowledgeable, skilled and easy-to-grasp employees to achieve the goals. It passes through giving the necessary importance to the needs of employees in their private and working lives by ensuring the organizational commitment of these employees (Karataş & Güleş, 2010).

Organizational commitment is more essential in recent years in terms of the relationship between performance level and turnover intention of employees. There is more effort to strengthen organizational commitment. Because, it causes positive results not only about employee and organization, but also about working groups and society. The organizations that have less committed employees operate their businesses in lower performance level. On the other hand, the organizations that have more committed employees operate businesses in higher performance level (Bakan, 2011).

Committed employees are more likely to sacrifice when the organization needs it. The employees having higher organizational commitment are more willingly sacrifice in order to make the organization survive. Obviously, the sacrifice might not be costly because even simple actions might result in improving the individual's commitment but in the light of the mentioned benefits, it justifies employees' regulatory commitment (Hammer & Avgar, 2017).

When today's academic research is examined, it is seen that there are many studies in which researchers mention the importance of organizational commitment (Angle & Perry, 1983; Cohen, 2007; Rocha et al., 2008; Klein & Park, 2015). Researchers have conducted some studies investigating the effects of organizational commitment on other concepts related to the organization and examining its relationship with different variables. Studies conducted with the effect of organizational commitment on working behavior, quitting, job satisfaction, performance, corporate identity, honesty and altruism, organizational citizenship, and other concepts of behavior are proof of the importance of organizational commitment (Tiryaki, 2005).

1.1.3. Organizational Commitment Theories

1.1.3.1. Allen and Meyer's Theory

The three-dimensional organizational commitment classification developed by Allen and Meyer in the early 1990s is widely used in academic literature. Allen and Meyer (1990) dealt with organizational commitment from an attitudinal point of view, and stated that the concept expresses the individual's identification with the organization, staying in the organization and willingness to continue their membership in the organization (Allen & Meyer, 1990).

Allen and Meyer (1990) argue that organizational commitment results from three basic relationships that develop between employees and the organization: emotional commitment, continuance commitment, and normative commitment. When these components are evaluated together, it is seen that the concept of commitment refers

to a psychological situation that indicates the employee's relationship with the organization and affects the employee's decision on whether to continue his/her membership in the organization.

Emotional commitment refers to the individual's feeling of an emotional connection to and identification with the organization. If the individual feels a strong emotional commitment to the organization, they will want to continue to stay in the organization (Meyer & Allen, 1991). Emotional commitment is defined as the desire of individuals to stay in the organization in line with their own preferences (Meyer & Allen, 1997). Emotional ties of individuals towards their organizations are seen as the most important determinant of commitment. Emotional commitment is the sense of belonging and identification that increases the employees' participation in organizational activities, their willingness to pursue organizational goals, and the desire to stay in the organization (Rhoades, Eisenberger & Armeli, 2001).

Emotional commitment means that the individual has great confidence in the values and beliefs of the organization, is ready to accept the goals and objectives of the organization and to strive beyond expected to achieve them. Individuals with high emotional commitment are the people who voluntarily accept the values and strategies of the organization, strive for the organization to be at a better level and are willing to stay in the organization (Dhar, 2014). When individuals feel emotional commitment to the organization and identify with the values and objectives of the organization, they adopt their role in the organization more easily and are willing to voluntarily strive for the organization. Even if there is a major transformation or a great change in organizational values, individuals with high emotional loyalty will continue to stay in the organization and strive for the benefit of the organization (McKay, Kuntz & Naswall, 2013).

Emotional commitment is expressed as the harmony of employee values and satisfaction. It has been associated with how much the employees care about the organization and adopt the goals and objectives of the organization. The organization can observe its employees from their contribution to the organization

and their efforts for the organization. These people are shown as loyal employees that organizations need. Employees who work faithfully are productive and tend to make extra efforts for their organizations (Bayram, 2005).

Meyer and Allen (1991) stated that emotional commitment is related to demographic features, organizational characteristics, job structure, and past experiences (Meyer & Allen, 1991) and listed factors related to emotional commitment as follows (Allen & Meyer, 1990):

- a) Difficulty of the job: Finding the work that the individual does in the organization is difficult and exciting,
- b) Range of roles: Clarity of the role the individual assumes in the organization,
- c) Clarity of purpose: Having clear information about why the individual performs the activities he / she carries out in the organization,
- d) Management's openness to new ideas: Managers take into account the opinions of employees,
- e) Friendship: Close relationships between employees in the organization,
- f) Organizational reliability: The employee's confidence that the organization will do what it says,
- g) Equality: Individuals believing that all employees in the organization get as much benefit as they deserve,
- h) Personal importance: Encouraging the feelings that the work done by the employee contributes significantly to the goals of the organization,
- i) Feedback: Informing the individual about his / her performance at work,
- j) Participation: Ensuring the employee's participation in decisions regarding their workload and performance standards.

Emotional commitment of the employee to the organization is the employees' efforts for the benefit of the organization in line with the organizational goals and values. When employees feel that their own values and organizational values coincide, they become emotionally attached to the organization, so this commitment appears as the most desired type of commitment to be realized in organizations and to be instilled into employees.

Continuance commitment is the commitment formed with the thought that the gains of the employee during the working period will be lost by leaving the organization (Bayram, 2005). Continuance commitment is the state of continuing membership of the organization due to the awareness of the costs of leaving the organization and the high cost of leaving the organization. The costs that employees will meet in case of leaving the organization can be listed as the difficulties in adapting to the organization, the damages that may be incurred in terms of city change and the compensations deserved, the biggest challenge that can be experienced is the possibility of an employee becoming unemployed (Çöl & Göl, 2005).

Continuance commitment refers to the individual's awareness of the cost that will occur after leaving the organization. Meyer and Allen (1991) stated that these costs are divided into two types: The first is based on Becker's side bet theory and is the cost that will be incurred by the loss of individual investments made by individuals during their stay in the organization as a result of leaving an organization for a long time. The second is based on the investment model of Farrell and Rusbult and is the cost resulting from the decrease of different business alternatives as the individual's investment in the organization increases. The scarcity of job alternatives causes the employee to act hesitant about leaving the job (Meyer & Allen, 1991).

Allen and Meyer (1990) listed the factors of continuance commitment as follows (Allen & Meyer, 1990):

- a) Skills: Concerning whether the skills and experiences gained by the employee in the current organization will be useful in another organization and how much of these skills and abilities can be transferred,
- b) Education: The thought that the formal education of the employee will not be beneficial for organizations other than the current organization and similar ones,
- c) Relocation: The thought of the employee to move to a different location after leaving the organization,
- d) Investing in oneself: The thought of the employee that the organization has invested in them in return for the time and effort investment made in the organization,

- e) Retirement premium: The thought of losing the pension premium that the employee will receive in case of leaving the organization,
- f) Retirement premium: The thought of losing the pension premium that the employee will receive in case of leaving the organization,
- g) Community: Since when the employee has lived in the residential area,
- h) Options: Considering that if the employee leaves the organization, he/she will have difficulty finding a similar or better job.

Normative commitment is the feeling that employees have to stay in the organization as they have a responsibility to the organization. In this type of commitment, employees act by giving importance to moral values rather than individual opportunities. Normative commitment is influenced by the previous experiences of people (Güney, 2011). According to Ünler (2006), normative commitment is that the employee continues to work in the organization, although it causes the employee to feel indebted to the organization he/she is working with considering the gains he/she has gained from the organization.

Meyer and Allen (1991), based on the attachment theory of Wiener (1982), stated that the socialization experiences that cause the individual to feel obligation emerge in two ways. First, individuals should be taught to feel responsible to the organization. For example, a parent who emphasizes the importance of loyalty to an employee may have paved the way for their children to feel compulsory commitment to the organization. The second is the use of rewards and punishments (Meyer & Allen, 1991).

1.1.3.2. Etziane's Theory

According to Etzioni's approach, the power and authority established by the organization on employees constitute the basis of organizational commitment. Etzioni argues that the power and authority of the organization over the employees is due to the employees getting closer to the organization. If the members do not feel close to the organization and do not make an effort to get closer to the organization, the power and authority of the organization over its members is limited (Gül, 2002; Bozok, 2016).

Etzioni (1961) based commitment on individuals obeying the orders of the organization. In this framework, Etzioni divides individuals' commitment to the organization into three: moral commitment, calculating commitment and alienating commitment (Mishra, 2005).

Moral commitment occurs when the individual identifies his / her goals with the goals of the organization (Penley & Gould, 1988). Such a commitment indicates that the individual internalizes the organizational values and is willing to make efforts for the organization. "In other words, members who have moral loyalty internalize themselves with the organization and consider the organizational goals and the tasks they fulfill in the organization valuable. Members perform their duties because they value their work" (Sürücü & Maşlakçı, 2018).

Calculative commitment refers to the commitment of the individual to the organization to meet his/her needs. In calculating commitment, it is a matter of working only as much as the wage given to him/her, and not making more effort than the job requires (Gül, 2002). Calculative commitment is also defined as a commitment based on utility. It reflects the state of being less close to the organization compared to being morally closer. An employee with such a commitment tends to gain a permanent benefit as long as the organization wins. That is, the more benefits and rewards they provide from the organization, the more their loyalty will increase (Bayram, 2005).

Alienating commitment refers to the individual's commitment not psychologically but as a behavior. Alienating commitment arises when the individual continues to be a member of the organization despite having negative feelings towards the organization (Balay, 2000).

While Etzioni classifies organizational commitment, he evaluated the harmony between employee and organization. Organizational commitment occurs with the positive interaction of personal and organizational factors. Therefore, the accuracy of coercion and insincere commitment is a matter of debate (Çakır, 2001).

1.1.3.3. Kanter's Theory

Kanter (1968) defines commitment as a situation arising from the intersection of organizational materials and personal experiences at a common point. Accordingly, while the social system establishes an order to meet systematic needs on the one hand, on the other hand, the individual directs himself in a positive and negative, emotional and rational way against the situations that occur. According to Kanter, social order can only be supported by people, and meeting organizational needs is directly related to the positive feelings of the members of the organization towards the system, in other words, being connected to and obedient to the organization. To put it in another way, according to Kanter's approach, organizational and systemic problems can be solved with the commitment formed by the individual's past experiences and positive thoughts towards the organization (Kanter, 1968).

Kanter explained that organizational commitment can be divided into different types as employees are affected by different behavioral needs. With this explanation, Kanter stated that there are 3 different types of organizational commitment as continuance commitment, cohesion commitment and control commitment (Arslan & Demirci, 2015):

Continuance commitment refers to the individual's remaining in the current organization by continuing to be a member of the organization. When the individual finds the cost of leaving the organization higher than the cost of remaining in the organization, he/she will prefer to stay in the organization (Kanter, 1968).

Cohesion commitment refers to the individual's commitment to other members of the organization. Cohesion commitment provides an effective bond between individuals in the organization. In an organization where there is a commitment to cohesion, while situations such as cooperation are experienced at a high level, internal conflict and interpersonal jealousy are experienced at a very low level (Kanter, 1968). Cohesion commitment includes positive emotional attitudes towards the group. The sense of belonging to the group and the relationship with the group members will provide the employee with emotional integrity and make him/her linked to the organization. In this regard, organizations carry out activities

such as orientation programs, announcing new employees to the organization, using symbols such as uniforms and badges, and celebrating the establishment, in order to strengthen the loyalty of employees and to keep them together (Gül, 2002).

Control commitment refers to the individual believing in the values of the organization and obeying these values. Control commitment requires respecting the norms of the organization and being committed to the norms of the organization (Kanter, 1968).

1.1.3.4. Becker's Theory

According to Becker, commitment is an employee's behavior in order to achieve their interests. In this context, the employee does not actually feel loyal to the organization, but he/she will continue to think about what he/she will lose and remain in the organization (Odabaş, 2014). According to Becker, organizational commitment refers to consistency in behavior. Becker based the consistency in individuals' behavior on the adoption of the behaviors they exhibit as an appropriate behavior in their society or in a social group. This is because deviation from a behavior that is accepted as a standard sometimes results in punishment. Inconsistent behaviors are described as morally wrong and actually unwise (Becker, 1960).

According to Becker, when an individual thinks it will be costly for him/her to stop doing his ongoing activities, he/she makes side bets. For example, a person investing time and energy in a specific job skill cannot easily be transferred to another organization. The employee bets that his/her time and energy investment will pay off. Once the employee wins the bet, he/she remains with the company (Allen & Meyer, 1990).

Becker expresses that there are four side bet elements that cause employees to show organizational commitment (Becker, 1960):

Social Expectations: Members of the organization make some side bets that limit their own behavior in order to meet the social and moral expectations of the society.

For example, a person who frequently changes jobs will lose their trustworthiness in society.

Bureaucratic Regulations: The compensation rights gained by the members of the organization during their employment, the deductions made from the monthly salary for the retirement pension are subject to side matters. If the member leaves the organization at his/her own request or fault, he will lose these rights. Thus, he/she will avoid behaviors that would endanger his stay in the organization (İlsev, 1997).

Social Interactions: Another side bet source is defined as the relationship of the individual with his/her immediate environment. The member has created ideas about himself in his relations with his environment and continues his behaviors that cause positive ideas in order to prevent these ideas, which he believes to be positive (Bozok, 2016).

Social Roles: Behaviors of a person turn into habits and cause him / her to adapt to the organization. As the person gets used to fulfilling the requirements of the social role he/she is in, he/she will not be able to adapt to and perform other roles (Gül, 2002).

Becker's side bet approach addresses the behavioral dimension of commitment to the organization. The basis of this kind of commitment is the economic foundations, and the person will feel obliged to join the organization, considering that the financial loss he will face in case of leaving the business is too much. As the number of people to lose economically increases, the employee's commitment to the organization will increase and he/she will avoid behaviors that will jeopardize their membership (Gül, 2002).

1.1.3.5. O'Reilly and Chatman's Theory

O'Reilly and Chatman (1986) considered organizational commitment as an emotional tie between the individual and the organization, and stated that the commitment was formed around the common interests of the organization and the

individuals. According to this point of view, being connected to an individual, an object, a group or an organization results in identification with the attitude, goal or values of the object, group or individual (O'Reilly & Chatman, 1986).

O'Reilly and Chatman (1986) discusses organizational commitment as a psychological attachment to the organization and suggest three dimensions of organizational commitment (O'Reilly & Chatman, 1986):

Compliance Approach: There is a superficial commitment to the organization. The main purpose is to get external rewards. Individuals comply not because they truly believe in the compliance approach, but to avoid penalties that they expect or may encounter in reward. The actual attitudes of the members and the attitudes they develop towards the organization may be different from each other because the shown harmony is based on a relationship of interest.

Identification Approach: Identification occurs when the individual accepts the effect that the organization has on him in order to protect and maintain his relationship with the organization. In this dimension, the individual is proud to be a part of the group and respects its values and actions.

Internalization Approach: Internalization occurs when the individual sees the attitudes and behaviors displayed within the organization in harmony with the values he/she has. This is the dimension in which the individual perceives the harmony between his own values and the values of the organization.

1.1.3.6. Mowday, Porter and Steers' Theory

Mowday, Porter and Steers' commitment approach is based on the employee's ability to express himself/herself together with the organization. Commitment of the employee is formed by accepting organizational goals and values, showing high performance and willing to stay in the organization. "According to this approach, commitment does not mean that employees obey the organization. It means that employees agree to make some sacrifices in order for the organization to be successful" (Cengiz, 2002).

According to Mowday, Porter and Steers (1979), treating organizational commitment only from an attitudinal point of view expresses a passive loyalty. Commitment also encompasses an active relationship based on the individual's willingness to give something from himself/herself in order to improve his/her organization. In this respect, organizational commitment is not only due to the individual's disclosure of his/her feelings and beliefs, but also from the individual's behaviors (Mowday et al., 1979).

Mowday, Porter and Steers classify organizational commitment in two groups as attitudinal and behavioral (Mishra, 2005):

Attitudinal commitment refers to the individual's emotional attachment to the organization, and includes the individual's identification with the organization, their effort for the organization and their desire to stay.

Behavioral commitment refers to the individual's dependence on the behaviors he/she performs while doing his/her job in the current organization and their willingness to continue.

1.1.4. Factors Affecting Organizational Commitment

Organizations have a dynamic structure due to their structures. In other words, organizations are in constant change. Non-dynamic organizations cannot keep up with competition, economic changes and policies. In this context, organizational commitment is expected to increase or decrease by being affected by these changes. As a result of the researches it has been seen that the higher the organizational commitment, the higher the profitability and performance of the organization. A successful organization means that it has realized the importance of organizational commitment and implemented the necessary strategies to increase organizational commitment (Demir & Öztürk, 2011). When evaluated in this context, the organization should be aware of the factors that affect organizational commitment in order to provide efficient employees. There are many factors affecting organizational commitment. Factors affecting organizational commitment are

divided into two groups as personal factors and organizational factors (Bayram, 2005).

1.1.4.1. Personal Factors Affecting Organizational Commitment

When studies investigating the relationship between personal factors and organizational commitment are examined, it is seen that there is a relationship between these two variables. However, the findings obtained from some studies show that the existing relationship is not a significant relationship, while others explain the existence of an important relationship between the two variables (Iqbal, 2010).

One of the most important variables about personal characteristics is the age variable. Age variable is generally evaluated together with seniority and working period (İnce & Gül, 2005). Since the age factor is an effective factor in changing demands and needs, it affects an individual's interest and expectation from his/her job. A young employee has different responsibilities than an employee in the middle-aged or elderly group, and may be more courageous than others in taking business-related risks. The age factor also affects the importance and priorities given to the work and work of the individual. While the priority for a young employee is to gain experience, gain different experiences and develop his/her skills and abilities, for a middle-aged or elderly employee, the priority may be to gain financial gain or to fill the retirement service period. This situation leads to the emergence of differences in the behaviors of employees of different age groups in continuing their membership in the organization and being loyal to the organization (Yousuf, 2015).

In addition to age factor, another most discussed demographic factors in terms of its impact on organizational commitment is gender. When the related literature is examined, it is seen that there are many studies investigating the effect of gender on organizational commitment; and conflicting results have been obtained from these studies. While the findings of some studies show that women are more committed to the organization than men, the results obtained from some studies

prove the opposite. It is also possible to come across studies in the literature showing that there is no relationship between gender and organizational commitment (Seçkin, 2011).

In some studies, it has been stated that the organizational commitment levels of female employees are lower than men. It has also been argued that women's commitment to protecting the family and ensuring the continuity of the family causes them to put their business life and career prospects in the second plan, so their level of organizational commitment is lower than men. Another factor in women's low organizational commitment is shown as the obstacles to women's participation in the labor force. These obstacles are prejudices against women, women's appearance emotionally weak, society's point of view towards women, and human resources policies towards men (İnce & Gül, 2005). On the other hand, researchers claiming that female employees show more commitment to organizations than men have argued that women adopt their jobs more than men and women are more ambitious than men due to some social pressures (Eroğlu, 2007).

Educational status is also one of the demographic factors that affect organizational commitment. When the education factor is evaluated, it is seen that as the education level increases, the expectations of the employee from the organization increase. When the employee's expectations are not met, it causes the employee to evaluate other job opportunities. It is seen that this situation causes a decrease in organizational commitment (Çöl & Gül, 2005). However, there are also studies showing that there is a positive relationship between organizational commitment and education level. As a result of the study conducted by the Bakan, Büyükbeşe & Erşahan (2011) to investigate the relationship between organizational commitment and education level, it was seen that the organizational commitment of the employees increased as the education level increased. In other words, according to the result of this research, employees with a high level of education are more committed to their organizations than employees with a low level of education.

The seniority of individuals in the current organization is one of the personal factors whose effect on organizational commitment is discussed. Although contradictory results have been obtained in studies investigating the relationship between seniority and organizational commitment, the general opinion is that organizational commitment increases as the seniority increases. Allen and Meyer (1990) argued that organizational commitment is positively related to seniority, as the chances of long-term employees in the organization to make a career increase. On the other hand, Azeem and Akhtar (2014) found in their study that there is an important and positive relationship between seniority and organizational commitment. However, there are studies showing the existence of a negative relationship between seniority and organizational commitment. In the study conducted by Tiwari and Mishra (2008), they found that employees with low seniority were more committed to their organizations than those with high levels. Nifadkar and Dongre (2014) also stated that employees who worked in the same organization for a long time got bored with their workplace and therefore their desire to leave the organization increased.

Another personal factor that is effective in organizational commitment is the individual's personality traits. Considering the personality traits factor, it is seen that organizational commitment comes to the fore among those with positive character, as those with positive character personality are sensitive to their environment, open to communication, and prone to group work compared to those with negative character, and therefore commitment is less important in negative character employees (Siğrı & Basım, 2006).

1.1.4.2. Organizational Factors Affecting Organizational Commitment

In the literature, it is seen that the relationship between organizational commitment and organizational characteristics is very strong. While personal factors such as age, marital status, and education affect organizational commitment more for low-level employees, organizational characteristics affect organizational commitment more for high-level employees. For senior employees, variables such as participation in

decisions, role ambiguity and autonomy emerge as an important factor in terms of commitment (Cohen, 1992).

Organizational factors affecting organizational commitment can be listed as the nature and importance of the job, management style and leadership, organization culture and justice. Factors such as the level of motivation of the job, the degree of difficulty, identification with the job subject, responsibility and authority have a direct effect on organizational commitment. Job enrichment is an issue that can be addressed in this context. Giving responsibility to the employee for planning, organizing and supervising his/her job will play an important role in increasing the commitment of the employees (İnce & Gül, 2005).

Another organizational factor affecting organizational commitment is organizational management style. Organizational commitment is extremely sensitive to the policies and actions of the institution. The strategies and policies being implemented are directly linked to the management's approach. In organizations that value their employees, allow them to participate in management, respect their employees' ideas and implement them, strategies and objectives are realized in an employee-oriented manner. In organizations with such management approaches, employees feel themselves peaceful and happy. Therefore, employees' commitment to the institution is strengthened (Demirel, 2009). When studies are examined to investigate the relationship between leadership styles and organizational commitment in the relevant literature, it is seen that leadership is an important factor in ensuring organizational commitment (Buluç, 2009). As a matter of fact, the management style in organizations is a phenomenon that is carried out to establish relationships with employees, used to mobilize them and mostly affects the commitment of the employees to the organization (İnce & Gül, 2005).

When studies investigating the relationship between leadership styles and organizational commitment are examined, it is observed that there is a significant relationship between transformational leadership and organizational commitment (Aydın, Sarier & Uysal, 2013; Kırılmaz & Kırılmaz, 2010; Kul & Güçlü, 2010). A transformational leader is a leader with a vision, believes that his/her vision will

come true and imposes it on his/her followers. Followers see their leaders, who encourage them and increase their self-confidence, as a model, and feel a sense of loyalty towards him/her (Koçel, 2011). This situation enables employees to strive for the realization of organizational goals and objectives, and thus the employee's commitment to the organization is strengthened.

Organizational culture is another factor affecting organizational commitment. Organizational culture is the combination of organizational values, beliefs, practices, methods, habits and events that develop within the organization that make the organization unique. These cultural characteristics are formed by being influenced by the strategic operating elements of the organization such as quality, innovation, organizational results, speed and skill. These elements also affect organization-wide policies and procedures and thus culture is created (Bal & Quinn, 2001). Although each organization has its own culture, the culture they have plays an important role in the success of organizations. Employee acceptance of organizational goals and values helps to build organizational commitment. Organizational culture contributes to the formation and development of organizational ties by creating a sense of common identity among employees and increasing participation in organizational goals. In this context, it can be said that organizational culture affects employee performance (Awadh & Saad, 2013), job satisfaction (Shurbagi & Zahari, 2012) and organizational commitment (Momeni, Marjani & Saadat, 2012).

Finally, organizational justice emerges as another factor that has an impact on organizational commitment. Organizational justice is necessary for the working conditions of the employee and structuring the organization. The lack of wage difference between employees, equal leave days and not being treated with privileges are effective in the trust in the justice of the organization and in increasing the desire to stay in the organization (Önderoğlu, 2010). Organizational justice is related to the degrees of positive and negative satisfaction experienced by the employee in business life, and the equal or unequal attitude of the organization to the employee. The employee compares the attitudes and behaviors of the

organization he/she works for and another organization. As a result, his/her commitment to the organization may change. For example, if two employees who have just started work, have the same competencies and perform similar tasks are given different wages, the low-wage employee will think that organizational justice is weak, and this will negatively affect the organizational commitment of the employee (İnce & Gül, 2005).

1.2. A CONCEPTUAL PERSPECTIVE OF ORGANIZATIONAL STRESS

Stress has been dubbed the “Health Epidemic of the 21st Century” by the World Health Organization (Fink, 2016). The concept of stress is a common phenomenon in all areas of life throughout human life. Almost all people have experienced the stress phenomenon in historical process and human history. Stress is one of the characteristics of life and its existence has become a phenomenon frequently emphasized by many disciplines (De Raeve et al., 2007). The reason why stress takes on such a wide range in human life is the complexity of social life, personality and ecological environment; people’s multiple and simultaneous interaction with the issues around them; and diversity in stress expression (Edwards, et al. 2008).

In this chapter, where the concept of organizational stress will be examined, the definition of the concept of stress; symptoms of stress; the concept of organizational stress from a conceptual point; organizational stress sources and the consequences of organizational stress will be analyzed.

1.2.1. What Is the Stress?

Stress, which is a Latin origin concept, derives from the word “estrica”. The concept was used in the 17th century to mean disaster, trouble, misfortune, sorrow, and in the 19th century it gained meanings such as difficulty, pressure, and hardship. The concept of stress has been used to mean that the object and the person show resistance to deformation and distortion with the effect of certain forces (Altuntaş, 2003).

Stress is an individual's reaction to a change in a situation or a situation that threatens him. "Stress may be either external with environmental source, or caused by internal perceptions of the individual" (Tse, Flin, & Mearns, 2010). An example of the concept of stress is a reaction to an external event or request such as taking an exam, or an internal mental state such as worrying about the exam.

Stress, which was primarily studied in the fields of physics and engineering, then found its place in medicine, psychology and management sciences, gained meaning with Selye's (1977) pioneering work and became the focus of attention due to the effects of change in societies on individuals. According to Selye, stress is the body's non-specific reaction to external demands such as pressure and demands. Whether the individual's body is positive or negative, it reacts against external demands (Tevrüz, 1997). Examples of the most familiar specific reactions are feeling cold in cold weather and sweating in hot weather. Each change causes the individual to give some specific reactions. However, the body seems to give some responses in stress, such as trying to adapt to an unexpected situation. Based on this situation, Selye stated that the body also has non-specific reactions (Selye, 1980).

Lazarus, on the other hand, defined stress as the losses experienced by the individual in the face of negativity. Today, the concept of stress is an adaptive behavior and it is the reflection of the person on himself and his environment as a result of the pressure on the individual (Güler, 2013). As Lazarus and Folkman (1984) states that stress cannot be classified under external stimulus or a physical reaction. According to them stress is a particular relationship between people and their environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her wellbeing.

Stress is an incomprehensible and complex concept because it is formed by the combination of many parts and has been the subject of different branches of science since the first day it was introduced. This situation leads to different views on the definition of the concept of stress when the literature is examined. However, stress has reached a certain content with contemporary usage. The word stress is used in

two different meanings. The first of these is to understand the situation in which the balance is disturbed according to the factors and conditions in which a person or another organism is in danger. Physiological, biochemical and psychological stress reactions of the individual are considered in this context. In the second sense, stress is wide enough to encompass all the factors that can disturb the balance of the organism. Here, all factors with physical (such as trauma, heat, cold), psychological (such as emotional tensions, internal and external conflicts) or social (such as environmental factors, cultural change) are intended to be explained (Ertekin, 1993).

1.2.2. The Concept of Organizational Stress from a Conceptual Point

With the transition from traditional society to modern society, the stress factors in business life have increased, as is the individual's social life. As a matter of fact, modern societies have forced enterprises to work harder due to the difficulty of gaining competitive advantage and employees due to the requirement of qualified workforce. This speed and mobility that came to work life caused employees and managers to be exposed to stress at every moment of their work life. "Job stress can be defined as an incompatibility caused by the specific structure of the job or the employee's own personality while performing his/her duty" (Erdoğan, Ünser & Süt, 2009).

The reflection of stress on business life can be considered as organizational stress. "Organizational stress can be defined as the negative impact of rapid changes in industrial societies on working individuals" (Aşkun, 2006). Organizational stress is defined as the mobilization of individual energy against any expectation related to the organization or work. In other words, organizational stress is a situation determined by the changes that force individuals to differ from their normal functions and resulting from their interaction with their jobs and other people (Pehlivan, 1995).

According to Mirela and Mădălina-Adriana (2011) “organizational stress is an emotional, cognitive, behavioral and physiological response to the aggressive and harmful aspects of work, work environment and organizational climate. It is a condition characterized by feelings of helplessness in solving tasks.”

According to Powell and Enright (1990), stress in working life is experienced when the individual’s resources are insufficient in the face of excessive demands. Similarly,” In another definition, organizational stress is expressed as “an adaptation response to external conditions that cause physical, psychological and behavioral deviations in the members of the organization” (Aktaş & Aktaş, 1992).

Based on all these definitions, it is seen in the literature that organizational stress is explained as a reaction that causes changes in the physical, psychological and / or behavioral areas of the members of the organization, and occurs when there is a mismatch between the needs of the job and the employee’s abilities, resources or needs (Cam, 2004).

1.2.3. Organizational Stress Sources

While employees assume different roles, duties and responsibilities, they also strive to establish good relations with their colleagues and managers within the organization, and to adapt to the organization’s values and norms. However, the complex and competitive structure of working life sometimes causes various problems and this situation can affect employees. For example, individuals working in a downsizing organization may have to cope with higher stress for fear of losing their jobs (Boyd, Tuckey & Winefield, 2014).

Although the studies conducted to determine the factors that cause stress in organizations yield similar results, the distinction generally arises in the grouping of these factors. “Most of the studies on organizational stress are aimed at determining the sources of organizational stress and their effects on business and human” (Özkalp & Kirel, 2010). It is possible to find different groupings by different authors regarding organizational stress sources in the literature.

McGrath (1976) argues that stress in business life may arise from the work itself, the individual, the role undertaken, the behavioral environment, the physical environment, and the social environment (Ertekin, 1993).

Thomas and Herson (2002) address the factors that may cause stress in organizations in five basic categories: the job itself and the work environment, the family environment, the relationships between individuals, role-dependent and career-related. In addition, Cooper and Marshall (1978) add the organizational structure and climate factor to these five basic categories (Gök, 2009).

On the other hand, while Ross and Altmaier (1994) focus on the relationships experienced within the business with subordinates, superiors, and other employees at the same level; differently, Luthans (1989) collects organizational stress sources under four headings: organizational policies, organizational structural features, physical working conditions, and organizational processes.

Organizational stress is a reaction that is expressed as the relationship of the individual with the environment, is affected by individual differences and psychological processes, imposes excessive psychological or physical demands on the person, and is the result of the external environment, situation or event. It is a situation that arises from personal and business relationships and brings changes that prevent people from their normal functions (Erdoğan, 1996).

Velampy and Aravinthan (2013) stated the organizational stress factors as follows: career development factors, job design, organizational factors, physical environment, social stressors, management practices. In their study Cartwright and Cooper (2002) listed the sources of organizational stress as follows (Johnson et al., 2005): relationships between individuals, balance between work and social life of the person, excessive workload, occupational safety, control over the work of the employee, insufficiency of resources at work and weakness of organizational communication, insufficient financial opportunities and benefits provided by the workplace or injustice in this regard, stress sources related to the job itself.

In this part, organizational stress sources will be examined under stress sources related to work structure, stress sources related to organizational structure, stress sources related to performance and wage management and stress sources related to group structure.

1.2.3.1. Sources of Stress Related to the Nature of the Job

Every job has a specific degree of difficulty and a responsibility it places on the employee. The risk of the job and the responsibility required by the job can be a stress factor for the person depending on the person's psychological and physical capacity. The characteristics of the job are organizational factors that create stress for the employee. The characteristics and working conditions of the job significantly affect the subordinate and superior relations and production conditions, as well as determining the structure of the work to be done by the employee. The structure of the job includes the distribution of tasks to be made according to the skills and the production process, which expresses the work flow, and the adaptation of the employees to the production process.

The factors that stem from both the individual and the nature of the work cause a job to be a stress factor. Therefore, the sources of stress related to the nature of the job are directly related to the work and roles undertaken by the employees. For example, factors such as physical conditions faced by an individual while performing work, the quality and / or quantity of the job, and working hours may increase the stress level (Ekinci & Ekici, 2003). Researches in the literature show that various occupational groups, where such reasons come together, trigger stress formation (Hargreaves, 1999; Robbins, 1998).

Based on the relevant studies in the literature, the issues that cause stress related to jobs and roles in employees are as follows:

Heavy Workload: The heavy workload, which has an important place among the stress sources, can be analyzed in two groups quantitatively and qualitatively (von Humboldt et al., 2013). Quantitative workload can be defined as having too many

types of work that need to be grown in a limited time (Eroğlu, 2000). The time pressure caused by this type of workload creates anxiety and tension in employees. On the other hand, qualitative workload is that the requirements of the job exceed the person's competence. The person feels much more tired and exhausted in the job where he/she has difficulty because he/she does not have the knowledge, skills and characteristics required by the job (Eroğlu, 2000).

Monotonous work: Various studies have shown that a monotonous work causes more stress than long working hours and excessive workload. Various studies have shown that the work being monotonous causes more stress than long working hours and excessive workload. A study conducted in Finland reveals that working in a monotonous job negatively affects the level of stress and health, and increases the rate of turnover or retirement (Harju, Hakanen & Schaufeli, 2014). In such a situation, individuals are affected by various problems, both in their work and in their work relations and in the organization they work in. On the other hand, a stress-free work environment also means monotony. For this reason, it is a fact that experiencing moderate stress will have positive effects on employees (Gümüştekin & Öztemiz, 2005).

Long Working Hours: Improperly scheduled, irregular and long working hours or short break times exhausts individuals physically and mentally. This excessive fatigue that arises causes stress with the feeling of burnout and even invites work accidents (Karagül, 2011). Although working hours vary according to the nature of the job, the ideal is to avoid excessive working hours that will cause extreme fatigue and reduce efficiency. Appropriate working periods and adequate rest intervals within these periods provide great benefits for organizations as well as employees (Camkurt, 2007). Another situation that creates stress for individuals related to working hours in the workplace is the shift working system. The shift system is applied in various ways by spreading the working hours within 24 hours and changing them periodically (Camkurt, 2007). Shift working disrupts the natural rhythm of the human brain, and this rhythm disturbance causes sleep problems,

decrease in the body's resistance to diseases, chronic fatigue, digestive system disorders, stress and even depression (Yılmaz & Ekici, 2006).

Time Pressure: Individuals and organizations have realized that effective use of time is as important as completing the targeted work, therefore completing the works at the specified times has become the most fundamental priority. As a result, the jobs that are tried to be trained in the planned period create time pressure on individuals. Time is an important source of stress, especially for managers and people who are responsible for important tasks and have to organize their lives with calendar and time. Organizations can design a job that will include flexible time practices or create a system that allows differences in individual time perceptions to reduce work-related stress (Artan, 1986; Kaya, 2006; Tutar, 2000).

1.2.3.2. Stress Sources Related to Organizational Structure

Stress and tension can occur in an individual's personal life, as well as within the organization of which the person is a part. Organizational structuring and developing business processes can sometimes affect employees directly or sometimes indirectly. This situation can provide the employee's commitment to his/her job as well as be a source of stress. Especially in recent times, the degree of stress is increasing due to the increase in competition in the business environment and overwork. Heavy duties are imposed on employees to adapt to these fast working conditions (Soysal, 2009).

It is possible to classify the stress factors related to the organizational structure style, which is an expression of the political understanding of an organization as follows:

Participation in Decisions: Employee participation is shown as an important strategy for organizations with strong goals. Thus, the employee with high morale who feels valuable, will increase efficiency and will not negatively affect the employee turnover (Özdoğru & Aydın, 2012). As a matter of fact, employees want their views to be taken into account in order to feel safe about the work done and the changes taking place in the organizations. Especially in the decisions that concern them, having knowledge and a voice or the level of influencing the

decisions made is very important for the morale and self-confidence of the employees (Altıntaş, 2003). Employees who are abstracted from decision participation may feel excluded or may not feel as if they belong to the organization (Gümüştekin & Gültekin, 2015).

Unfairness in Evaluation: In the studies conducted, factors related to evaluation and career rank first among the causes of organizational stress. Employees are generally evaluated by their superiors in terms of performance and success criteria. Doubts related with the objectivity about the evaluation and the uncertainty of evaluation criteria are important sources of stress (Ross & Altmaier, 1994). On the other hand, compelling evaluation criteria is also a source of stress. In the studies of Shin and Jung (2014) on academicians, it is revealed that being exposed to an evaluation system based on high performance is an important source of stress.

Promotion: It has been observed that the morale of the employees who have promotion opportunities in their jobs is relatively higher (Aytekin, 2009). In addition to many negativities that cause stress in working life, being promoted and moving to a new position can also be a source of stress. Factors such as unknown responsibilities brought by the new position, new environment and changing work pace can be determinants of stress. In addition, the employee's employment in a position that is lower than the one that is suitable for his education, experience and skills may cause him to exhibit negative behaviors towards his colleagues, job and managers (Aydın, 2012).

Unrest Caused by Responsibilities: Excessive responsibility or over-perception of responsibilities and the workload that comes with it are a major source of stress (Baltaş & Baltaş, 2008). French and Caplan's (1973) study has proven that people who are responsible for the work and professional development of other employees feel themselves under intense pressure (Artan, 1986). In order to prevent stress arising from this issue, first of all, employees and managers should have realistic perceptions of their responsibilities and their limits of responsibility should be well defined (Aydın, 2008).

1.2.3.3. Stress Sources Related to Group Structure

The success of an organization depends on the realization of a participatory and harmonious group work that will increase these instincts of the individuals. “The individual’s poor relations with the members of the joint working group, restriction or prevention or exclusion from the group can cause stress to a great extent. Hawthorne research also shows that group dependency and cohesion are very important, especially for employees at lower levels of the organization” (Luthans, 1989).

Unrest in the Workplace: The interpersonal relationships can become a source of stress and, at the same time, can act like the protection and social support that influence the way employees respond to the other stressors (Nekoranec & Kmošena, 2015). In a peaceful work environment, employees' stress levels will drop significantly. In the studies of O’Neill and Davis (2011), it was concluded that the tension in interpersonal relationships is among the most important sources of stress.

Differences of Opinion in the Work Environment: Organizational situations in which group work is replaced by individual work and cooperation instead of cooperation and interest causes stress. Having different political views of people working in an organization and being members of different trade unions can cause conflict. In this case, emotions such as being unable to attract each other, hatred, and anger arise in the organization. This situation ranges from unrest among individuals to organizational unrest (Eriş, 2018).

Organizational Structure and Climate: Factors such as failure to comply with the objectives of the organization, communication disorders, pressure, and inability to participate in decisions are among the stress factors. Since the employees do not have sufficient knowledge, skills and experience, their failure to do their jobs correctly and completely reduces the level of success. This situation reflects on the employees of the organization as stress. In this case, if the organizational climate is

negatively affected, the efficiency of the organization decreases and lack of motivation (Koçak, 2014). If there is no employee in an organization to do the work correctly and completely, if the employees cannot agree between them, if everybody's opinion is not taken into consideration when making decisions, this situation may negatively affect the organizational climate and create tension and stress among the employees (Eriş, 2018).

Conflict with Subordinates-Seniors and Colleagues: Individuals are competitors for personal success and goals, as well as collaborating with colleagues and superiors to achieve common goals in the organizations they work with. This situation can lead to significant conflicts between people. Organizational conflicts refer to disagreements between individuals or groups when it comes to personal goals, needs, or values (Güney, 2006). In a study conducted by Trivellas et al. (2013) in the health sector, it was revealed that conflict is an important source of stress.

1.2.4. The Consequences of Organizational Stress

Organizational stress can create positive or negative effects individually and organizationally, depending on the level of tension it creates in the employee. While a low level of stress can be an incentive factor for the increase of the employee's performance, excessive stress can also be a threat factor that causes physical and mental exhaustion of the employee (Gümüştekin & Öztemiz, 2005).

Organizational stress has psychological, physical and behavioral effects on the employee. Examples of psychological effects include job dissatisfaction, reduced organizational commitment, tension and frustration. Organizational stress has quite expensive consequences both individually and organizationally (Chadha et al., 2012). Decrease in productivity, decrease in product quality and the realization of overtime payments caused by employees working overtime due to these reasons, the emergence of organizational sabotage (El Shikieri & Musa, 2012), increase in accidents at work, decrease in performance, frequent absences and separations at work can be given as an example of the consequences of stress reflected on the

organization. In this part, the organizational consequences of stress such as poor performance, absenteeism, labor turnover, work accidents and job alienation will be examined.

Poor Performance: The qualitative and quantitative effort of the employee to achieve the determined organizational goals has become the most important source of today's businesses in the global competitive environment. Individual employee performance directly affects the success and competitive advantage of the organization. Any physical or psychological discomfort experienced by the person due to the stress he/she experiences in the organization will negatively affect the ability to work and cause the works to slow down. Considering the importance of efficiency and effectiveness for the continuity and success of organizations, poor performance poses a major problem for businesses (Yousuf, 2015).

Stress does not only negatively affect employee performance, but the perceived stress can increase performance to a certain extent. However, as the increase in the stress level means the increase in the pressure, it creates tension in the employee. In case of tension, the employee can take some precautions to prevent the decrease in his performance, but the stress caused by the situation does not end and if it increases gradually, this situation causes a high level of anxiety in the person. The employee, who is unable to cope with the tension he/she experiences, is in danger of losing his health after this stage and there is a rapid decrease in the performance of the employee (Paşa & Kaymaz, 2013). The decrease in the workforce in the organization may result in many negative situations such as decrease in productivity, decrease in the quality of products, inability to complete the work in the planned time, and decrease in the effectiveness of important decisions to be made.

Absenteeism: Absenteeism is a common problem of all industrial units, large or small, in the private or public sector. High absenteeism is also sometimes due to low commitment to the organization. Absenteeism results in an increase in the cost of workers and a decrease in productivity, and if it is not taken under control, it can also cause an increase in discipline in the workplace. While some absences are

sometimes considered normal, they should be avoided by most businesses. Absenteeism rate is generally a measure of employee satisfaction in social and business life. Therefore, if absenteeism starts to occur very often, the employee himself/herself and human resources officers should take the necessary measures to solve this problem (Khare & Chaudhary, 2013).

Absenteeism can be caused by physiological or psychological ailments such as an employee's illness, as well as the lack of social support, disputes between subordinates and superiors, injustice in the wage system or insufficient promotion opportunities. When the reasons for absenteeism are examined, it should not be overlooked that they are also a stress factor (Yousuf, 2015).

Some of the employees are prone to absenteeism because of their personality traits or dislike to their jobs. The absence of these people may not be prevented. However, absenteeism caused by the inadequacy of working conditions, monotony of work or unsuitability of working hours can be prevented by making arrangements such as heating, lighting and ventilation at the workplace, realizing job rotation, and applying flexible working hours. In preventing absenteeism, it is an effective way for managers to learn the reason of absenteeism by making face-to-face meetings with employees and to solve problems by mutual agreement (Örücü & Kaplan, 2001).

Labor Turnover: Efficiency is an important issue for all industries and organizations. There are several factors that significantly affect the efficiency of the organization. Labor turnover, which is one of the most important problems to be solved in today's businesses, is one of the factors that highly affect productivity. The effects of the workforce turnover are considered quite remarkable by business managers, human resources specialists and industrial psychologists. This situation proves that labor turnover is the costliest and not easily controlled organizational problem (Shamsuzzoha & Shumon, 2007). Employees' turnover poses a recurrent challenge to most business organization globally. There is virtually no organization that is immune to employees' turnover; be it small size or big size organizations, they are all exposed to employees' turnover. Although, it may not be feasible for

any organization to totally eliminate employees' turnover due to several reasons, nevertheless it could be reduced to the barest minimum (Akinyomi, 2016).

Factors such as the employee's dissatisfaction with his job and the management, insufficient wage or unfairness, conflict among employees, and demographic factors and the employee's idea of finding a better job also play an important role in the rise of the labor turnover. If the reasons for the employees to leave their jobs are related to the conditions within the company, this situation can be controlled. However, management's support is an important factor. The reasons why the employees want to leave the workplace should be determined by their superiors and some arrangements should be made to control the situation (İnan Yousuf, 2015).

Work accidents: The presence of hazard elements in the working environment, the inconvenience of the machines used in the safety conditions, the use of defective tools and equipment, the failure to create an ergonomic working environment in the workplace, as well as the careless and erroneous behavior of the employee have led to the occurrence of occupational accidents and the work done for health and safety in the workplace in recent years (Dizdar, 2001). It can be said that work accidents affect businesses as much as the employees who were injured in the accident. Employees who are exposed to an accident as a result of an accident at work risk losing their physical or mental health, and companies face many health and safety costs. In addition to this, the absence of the person who suffered a work accident, his/her dismissal or poor performance when returning to work significantly affects productivity (Akyürek et al., 2011).

Job alienation: Job alienation may be considered as a reiterated impairment in decision-making at work due to a lack of both proper information and time for adequate processing, which can result in a feeling of lost ownership on one's own well-being and future life perspectives (Camerino et al., 2005). The employee, who has to act in accordance with the predetermined rules and procedures, cannot express his own opinions in business-related processes, does not have any influence on the decisions to be taken, is ignored by the organization, is forced to display only expected behaviors like a machine, alienates from the organization due to the stress

he/she experiences. Unlike these reasons, the alienation of the employee from the organization may be due to his/her difficulty in keeping up with change or his/her personal characteristics (Tutar & Altnöz, 2010). Alienation decreases the motivation of the employees and decreases their commitment to the organization. This is because the alienated employees feel that the business is incapable of meeting their needs and expectations. The employee who is alienated from his/her job will see the job only as a means of making money and will be reluctant to make the necessary effort to achieve the business goals (Yousuf, 2015).

1.3. COGNITIVE FLEXIBILITY

Individuals inevitably face difficult situations in their daily lives and in their communication with the environment, and they have to deal with various problems. There are many different alternatives for individuals in solving these problems and making decision. The individual's genetic characteristics and his / her cultural background determine the attitude and behavior to be displayed in any situation they encounter. Each individual in the society has the potential and right to act in conjunction with their own life experience. At this stage, the concept of cognitive flexibility comes into play (Sapmaz & Doğan, 2013).

1.3.1. What is Cognitive Flexibility?

According to Martin and Anderson (1998), cognitive flexibility includes the awareness of people in communication options, the ability to adapt to a situation and their self-confidence in being flexible. Cognitive flexibility includes processing more than one information at the same time, generating ideas, thinking about alternatives, and being able to adapt to a situation (Stevens, 2009). Therefore, individuals with high cognitive flexibility are expected to produce solutions with different perspectives and manage their existing cognitions effectively (Johnson, 2016). In other words, it can be stated that people with high cognitive flexibility do not act with a general mindset and have ideas other than classical solutions.

Martin and Rubin (1995) explain cognitive flexibility as “human awareness of communication alternatives, willingness to adapt to situations encountered and self-efficacy to be flexible”. Being flexible means being aware that a behavior in cognitive flexibility can be expressed in many different ways (Martin & Anderson, 1998).

Cognitive flexibility can be defined as a tendency to consider how to solve a problem or to take into account various elements of content specific to the content when deciding to perform a task, a goal in various fields, and to adapt to solving a problem or performing a task in a context. Cognitive flexibility has both perceptual and representative components. To be flexible, it is necessary to recognize changes in context and perceive new information (Elen et al., 2011). The individual’s response to new situations outside of the routine is an indicator of a person’s cognitive flexibility (Kardeş, 2016).

According to Dennis and Vander Wal (2010), cognitive flexibility is expressed as the most important component of adaptation capacity. Cognitive flexibility is considered as the ability to easily transition between thoughts in order to adapt to various stimuli and the ability to change incompatible behaviors through adaptive thinking (Dennis & Vander Wal, 2010).

Canas, Fajardo and Salmeron (2006) mention three important points of cognitive flexibility. First, cognitive flexibility is a skill that includes the learning process, that is, acquired through experience. Second, cognitive flexibility involves the use of cognitive strategies in a multidimensional way. Finally, it refers to the level of adaptability to changes in complex behavior and environmental conditions. Considering these definitions, it can be evaluated that cognitive flexibility is a skill that can be learned and developed (Yaşar, 2020).

Cognitive flexibility skill requires itself in uncertain situations that occur with an unexpected end of the routine progress. Despite the individual's experiences of the events and behaviors he/she encounters, an environment of chaos may occur due to uncertainty. In such situations, the individual's ability to display a cognitively

flexible perspective is seen as a factor that plays an important role in turning the current situation into a positive if it is negative (Çuhadaroğlu, 2013).

As individuals progress, they begin to learn to overcome an ever-expanding environment and a constantly increasing range of stimuli. At this point, cognitive flexibility is a must-have phenomenon in the learning process (Crone et al., 2004). Although cognitive flexibility is a concept that also expresses the learning process, it plays an important role in the adaptation of the strategies developed in the process of intelligence. In this way, it appears as a process that includes changes in complex behaviors (Canas et al., 2003).

When cognitive flexibility is considered as a process, it refers to the process of moving from one task to another or accomplishing multiple tasks simultaneously, as well as generating a new solution to problems and changing the determined solution strategy in parallel with new knowledge and tools (Leber, Turk-Browne & Chun, 2008; Monsell, 2003). In addition, it is stated that this process is closely related to concepts such as personality expression, decision making, social behavior, ethics and morality, impulse control, planned movements, functional learning, spatial reasoning and attention management (Decety & Jackson 2004; Yang & Raine. 2009).

It is seen that individuals with high cognitive flexibility capacity are more resourceful, sensitive, attentive and more easily adaptable to conditions when they reach their goals. On the other hand, it is stated that an automaticization occurs in the behaviors of individuals who specialize in any field and this situation resists to changing conditions and their awareness of alternatives may decrease, as a result, their cognitive flexibility capacity may decrease (Martin & Anderson, 1998).

Cognitive flexibility is a concept that encourages people to be active rather than take a passive role in their daily routines. People gain a different perspective in interpreting situations and events, saving themselves from spontaneity and monotony. As this situation enriches the cognitive life, it also increases the quality of life and has advantages in the daily life of the person (Cheng, Lau & Chan, 2014).

Denis and Vander Wal (2010), on the other hand, stated in their study that cognitive flexibility is beneficial in the perception of difficult situations as a controllable experience, in the diversity of perception in terms of examining current situations and events from different aspects, and in obtaining alternative thinking skills in difficult situations and events in the short and long term.

The concept of cognitive flexibility is a process that also affects people's working attitudes. A person who is cognitively flexible has the ability to think in different ways and to produce alternative solutions. In the studies of Önen and Koçak (2015), it was observed that there is a positive relationship between cognitive flexibility and willingness to work, making working a habit, and developing a positive attitude towards working.

1.3.2. Theories of Cognitive Flexibility

Different schools of psychology have developed approaches to understanding the concept of cognitive flexibility. In this section, there are explanations of cognitive flexibility from the perspective of different psychology schools.

1.3.2.1. Cognitive Behavioral Therapy

According to the cognitive model, cognitive behavioral therapy is related to how people feel emotionally and how they act, how they think and interpret a situation. The situation experienced does not directly determine the way the person feels or what they do in the face of the situation, the person's perception is mediated by the emotional reactions. Cognitive behaviorists are concerned with a deeper thinking level that works together with the level of superficial thinking that the person clearly states (Beck, 2018).

Cognitive behavioral theory, which is based on learning theories and cognitive psychology principles, includes approaches to cognitive, behavioral methods and problem solving skills. Cognitive behavioral therapy is a structured form of therapy

that emphasizes that our thoughts determine what we feel and how we act (Özcan & Çelik, 2017).

As a result of cognitive behavioral therapy studies, it was stated that cognitions consist of three basic layers: intermediate belief, automatic thought and main belief. These three structures have been seen as effective parameters in the formation of one's cognitions and in the flexibility of these cognitions. While the therapy is rationally required to see change in main beliefs, sometimes an improvement is achieved in intermediate beliefs and automatic thoughts (Burns, 2015).

Cognitive therapy aims to help individuals achieve stable thinking. Cognitive therapies are useful and useful in improving cognitive flexibility (Dennis & Vander Wal, 2010). According to Johnco, Wutchrichand and Rapee (2014) cognitive behavioral therapy is closely related to cognitive flexibility, as it enables clients to see and think about alternatives, and especially because of its methods such as socratic questioning, which prompts the individual to think from different angles. The concept of cognitive flexibility comes to the fore in cognitive restructuring and adaptation to different situations.

1.3.2.2. Rational Emotional Behavioral Therapy Model

The model developed by Ellis (1973) examines the functionality of the individual in the triangle of thought, emotion and behavior. These three factors are in a dialectical relationship with each other and the change in thoughts creates visible changes in feelings and behavior (Genç, 2020).

The basic principle of rational emotional behavioral therapy is that people's thoughts, feelings and behaviors are under their own control and the feeling-thought-behavior trio cannot be separated from each other. According to the theory, there are two types of beliefs: "rational beliefs and irrational beliefs". There are basically four types of rational beliefs: flexibility in choice, tolerance, acceptance, and anti-catastrophism. Irrational beliefs, on the contrary, consist of rigid and inflexible demands that contain only demands (Murdock, 2013).

Rational emotional behavioral therapy states that having a rigid mindset can cause dysfunctional cognitive structures. According to rational emotional behavioral therapy, extreme beliefs that negatively affect the mental health of the individual and make it difficult to adapt are caused by rigid cognitions. Ellis argues that thoughts, feelings, and behaviors are in constant interaction like a wheel, and that the cause of emotional disturbances is irrational thoughts (Ellis, 1975; Yaşar, 2020). People can develop irrational thoughts and beliefs in negative situations they encounter. Rationalism is the realization of goals in effective, flexible and scientific, logical ways without ignoring the triad of emotion, behavior and thought. Ellis argues that instead of removing irrational beliefs, one should develop rational beliefs about those events and focus on the trio of feelings, thoughts, and behaviors about events. The aim of the therapy is to provide flexible and alternative perspectives that can be maintained throughout life (Gençtanırım & Voltan-Acar, 2007; Tonga & Voltan-Acar, 2017).

1.3.3. Cognitive Flexibility and Gender

Gender and gender roles are structures that affect how they behave, how they appear in society and how they see themselves. Gender and gender roles are important in people's business life. Societies have identified many gender-specific behavioral roles (Avşar, 2008; Aktepe, 2019). Gender roles attributed to femininity and masculinity and the characteristics of these gender roles have an effect on cognitive flexibility.

Cognitive flexibility occurs during the cognitive development process, and it can be high or low depending on the functionality of the mental skills acquired at the end of this process. As a matter of fact, the level of cognitive flexibility may differ from individual to individual. When evaluated in this context, it is seen that gender is one of the basic concepts that make up individual differences. Cognitive flexibility may differ according to the gender of the individual. The reason for this situation is the developmental period of the person, the characteristics of the period

and the level of influence of gender roles on the level of cognitive flexibility (Bilgiç & Bilgin, 2016).

Cognitive process emphasizes that many theories, especially cognitive development theory, can be effective on cognitive flexibility level in the formation of gender roles, emphasizes that the level of cognitive flexibility can be effective in determining gender roles.

As the individual matures cognitively, she/he determines a category and shows the characteristics of that gender. Within the cognitive consistency found as another assumption in the cognitive development theory, it is seen that the individual needs cognitive consistency and forms her/his own opinion. In this regard, the person exhibits consistent gender-related behavior (Dökmen, 2017).

The gender role of individuals can affect their cognitive flexibility levels (Bilgiç & Bilgin, 2016). Öz (2012) and Diril (2011) stated that being a male or female adolescent is not different in terms of cognitive flexibility level. However, in a study by Altunkol (2011), it was found that male students have higher levels of cognitive flexibility compared to female students.

1.3.4. Related Research

When the studies were evaluated, it is seen that studies related to organizational commitment, the study groups were mainly composed of university students, adolescents and adults; quantitative research method was used more in data analysis; and there were more studies conducted at the master's thesis and research papers.

Windle (1986) conducted research on gender roles orientation, life satisfaction and cognitive flexibility in late adulthood. A BIM gender roles inventory was applied to 101 people who adopted different gender roles. A significant relationship was found between gender roles and life satisfaction and cognitive flexibility levels.

Martin, Anderson, and Thweatt (1998) examined the relationship between verbal aggression, tolerance to misunderstanding, and cognitive flexibility and communication flexibility. Within the scope of the research, it was worked with 276 people. Cognitive Flexibility Scale and Communication Flexibility Scale were applied to the participants. As a result of the study, a positive relationship was found between cognitive flexibility and communication, and a negative relationship with verbal aggressiveness.

Durna and Eren (2005) conducted a research to determine the relationship between the various demographic characteristics of education and healthcare workers and their organizational commitment and components. In general, a relationship was found between organizational commitment, emotional commitment, and normative commitment and the institution to which the employees were affiliated, the age, marital status and seniority of the employees, whereas continuity commitment was not found to be related to any of these variables.

In the study conducted by Topaloğlu, Koç, and Yavuz (2008), the effect of some basic factors such as age, gender, duration of work, professional area, school type on the formation of teachers' organizational commitment was examined. It has been proven that demographic factors (age, gender, seniority year, branch, school type, administrative duty, salary) have an effect on the organizational commitment of teachers in the research group.

In the study conducted by Altunkol (2011), it was aimed to examine the relationship between cognitive flexibility and the perceived stress levels of students attending university and whether these two variables differ according to some demographic variables. As a result, a negative and significant correlation was found between perceived stress and cognitive flexibility in university students. Perceived stress and cognitive flexibility differed significantly on the basis of students' gender. Cognitive flexibility was higher in male students than female students. On the other hand, female students' scores of perceived stress were higher than male students' scores of perceived stresses. A significant negative correlation was found between

perceived stress scores and socio-economic level. It has been observed that there is a positive correlation between students' age and cognitive flexibility.

In the study conducted by Bai (2011), the relationship between cognitive flexibility, psychological health and coping styles was measured with 127 middle school teachers. As a result, while there is a positive relationship with cognitive flexibility and positive coping styles; A significant negative relationship was found with cognitive flexibility and passive coping styles. In addition, it was found that cognitive flexibility level and psychological health were positively correlated.

In Öz's (2012) study, it was aimed to examine the relationship between cognitive flexibility, anxiety and adaptation scores of adolescents according to their gender, socio-economic level and education level. The sample of the study consisted of a total of 1032 students, 402 males and 630 females. The data were obtained by "Cognitive Flexibility Scale", "Hacettepe Personality Inventory", "Spielberg's Continuity-State Anxiety Inventory". It was determined that there was a difference in terms of the state anxiety levels in terms of the gender variable, but it was not affected by the gender variable. On the other hand, it is observed that there is a difference according to the general, social and personal adjustment levels in terms of the gender variable, and as the level of adjustment increases, the cognitive flexibility scores also increase. However, it is seen that the cognitive flexibility scores are affected only in terms of personal adjustment level according to the gender variable. It is observed that there is a difference according to the state anxiety levels in terms of the socioeconomic level variable, and as the anxiety level decreases, the cognitive flexibility scores increase. However, it was determined that it was not affected by the socio-economic level variable. In terms of the educational level variable, it is observed that there is a difference according to the state and continuity anxiety levels, as the anxiety level decreases, the cognitive flexibility scores increase. However, it was determined that it was not affected by the education level variable.

In the study conducted by Çuhadaroğlu (2013) with 30 people aged between 22 and 33, cognitive flexibility was measured with the Wisconsin Card Sorting Test. As a result, coping with stress and avoiding dealing with problems, addressing the problem and seeking social support, which are sub-dimensions of coping with stress, were determined as one of the predictors of cognitive flexibility.

Çelikkaleli (2014) conducted a study on cognitive flexibility and social, academic and emotional self-efficacy levels in adolescents. In the study, the Cognitive Flexibility Scale and the Adolescent Self-Efficacy Expectation Scale were applied to 270 adolescents between the ages of 14 and 19. According to the results of the study, no significant relationship was found between cognitive flexibility and academic, social and emotional self-efficacy by gender. On the other hand, a significant positive correlation was found between academic, social, emotional self-efficacy levels and cognitive flexibility levels.

Jena (2015) conducted a study on organizational commitment with shift workers in India. In this study involving 240 participants, the emotional commitment dimension of organizational commitment was found to have the highest value. It is concluded that employees are relatively dependent on their organization for the total organizational commitment. In the same study, a significant relationship was found between the age variable and emotional commitment and normative commitment, which are dimensions of organizational commitment. Accordingly, a low level of negative relationship was found between age and emotional attachment, and a low level of positive relationship with principal (normative) commitment was found. When the organizational commitment levels by gender were evaluated, it was concluded that men had a stronger perception of organizational commitment compared to women. At the same time, the working time variable was examined in the study, and according to the research findings, as the duration of professional work increases, the level of organizational commitment also increases. In addition to this finding, a significant relationship was found between marital status and organizational commitment. It is seen that the organizational commitment perceptions of married individuals are at a higher level than singles.

In Laçin's (2015) study, whether the cognitive flexibility of students attending university is significantly predicted by self-efficacy and methods of coping with stress, and the differences in the cognitive flexibility of the participants by gender were examined. In the study, "Cognitive Flexibility Inventory" developed by Dennis and Vander Wal (2010), which was adapted into Turkish by Gülüm and Dağ (2012), was used to measure the cognitive flexibility of the participants. As a result, it was concluded that the subscales of general self-efficacy and coping styles with stress significantly predicted cognitive flexibility.

Johnson (2016) examined the relationship between cognitive flexibility and psychological well-being and effective coping. Eighteen people, who wanted to receive treatment in a mental health clinic affiliated with the psychology service of Marquette University, were participated in the study. The research is a quantitative study using data collection tools of "Cognitive Flexibility Inventory", "The Ways of Coping Questionnaire", "Personality Assessment Inventory", "Clinical Outcomes in Routine Evaluation-Outcome Measure" and "Mini International Neuropsychiatric Interview". As a result, it was found that there is a positive relationship between cognitive flexibility and effective coping and psychological well-being.

Kömür (2018) analyzed the relationship between cognitive flexibility and stress coping skills in university students. As a result of the analysis, a positive and significant relationship was determined between the self-confident and optimistic approaches of the individuals who received university education, as well as seeking social support and alternative and control sub-levels. The helpless and submissive approach is negatively and significantly associated with alternative and control sub-dimensions. It was determined that there was no significant difference in the mean scores obtained from the scales according to the variable number of siblings. Finally, it was determined that the relationship between students' cognitive flexibility and stress coping skills differed according to gender, maternal and paternal education levels, perceived income level, grade averages, and previous psychological support.

1.4 The Research Objective

Although various studies have been conducted on the insurance sector, in the literature there is no study among job stress, organization commitment and cognitive flexibility applied together on insurance sector employees. The insurance industry in our country is one of the sectors with high job stress. Cognitive flexibility is thought to be an important factor in reducing job stress. Due to the increasing importance of the insurance industry in our country, this dissertation has the aim of studying the among job related stress, cognitive flexibility and organizational commitment on insurance sector employees in Turkey.

The mediating role of cognitive flexibility on the relationship between job stress and organizational commitment is the central question to investigate.

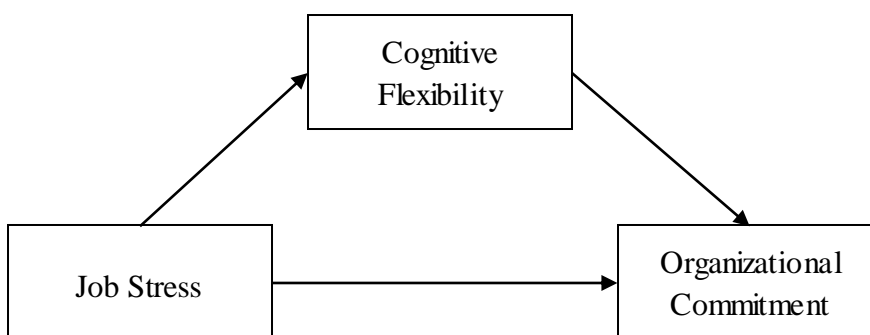


Figure 1.1. *Research Model*

Besides this aim, this study tried to investigate these following questions:

Q1: Is there a significant difference according to gender in terms of organizational commitment?

Q2: Is there a significant difference according to marital status in terms of organizational commitment?

Q3: Is there a significant difference according to position of participants in terms of organizational commitment?

Q4: Is there a significant difference according to age of participants in terms of organizational commitment?

Q5: Is there a significant difference according to education of participants in terms of organizational commitment?

Q6: Is there a significant difference according to total work experience of participants in terms of organizational commitment?

Q7: Is there a significant difference according to total work experience in the current company of participants in terms of organizational commitment?

Q8: Is there a significant difference according to salary of participants in terms of organizational commitment?

Q9: Is there a relationship between cognitive flexibility, job stress and organizational commitment?

Q10: Do job stress and cognitive flexibility predict organizational commitment?

Q11: Does cognitive flexibility have a mediating role in the relationship between job stress and organizational commitment?

CHAPTER 2

THE STUDY

2.1. RESEARCH METHOD

This study is a descriptive study aimed to reveal the mediator role of cognitive flexibility in the relation between job stress and organizational commitment in insurance sector employees. The independent variable of the study is job stress, the dependent variable is organizational commitment, and the mediator variable is cognitive flexibility.

In this research, quantitative research method was used. Research in which experiments, observations and measurements are repeated and objective is called quantitative research. Quantitative research is “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (Muijs, 2014). A quantitative research method deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how (Apuke, 2017).

In the quantitative research method, numerical data are obtained from the sample that will represent the universe, related to the subject under study, and the results are obtained by being tested and interpreted in line with the research problems or hypotheses. In the quantitative research method, results are obtained by obtaining data from the research sample in line with the research purpose. That is, it is not an intense analysis about the subject, on the contrary, it is determined more superficially based on numerical data (Şimşek & Yıldırım, 2005).

2.1.1 Participants

The data was collected from online survey tool, which is named as “Survey Monkey”, with using snowball sampling method. A total of 416 participants ($n=416$) were answered the questionnaire. 56% of participants are female ($n=233$) and 44% of them are male ($n=183$).

When age information is analyzed, it's found that 37% of the participants are at the 29 - 35 age interval. Participants who are between 36 and 45 age are represented in the second largest group with a 33,2% ratio in the survey after the participants who are in 29 - 35 age. 46+ age and 18 - 28 age groups have similar distribution in the survey with 15,6% and 14,2% respectively.

Most of the participants (67,3%) have university education, especially bachelor degrees. Moreover, participants that hold master degrees are another important group with a 24,5% representation ratio in this study. Other participants have associate degree (8,2%).

Work experience is another demographic information that is asked to the participants. According to the given answers, participants who have 9 - 15-year work experience and 15 years and above work experience are two heavily represented groups with 36,3% and 32% respectively. Participants who are working at junior level positions are represented by 1 - 3 year working experience with 9,6%. Lastly, participants who have 4 - 8 year working experience consist of 22,1% of participants.

While more than half of the participants have 9 years and above working experience, 38% of the participants are working in the current company for between 1 and 5 years. Moreover, 26,9% of the participants are working for 10 years and above in their current company. The distribution of participants who are working 5 - 10 year in their current company are close to the 10 years and above participants with 23,1%. The least sample belongs to participants who have been working for less than 1 year in their current company with 12%.

Like the situation observed in gender distribution, participants' positions have close ratios with 54,3% for Non-manager positions and 45,7% for manager positions. When marital status is analyzed, it can be seen that 60,3% of participants are married while 39,7% of participants are single.

The last demographic element of the survey is salary information of participants. Approximately half of the participants (43,8%) get a salary between 4,000 and 8,000 TL. After this group, participants who have a salary between 8,000 and 15,000 TL are coming as the second largest group with 32,7%. Moreover, 13,9% of participants earns a salary between 2,500 and 4,000 TL, 9,6% of participants earns 15,000 TL and above.

Detailed demographic information of participants is represented in Table 2.1.

Table 2.1 *Demographic Information of Participants*

Group	Group Members	n	%
Gender	Female	233	56,0
	Male	183	44,0
Age	18 - 28	59	14,2
	29 - 35	154	37,0
	36 - 45	138	33,2
	46+	65	15,6
Education	Associate's Degree	34	8,2
	University	280	67,3
	Master Degree	102	24,5
Total Work Experience	1- 3 years	40	9,6
	4 - 8 years	92	22,1
	9 -15 years	151	36,3
	15 +	133	32,0
Total Work Experience in Current Company	Less than 1 year	50	12,0
	1 - 5 years	158	38,0
	5 - 10 years	96	23,1
	10+	112	26,9
Position	Manager	190	45,7
	Non-Manager	226	54,3
Marital Status	Married	251	60,3
	Single	165	39,7
Salary (TL)	2,500 - 4,000	58	13,9
	4,000 - 8,000	182	43,8
	8,000 - 15,000	136	32,7
	15,000 +	40	9,6

2.1.2. Instruments

In this study, the Job Stress Scale was used to measure the job stress of the participants; the Cognitive Flexibility Scale was used to measure the participant's level of cognitive flexibility; Organizational Commitment Scale was used to measure organizational commitment levels of employees. All the questionnaires with the demographic questions are presented with the Turkish version of them.

2.1.2.1 Job Stress Scale

Job stress scale developed by Cohen and Williamson (1988), and adapted to Turkish by Baltaş and Baltaş (2008) was used to measure the concept of job stress, which is one of the concepts to be measured within the scope of the purpose of this study. In this scale, some situations related to business life are included, and the relationship between these situations and stress is analyzed. Job Stress Scale consisting of 15 items, is a five-point likert type which is never, rarely, sometimes, often and almost always. It was reported that the Cronbach alpha reliability value of the scale was determined as $\alpha=0.849$ (Baltaş and Baltaş, 2008). With the sample of this study, the cronbach's alpha value of the job stress scale was found as 0.87 (standardized cronbach's alpha value is 0.87).

In the scale adapted by Baltaş and Baltaş (2008), it was determined that the result of adding the points given by the research group to the questions and dividing them by 15 was equal to the job stress score and the stress scores were differentiated as 1,0-1,3 B, 1,4-1,9 C, 2,0-2,5 D, 2,6-3,1 E, 3,2-3,4 F and 3,5-4,0 A.

The scores corresponding to each score in the scale are explained as follows:

A- Severe risk level that seriously threatens health and productivity.

B- The level of stress that does not make the person feel important, does not allow him/her to use his/her capacity and does not provide sufficient stimulation, thus resulting from boredom and feeling of insignificance.

C- A light job with stimulating aspects. The level of job stress boring for someone with a high motivation for success, but suitable for someone who is not challenging.

D- The most favorable job stress level in terms of health and productivity.

E- The level of job stress that is highly stimulating, more responsible but attractive to the person. While it increases productivity by forcing the person, it can also threaten health.

F- The level of stress that has a high level of responsibility, challenges the person in terms of time, does not allow having resting and family relations, and therefore threatens health and productivity.

2.1.2.2. Cognitive Flexibility Scale

The Cognitive Flexibility Scale, developed by Martin and Rubin (1995) and adapted to Turkish by Altunkol (2011), consists of 12 items. The scale was developed in order to determine the cognitive flexibility level of the person, and 6-point Likert type rating (1- Strongly Disagree, 2- Disagree, 3- Somewhat Disagree, 4- Somewhat Agree, 5- Agree, 6- Strongly Agree) was used. The total score is obtained by summing the answers given to each item. While the lowest score that can be obtained from the scale is 12, the highest score is 72. High scores indicate a high level of cognitive flexibility, while low scores indicate a low level of cognitive flexibility. The Cronbach alpha reliability coefficient was reported to be .87 for the original scale (Martin & Rubin, 1995) and .81 for the Turkish version (Altunkol, 2011). In our study, the cronbach's alpha value was found as .79 (standardized cronbach's alpha value is .80) which is very close to the original work.

The items were organized using three dimensions of cognitive flexibility (awareness, willingness and self-efficacy). It is used in the original form of the scale and in other studies, not as a subscale, but by taking the total score. When the items in the Turkish form are examined; Items 1, 5, and 9 can be taken in the awareness dimension, items 2, 3, 6 and 11 in the willingness dimension, and items 4, 7, 8, 10

and 12 in the self-efficacy dimension. However, it was seen that it would be more appropriate to use it as a total score rather than as a subscale as in the original form.

2.1.2.3. Organizational Commitment Scale

The Organizational Commitment Scale, developed by Porter et al. (1974) and translated into Turkish by Erceylan (2010), consists of 15 questions. Scale commitment includes questions about the individual's desire to stay in the organization, striving for the success of the organization, believing in the goals and values of the organization and adopting them. It was reported that the Cronbach alpha reliability value of the scale was determined as $\alpha=0.885$ (Erceylan, 2010). In this study, the cronbach's alpha value of organizational commitment scale was found as .92 (standardized cronbach's alpha level is also .92) which shows internal consistency of this scale is highly satisfied with the sample of this study.

The organizational commitment scale has been chosen from among many scales in terms of clearly revealing the level of commitment of the participant employees to their organizations, its reliability has been tested by many researchers in the international literature, and its suitability for the purpose of the study.

Six of the 15 questions in the organizational commitment scale were reverse designed and scored accordingly in order to test the participant's response set bias. Although in the original form which was developed by Porter et al. (1974) used a 7-point Likert scale, a Turkish version of scale was prepared using a 5-point Likert to increase the understandability. In this study 5-point Likert version was used.

2.1.3. Procedure

2.1.3.1 Ethics Committee Approval

After obtaining, The Ethics Committee approval from the Ethics Committee of Istanbul Bilgi University on 17th of March 2019. The data collection was started between March 2019 and March 2021.

2.1.3.2 Data Collection

The snowball sampling method was used to reach to reach a sufficient number of participants. The questionnaire form used in the study was prepared online and the link of the internet application called Survey Monkey was sent to the participants via e-mail and survey link was sent via social media platforms. The online questionnaire is presented along with explanatory information for the research, ethical statement, and additional information on the right to withdraw from the survey. After participants read the consent form and approve to participate in the survey, they fill demographic information, job stress scale, organizational commitment scale and cognitive flexibility scale. Participation in the survey is entirely voluntary and the answers are coded anonymously.

CHAPTER 3

RESULTS

3.1. Reliability Analysis of Scales

Before testing the hypothesis, it is required to test the internal reliability of scales. For this reason, reliability analysis of the scales is shared in this part. Reliability analysis shows how consistently a measurement tool is measuring. Different reliability analysis methods are used depending on the type of measurement tool used. In social sciences, the most emphasis is on internal consistency and reliability. Internal consistency reliability is used to test whether the items in the measurement tool show consistency among themselves (Gürbüz & Şahin, 2016). The method used in determining the internal consistency and the compatibility of the items with each other is the 'Cronbach Alpha' method and it is generally accepted that it takes a value of at least 0.70 and above (Seçer, 2015). The Cronbach's alpha score of the scales is shared in Table 3.1

Table 3. 1 *Reliability Analysis Results of Scales*

	Cronbach's Alpha	Standardized Cronbach's Alpha
Job stress	.87	.87
Organization Commitment	.92	.92
Cognitive Flexibility	.79	.80

As it can be seen from Table 3.1, Cronbach's alpha scores of all scales are greater than .70. Therefore, it can conclude as all scales meet internal reliability requirements.

3.1.2. Normality Analysis of Scales

After controlling internal reliability, it is important to analyze the distribution of data points that belongs to scale. The reason behind this analysis is that the method that will be applied for analyzing the variance between groups is related to the distribution of data. If the scales are normally distributed, parametric tests are applied otherwise, non-parametric tests are applied for variance analysis.

According to Tabachnick and Fidell (2013), if the skewness and kurtosis levels are between -1.5 and +1.5, the data are normally distributed. Skewness and Kurtosis levels are shared in Table 3. 2.

Table 3. 2 Normality Analysis Results of Scales

	Skewness	Kurtosis
Job Stress	0,22	0,93
Organization Commitment	0,01	0,26
Cognitive Flexibility	0,03	0,48

According to the results in Table 3.2, skewness and kurtosis values of all scales between -1.5 and +1.5, and therefore, results show that all scales are normally distributed. As a result of this, parametric tests will be applied for the analysis variance of groups.

3.1.3. Descriptive Statistics of Scales and Demographic Information of Participants

In this part, descriptive statistics of the scale and demographic information of participants will be presented. First of all, descriptive statistics of scales are shared in Table 3.3.

Table 3.3 *Descriptive Statistics of Scales*

	Min.	Max.	Mean	SD	Scale Type
Job Stress	1,00	4,46	2.52	0.57	5-point-likert
Cognitive Flexibility	3.08	6.00	4.55	0.53	6-point-likert
Organizational Commitment	1.06	5.00	3.55	0.72	5-point-likert

According to the results that is shown in Table 3.3, the mean of job stress level was found as 2,52 this means participants risk level is in level D that means “The most favorable job stress level in terms of health and productivity”. In addition to this, minimum and maximum level of job stress shows that the risk level participants of the survey is not in the level of threatening health and productivity. When cognitive flexibility is analyzed, it can be seen that the mean of the scale is realized as 4,55. If taking into account that higher points indicate higher cognitive flexibility of person, it can have said that participants’ cognitive flexibility is close to high level. Average level of organizational commitment level is realized as 3,55 that can be interpreted as participants feel commitment to their organizations in average.

3.1.3. Variance Analysis

ANOVA analysis is performed to analyze the group averages and the operations that depend on them, and to test whether the means of more than two groups are different from each other. In summary, the t-test is done for two groups, while the ANOVA test is done for more than two groups (Gürbüz & Şahin, 2018). For this reason, gender, position and marital status will be analyzed by using ‘t’ test, and the other demographic variables will be analyzed by using ANOVA test to observe variance in terms of organization commitment scale.

The first analyzed demographic variable is gender. The t test result of gender is shared in Table 3.4.

Table 3. 4 *T-Test Results for Organizational Commitment by Gender*

Gender	N	Mean	SD	Mean Difference	t	df	p
Female	233	3.52	0.69	0,08	1,11	414	0,265
Male	183	3.60	0.78				

According to the results in Table 3.4., the t- test results are found as statistically insignificant ($t_{statistics}=1,11$, $p\text{-value} > 0,10$). Therefore, it can be concluded as organizational commitment is not differentiated by the gender of people.

The second demographic variable is marital status of participants. The results are shown in Table 3.5.

Table 3. 5 *T-Test Results for Organizational Commitment by Marital Status*

Marital Status	N	Mean	SD	Mean Difference	t	df	p
Married	251	3.65	0.70	0,24	3,33	414	0,000
Single	165	3.41	0.75				

The results in Table 3.5. shows that, variance of organization commitment between married and single persons is statistically significant ($t_{statistics}=3,33$, $p\text{-value} < 0,01$) at 99% confidence interval. According to the group mean by marital status, it is possible to say that married persons have more commitment to their organizations than single persons. The last t- test result which was applied to the position variable shared in Table 3.6.

Table 3. 6 *T-Test Results for Organizational Commitment by Position*

Position	N	Mean	SD	Mean Difference	t	df	p
Manager	190	3.68	0.74	0,24	3.40	414	0,000
Non-Manager	226	3.44	0.70				

Results in Table 3.6 shows us that variance of organizational commitment of participants by their position is statistically significant in the 99% confidence interval ($t_{statistics}=3,40, p\text{-value} < 0,01$). Therefore, this results can be interpreted as managers commit to their organization much more than participants who are working at non-manager positions.

The next variance analysis is applied for the demographics variable which have more than two groups. The ANOVA test result of age variable is shown in Table 3.7.

Table 3. 7 *ANOVA Analysis Results for Organizational Commitment by Age*

Age	N	Mean	SD	F	df	p
18 - 28	59	3,62	0,78			
29 - 35	154	3,40	0,69	7,27	415	0,000
36 - 45	138	3,52	0,74			
46+	65	3,89	0,62			

According to the ANOVA test result in Table 3.7., variance of organizational commitment is differentiated statistically significant ($F_{statistics}=7,27, p\text{-value} < 0,01$) in 99% confidence interval. To investigate between which groups have the statistical significant difference, Tukey HSD post hoc test applied (See results in Appendix I). Result of Tukey HSD test shows that the statistical significance is realized between 46+ and 29 - 35 age as well as between 46+ and 36 - 45 age groups.

It can be concluded as participants who are 46 years old and older have more organizational commitment than participants who are 29 - 45 years old.

The variance analysis in accordance with the education variable is presented in Table 3.8.

Table 3. 8 ANOVA Analysis Results for Organizational Commitment by Education

Education	N	Mean	SD	F	df	p
Associate's Degree	34	3,68	0,59	1,30	415	0,273
University	280	3,56	0,76			
Master Degree	102	3,46	0,66			

According to the results in Table 3.8., F statistics was statistically insignificant ($F_{statistics}=1,30$, $p\text{-value} > 0,10$). Therefore, organizational commitment has not statistically significant change by the education of participants.

Another demographic variable that is analyzed by ANOVA test is total work experience. The results of the ANOVA test of total work experience is shared in Table 3.9.

Table 3. 9 ANOVA Analysis Results for Organizational Commitment by Total Work Experience

Total Work Experience	N	Mean	SD	F	df	p
1- 3 years	40	3,63	0,74	3,18	415	0,024
4 - 8 years	92	3,35	0,72			
9 -15 years	151	3,55	0,67			
15 +	133	3,65	0,76			

The ANOVA test result of total work experience was found as statistically significant ($F_{statistics}=3,18$, $p\text{-value} < 0,05$) at 95% confidence interval. Therefore, variance of organizational commitment is statistically significant in terms of the

total work experience of participants. According to the Tukey HSD test (see in Appendix I), the variance between 4 -8 year and 15+ years is found as statistically significant. It can be said that organizational commitment of participants who have 15+ years working experience is statistically important and greater than the participants who have 4 - 8 years working experience.

The next demographic variable that was applied ANOVA test is total working experience in the current company. The result is shown in Table 3.10.

Table 3. 10 ANOVA Analysis Results for Organizational Commitment by Total Work Experience in Current Company

Total Work Experience in Current Company	N	Mean	SD	F	df	p
Less than 1 year	50	3.76	0.57	10.51	415	0,000
1 - 5 years	158	3.51	0.72			
5 - 10 years	96	3.25	0.74			
10+	112	3.75	0.69			

According to the results in Table 3.10, there was a statistically significant difference ($F_{statistics}=10,51, p\text{-value} < 0,01$) between the group of total work experience in the current company in terms of organizational commitment. Tukey HSD test results (see in Appendix I) shows that, variance of organizational commitment is statistically significant in 99% confidence interval between 1 - 5 years and 10+ years, 5 - 10 years and 1 - 5 years, 5 - 10 years and 10+ years, and 5 - 10 years and less than 1 year. Participants who are working less than 1 year in their current company have the strongest organizational commitment than participants who take places in other groups.

The last analyzed demographic information is the salary of participants. The ANOVA test result of Salary of Participants is shown in Table 3.11

Table 3. 11 ANOVA Analysis Results for Organizational Commitment by Salary

Salary	N	Mean	SD	F	df	p
2,500 - 4,000	58	3,59	0,65			
4,000 - 8,000	182	3,42	0,75	9,51	415	0,000
8,000 - 15,000	136	3,56	0,69			
15,000 +	40	4,07	0,63			

The results that are presented in Table 3.11 shows that organizational commitment is changed statistically significantly by participants' salary group ($F_{statistics}=9,51, p\text{-value} < 0,01$). According to the Tukey HSD (see in Appendix I), the organizational commitment difference arose between 15,000 + and 2,500 - 4,000, 15,000 + and 4,000 - 8,000, and 15,000 + and 8,000 - 15,000 groups. It can be concluded as participants who earn 15,000 TL and above monthly have more organizational commitment than the participants who earn between 2,500 and 4,000 TL, between 4,000 and 8,000 TL and between 8,000 and 15,000 TL, monthly.

3.1.4. Correlation Analysis

Correlation analysis is performed to determine the relationship between two or more variables. The amount, direction and degree of the relationship between two variables are expressed with the correlation coefficient and indicated with the letter 'r'. The correlation coefficient takes values between -1 and +1. If this coefficient is close to the +1 value, it can be said that there is a positive relationship between the two variables, and if it is close to the -1 value, a negative relationship between the two variables can be mentioned. When the correlation coefficient is close to 0, it is not possible to talk about a meaningful relationship between the two variables. Accordingly, it can be said that the relationship is weak when the 'r' value takes a value between 0 and 0.3, and the relationship is medium when it takes a value between 0.3 and 0.7, and the relationship is strong when it takes a value between 0.7 and 1 (Gürbüz & Şahin, 2018).

If the relationship between the two variables is increasing or decreasing together, it means a positive relationship; If one of the variables increases while the other is decreasing, a negative relationship can be mentioned (Seçer, 2015).

Due to normality of scales in accordance with skewness and kurtosis level of them, the Pearson correlation analysis will be applied. The Pearson correlation coefficients and significance level is shown in Table 3.12.

Table 3. 12 *Correlations Between Job Stress, Cognitive Flexibility and Organizational Commitment*

	Job stress	Cognitive Flexibility	Organizational Commitment
Job stress	1		
Cognitive Flexibility	-.36***	1	
Organizational Commitment	-.50***	.33***	1

*** indicates %1 statistical significance level

When the results in Table 3.12 analyzed, the first thing that can be seen is that all of the correlation coefficients are statistically significant in the 99% confidence interval. Moreover, all scales have a correlation coefficient between each other in medium level ($0,3 < r < 0,7$). According to the correlation coefficients in Table 3.12, job stress scale has negative correlation with cognitive flexibility and organizational commitment while cognitive flexibility and organizational commitment is positively correlated. Therefore, it can be said that, when job stress of people increases, their cognitive flexibility and organizational commitment tends to decrease. Moreover, when cognitive flexibility increases, organizational development is also increases.

3.1.5. Hierarchical Regression and Mediation Analysis

In this part, hierarchical regression analysis and mediation analysis will be applied for answering the questions of this study. Hierarchical regression analysis is based on how a model changes when adding a new variable. Therefore, multiple models have been executed and the changes in R Square are analyzed. To proceed this test, the created models with independent and dependent variables are listed in Table 3.13.

Table 3. 13 *Regression Models with Dependent and Independent Variable*

Model	Dependent Variable	Independent Variable
Model 1	Organizational Commitment	Job Stress
Model 2	Organizational Commitment	Job Stress and Cognitive Flexibility

Table 3. 14 *Regression Model Summary Showing the Effect of Job Stress and Cognitive Flexibility on Organizational Commitment*

Model	β	Std. Error	t	p
Model 1*: Job stress	-0,786	0,071	-10,93	0,00
Model 2*: Job stress	-0,677	0,076	-8,88	0,00
Cognitive Flexibility	0,019	0,005	3,82	0,00

* dependent variable: organization commitment

According to the results, both independent variables in model 1 and model 2 are statistically significant (p value < 0,01). The next step is to compare how adding variable affect the model with analyzing model summary statistics. The results are shown in Table 3.15

Table 3. 15 *Summary of Regression Model Showing the Effects of Cognitive Flexibility on Organizational Commitment*

Model	R ²	Adjusted R ²	Std. Error	R ² Change
1	0.2242	0.2222	0.642	
2	0.2505	0.2469	0.6323	.03

As it can be seen from Table 3.15, adding cognitive flexibility as an independent variable to model 1 increases the explanation of dependent variable by 3%. According to the hierarchical regression analysis, job stress and both job stress and cognitive flexibility together are statistically significant independent variables for organizational commitment. In addition to this, adding cognitive flexibility increases the model power by 3%.

Mediator variable is the name given to variables that transmit the effect of the independent variable to the dependent variable or, in other words, that mediates the effect of the independent variable to the dependent variable. Mediator variables help to explain the effect of independent variables on dependent variable (Baron & Kenny, 1986, 237). The four-step method developed by Baron and Kenny (1986) was used to test the third hypothesis of this research.

According to Baron and Kenny (1986), there should be 3 basic relations in the model that examines an intermediate variable. These;

- 1) Independent variable predicting the dependent variable
- 2) Independent variable predicting the mediator
- 3) Independent variable and mediator predicting the dependent variable

In accordance with the research model of this study, the independent variable is job stress, the dependent variable is organizational commitment, and the mediator variable is cognitive flexibility of this analysis.

Whether or not cognitive flexibility has a mediator role in predicting the organizational commitment level by job stress in insurance employees was examined with Mediator Variable Analysis by Process Macro. Job stress was included in the analysis as the predictor variable, organizational commitment as the predicted variable, and cognitive flexibility as the mediator variable. In the analysis, 5000 bootstrap samples were used, the predictions were free of bias error and evaluated at 95% confidence interval reflecting the corrected results.

According to the results of the analysis, job stress significantly predicts cognitive flexibility (path a; $\beta = -.551$, $SE = .67$, $t = -8.18$, $p < .001$). Considering the direct effects of cognitive flexibility on organizational commitment, it was found that cognitive flexibility significantly predicts organizational commitment (path b; $\beta = .02$, $SE = .005$, $t = 3.82$, $p < .001$). The total effect of job stress on organizational commitment is significant (c path; $\beta = -.79$, $SE = .07$, $t = -10.93$, $p < .001$). On the other hand, when job stress and the mediating variable cognitive flexibility were taken into the equation simultaneously, it was observed that the direct effect between job stress and organizational commitment was lower, but the significance remained (c' path; $\beta = -.68$, $SE = .08$, $t = -8.89$, $p < .001$). These findings reveal that cognitive flexibility partially mediates the relationship between job stress and organizational commitment. It is shown in Figure 1.2.

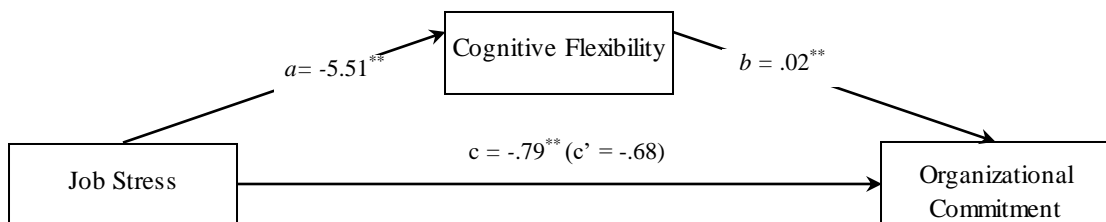


Figure 3.1 *Mediating Effect of Cognitive Flexibility Between Job Stress and Organizational Commitment*

CHAPTER 4

DISCUSSION

4.1 DISCUSSION

In this study, it was investigated whether cognitive flexibility has a mediating role in the relationship between job stress and organizational commitment in the insurance industry, which is one of the sectors where job stress is intense. In this direction, organizational stress and factors affecting organizational commitment were revealed in this study and the relationship between them was revealed. Subsequently, the mediator role of cognitive flexibility among these variables was revealed.

It is known that the roles attributed to individuals are different from the perspectives of men and women due to gender. For example, while social relations and work conditions are more important for a woman, conditions such as advancement, promotion and career in the organization are important for men (Kirel, 1999). From this perspective, although it was thought that the organizational commitment levels of the participants would differ according to their gender, the results of this analysis did not support this hypothesis. According to the results obtained from this study, no significant difference was found between organizational commitment and gender. This result can be explained by the fact that the commitment levels of the participants to the organization according to their gender are close to each other. Similarly, in the study conducted by Alkoç et al. (2020) in the insurance industry, it was concluded that there was no significant difference between gender and organizational commitment. Similarly, in Sonmez's (2017) study, it was found that the organizational commitment levels of women and men were at the same level.

Another finding from this study revealed that there was a significant difference between marital status and organizational commitment. In this difference, it was

concluded that married people's commitment to the organization is higher than singles. The findings of some studies conducted in the past years show that married people have more organizational commitment than singles, and this situation is explained by the fact that married people have more family responsibilities (Mathieu & Zajac, 1990). Similarly, in the study conducted by Gülova and Demirsoy (2011), it was concluded that organizational commitment significantly differentiated according to marital status. But, unlike this study, Alkoç et al. (2020) concluded that organizational commitment did not differ significantly according to marital status.

Allen and Meyer (1993) stated that the relationship between the rise in the status and organizational commitment is positive. Parallel to this statement, it was noted in this study that there was found to be a significant difference between organizational commitment and position, and in this difference, the commitment of managers to the organization is higher than that of non-managers. This result is similar to those obtained in the study by Alkoç et al. (2020). Besides, in Özmen's (2017) study, it was determined that the group with the highest level of organizational commitment was principals.

Studies conducted on age generally show that the organizational commitment of employees increases as their age increases (Bayrakdar, 2014). In these studies, it is stated that this relation depends on the risk of job loss and inability to find a new job for relatively old employees (Çakır, 2001). It is seen that the age-related finding of our study is compatible with the literature. It was found that the level of organizational commitment differed according to age. The high level of commitment of those between the ages of 29-45 according to age can be explained by their high responsibilities. In the study of Sönmez (2017), it was found that organizational commitment differs according to age. In the study, it was found that the older ones have a high level of commitment to the organization. In the study conducted by Alkoç et al. (2020) on a sample of Samsun province, it was found that organizational commitment by age did not differ significantly.

In the literature, there are different opinions about the effect of education level on organizational commitment. Some researchers argue that individuals with a high level of education will have a lot of expectations from the organization and their commitment will be low, with the thought that their organization cannot meet these expectations (Çırpan, 1999). On the other hand, some other researchers state that the increase in the education level of the employees allows them to take responsibility and initiative and use the authorities, and in this case, the unmonotonous enjoying work of the employee will make the organizational commitment increase (Eren, 2003). However, our research findings do not support both ideas. As a result of the comparison made according to education level in this study, it was determined that organizational commitment did not differ significantly. In other words, the general organizational levels of employees with all educational levels are equal. This result is similar to those obtained in the study conducted by Alkoç et al. (2020).

According to the working experience, it was determined that organizational commitment differed significantly. In this difference, it has been determined that those who have more than 15 years of working experience have higher organizational commitment than other groups. It can be stated that those who have more than 15 years of work experience increase their commitment to the organization due to the difficulty of leaving the institution, in other words, the more experience increases, the more their commitment to the organization increases. Dağdeviren (2007) stated in his study that those who work in the same workplace for a long time, that is, those who have higher seniority, have higher attachment to the organization. In the study of Sönmez (2017), it was stated that organizational commitment differs according to years of service and the commitment of those with more years of service in general is also high.

As a result of the analysis made to determine the difference between the working time in the current institution and organizational commitment, it was found that there is a significant difference at the level of 0.05. In this difference, it was found that those with less working years had higher commitment to the organization. It

is possible to come across studies in the literature showing that there is a negative relationship between organizational commitment and working time. For example, Walumbwa et al. (2005) stated in their study on bank employees in Kenya and the United States that working time was negatively associated with commitment. It is thought that the burnout that occurs in employees after a long working life as the reason for the decrease in commitment negatively affects organizational commitment (Walumbwa et al., 2005). There are also studies in the literature stating that there is a positive relationship between organizational commitment and working time. It is thought that long working times increase the personal investments of the employees in the workplace, and this situation affects the emotional commitment of the employees positively (Mathieu & Zajac, 1990; Meyer & Allen, 1997; Cohen & Lowenberg, 1990).

Significant difference was found between the level of organizational commitment according to the income level. In this difference, it was observed that those with higher income had more commitment to the organization. Salary especially affects the employee's continuance commitment. Continuance commitment is related to employees' consideration of the costs they will bear in case of leaving the organization or the benefits of being in the organization. That's why the wages or bonuses that the employee will receive will affect the employee's perspective on continuance commitment (Barutçugil, 2004). Income is one of the most important organizational factors in the motivation of the employees. Employees' wages that they earn as a result of their efforts cause an increase in their organizational commitment (Türkoğlu, 2011). It is argued that if the employees feel that there is no fairness in their wages, organizational commitment will gradually weaken (Pieffer, 1995).

Job stress has an important role in the activities of employees in workplaces. Especially today, the consequences of globalization, insecurity and economic differentiation cause stress for employees (Karabay, 2014). The stress experienced in the workplace negatively affects the health and performance levels of the employees. As a result of the analysis made in this direction, it was found in the

study that there is an inverse relationship between job stress and organizational commitment and cognitive flexibility. Karabay (2014) stated in his study that there is an inverse relationship between job stress and organizational commitment. In the study conducted by Zincirkıran et al. (2015) on the energy sector sample, it was found that there are significant relationships between organizational commitment, job stress, job satisfaction and intention to quit. In the study of Üzümcü and Müezzın (2018), it was concluded that there is a positive relationship between professional satisfaction and cognitive flexibility.

In the study, a positive relationship was found between cognitive flexibility and organizational commitment. It has been determined that cognitive flexibility has a mediating role in determining whether cognitive flexibility has a mediator role in the relationship between organizational commitment and job stress. In the model, it was found that job stress has a negative effect on cognitive flexibility.

There are significant behavioral relationships between job stress and organizational commitment (Leong, Furnham, & Cooper, 1996). It is accepted that work stress, which occurs due to reasons such as role ambiguity, excessive workload, role conflict and lack of resources, affects organizational commitment negatively (Erdil & Keskin, 2003). Stress can lead to worsening relationships and a decrease in commitment to work and organization (Andrzej & David, 2007).

One of the most important conditions for the emergence of stress is the occurrence of some changes in the situation. In other words, a habitual course for the individual must change unexpectedly. Since a similar situation is described about the emergence of cognitive flexibility, it can be said that both phenomena show a parallelism. Therefore, it is possible to foresee that there may be a significant relationship between them and that they can directly affect each other. In other words, the individual experiences a state of uncertainty when the situation or course he is used to changes and an unexpected situation arises, and this uncertainty causes stress. At the same time, this situation will determine the extent to which the individual can exhibit his cognitive skills. As a natural result, it can be said that if

this situation is put forward cognitively, individuals who can better cope with stress will gain an advantage in using their cognitive flexibility skills (Çuhadaroğlu, 2013).

In addition, it is stated that cognitive flexibility affects organizational commitment positively. Employees who have high level of cognitive flexibility are willing to accept organizational goals, thereby bringing about greater affective attachment to the organization. Because these employees tend to have a less negative emotional response to the organization, it can be inferred that employees who are more cognitively flexible are better able to accept challenges and willing to stay in the organization for their growth personally as well as organizationally (Das et al., 2016).

As mentioned above, our hypotheses developed in this theoretical framework are supported by our study results. In addition, previous research results in the literature are also in parallel with our study findings on the relationships between stress, cognitive flexibility and organizational commitment.

For example, as a result of the research conducted by Altunkol (2011) with the participation of 484 university students, it was seen that there was a significant negative relationship between perceived stress and cognitive flexibility of university students. Similarly, in the study of Turan et al. (2019) with the participation of 292 nursing students, it was reported that stress had a significant negative effect on cognitive flexibility. On the other hand, the study of Lou et al. (2007) on health workers revealed that stress negatively affects the organizational commitment of employees. In another study conducted with the participation of 266 people, inverse relationships were found between job stress and emotional commitment, and it was seen that stress negatively affected the emotional commitment of employees (Demirel & Akça, 2008). Additionally, in a study conducted by Karim and Zia-ur-Rehman (2019) with the participation of 520 people working in the banking sector in Pakistan, it was reported that cognitive flexibility as a dimension of emotional capital had a positive effect on organizational

commitment. In their study, Üzümcü and Muezzin (2018) stated that employees with high level of cognitive flexibility feel themselves competent in interpersonal relationships, are assertive and responsible, have developed problem solving skills, and have a high level of commitment to the organization. In the study, it was stated that such people also successfully overcome the difficulties they face and their adaptation processes to the organization. Accordingly, it can be stated that cognitive flexibility has a constructive effect on organizational commitment and job stress.

Eventually, it can be stated that our study findings such as stress has a negative effect on cognitive flexibility and organizational commitment, cognitive flexibility has a positive effect on organizational commitment, cognitive flexibility has a partial mediation role in the relationship between stress and organizational commitment are consistent with the theoretical relationships predicted in the literature and previous research results.

4.1 Implication of The Study

Although it is seen that researches have been carried out in various fields in the insurance sector, there is no study that handles job stress, organizational commitment and cognitive flexibility together. The study is thought to be important in this respect. In this direction, intensive research can be done in this area in future research.

It is thought that the study will contribute to the literature as a result of the literature review and questionnaire application. Considering the stress experienced in the workplace today, it can be stated that if the cognitive flexibility of the employees is increased, they will be aware of their options and eventually their commitment to the organization will increase. In this direction, various trainings can be organized in order to increase the cognitive flexibility of the employees. Although the issue of cognitive flexibility involves a psychological field, it is necessary to focus on this issue in organizations and provide necessary personal training in this field.

4.2 Limitations and Recommendation

This study has some limitations. One limitation of the study is that the participants are employees in the insurance sector. In future research, new studies can be conducted on employees in different sectors.

Another limitation of the study is that the survey was conducted only on employees in the insurance sector in Istanbul. In this direction, future studies can be conducted in different provinces and with different sample groups in the future study.

Another limitation of the study is that the survey method, which is included in the quantitative method, was used in the research. In future research, qualitative method can be used to determine whether cognitive flexibility has any role in the relationship between job stress and organizational commitment.

Employment is limited by variables such as gender, marital status, age, and duration of employment. Comparison of commitment to the organization can be made in the context of new variables in the future.

CONCLUSION

This study focuses on whether cognitive flexibility has a mediator role between job stress and organizational commitment of employees in insurance sector. The stress experienced in the workplace negatively affects the health and performance levels of the employees. As a result of the analysis made in this direction, it was found in the study that there is an inverse relationship between job stress and organizational commitment and cognitive flexibility. As a result of the analysis, it was also determined that cognitive flexibility played a mediating role in the relationship between job stress and organizational commitment. This finding of our study is considered to be an important contribution to the literature.

Another result of our study is that there is no significant difference in organizational commitment levels according to gender and educational status. It is thought that the different duties imposed on women and men socially may have different effects on the behavior of women and men in working life. It is thought that as the level of education increases, the opportunity of obtaining other alternatives of the employees will increase and their organizational commitment may decrease. However, it seems that the results of our study do not support these predictions. In the literature, there are studies that concluded that both gender and education level have an effect on organizational commitment or not (Shore et al., 1995; Cheng & Stockdale, 2003; Simmons, 2005; Uygur, 2009; Kuusio et al., 2010). It is considered that the differences between the study results may be due to the context of the studies.

Another result of our study is that there is a significant difference in the organizational commitment levels according to marital status, job position, age, income level and total work experience. Married people have more organizational commitment than singles, and this situation is explained by the fact that married people have more family responsibilities (Mathieu & Zajac, 1990). As the age of the employees increases, the lack of employment opportunities causes them to gain more loyalty to their organizations (Mathieu & Zajac, 1990). Income is one of the

most important organizational factors in the motivation of the employees. Employees' income that they earn as a result of their efforts cause an increase in their organizational commitment (Türkoğlu, 2011). As the time spent by the employee in the organization increases, the material, social or societal gains increase. When seniority is considered as an investment for employees and their organization, it is thought that if the employee with higher seniority leaves the organization, he/she is more attached to the organization in order not to lose them as a result of comparing the gains he/she will get with the new gains (Cohen & Lowenberg, 1990). It is considered that the results of our study in this direction support the literature.

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APPENDICES

Appendix A

Sayın Katılımcı,

Bu çalışmanın amacı, Bilişsel Esneklik kavramının aracı rolünü, İş Stresi ve Örgütsel Bağlılık Değişkenleri üzerindeki etkisini yordamaktır. Araştırma İstanbul Bilgi Üniversitesi Endüstriyel Psikoloji Yüksek Lisans Programı'ndan Gül Deniz Eski tarafından yürütülmektedir. Bu araştırmada bir anket sunulmaktadır. Anketin uygulanması yaklaşık 10-15 dakika sürmektedir. Katılımcıların kişisel bilgileri gizli tutulacak ve elde edilen bulgular sadece bilimsel amaçla kullanılacaktır. Katılımınız tamamen gönüllülük üzerine kuruludur. Çalışma sırasında kendinizi rahatsız hissettiğiniz takdirde, sebep bildirmeksizin çalışmayı bırakabilirsiniz.

Appendix B

Dear Participant,

The purpose of the present study is to analyze the mediating role of cognitive flexibility between job-related stress and organizational commitment on insurance sector employees.

This study is conducted by Gül Deniz Eski from Istanbul Bilgi University, Industrial Psychology Master Program.

There will be an online survey in this research and answering this survey approximately takes 15 minutes. Personal information of the participants will be kept in private and the finding of the study will only be used for scientific purposes.

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

Appendix C

Lütfen aşağıdaki soruları size en uygun olduğunu düşündüğünüz seçeneği “X” işareti koyarak cevaplandırınız.

	Hiçbir zaman	Ender Olarak	Bazen	Sık sık	Hemen hemen her zaman
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Sorumluluklarınızı yerine getirmek için yeterli yetkinizin olmadığını hisseder misiniz?	1	2	3	4	5
İşinizin amacı ve taşıdığınız sorumluluklar konusunda tereddüte düşer misiniz?	1	2	3	4	5
İşinizde gelişme ve ilerleme konusunda sizin için var olan imkanlardan şüpheye düşer misiniz?	1	2	3	4	5
Normal bir iş gününde bitirilemeyecek kadar ağır bir iş yükünüz olduğunu hisseder misiniz?	1	2	3	4	5
Çevrenizdeki kimselerin birbiriyle çatışan taleplerini karşılayamayacağınızı düşünür müsünüz?	1	2	3	4	5
İşinizin gerektirdiği eğitime tam olarak sahip olmadığınızı hisseder misiniz?	1	2	3	4	5
Amirlerinizin iş başarınız konusundaki değerlendirmelerini bilir misiniz?	1	2	3	4	5
İşinizi yapmak için gerekli olan bilgileri elde etmek konusunda güçlükle karşılaşır mısınız?	1	2	3	4	5
Tanıdığınız insanların hayatlarını etkileyecek kararlar konusunda endişe duyar mısınız?	1	2	3	4	5
İşte çevrenizdekiler tarafından hoşlanılmadığınızı ve kabul edilmediğinizi hisseder misiniz?	1	2	3	4	5
Amirinizin sizi etkileyen karar ve davranışlarını yönlendiremediğinizi hisseder misiniz?	1	2	3	4	5
Birlikte çalıştığınız kimselerin sizden tam olarak ne beledikleri konusunda tereddüte düşer misiniz?	1	2	3	4	5
Yapmak zorunda olduğunuz işin miktarının işinizin kalitesini olumsuz yönde etkilediğini düşünür müsünüz?	1	2	3	4	5
Daha iyisinin nasıl yapılacağını bildiğiniz halde işinizi bunun dışında yapmak zorunda kalır mısınız?	1	2	3	4	5
İşinizin aile hayatınıza engel olduğunu hisseder misiniz?	1	2	3	4	5

Appendix D

Please answer the following questions by placing an "X" mark on the option you think is the most suitable for you.

	Never	Rarely	Sometimes	Often	Almost always
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Do you feel that you are not empowered to fulfill your responsibilities?	1	2	3	4	5
Do you hesitate about the purpose of your job and the responsibilities you bear?	1	2	3	4	5
Do you doubt the possibilities available to you in terms of development and advancement in your business?	1	2	3	4	5
Do you feel like you have heavy workload to finish on a normal working day?	1	2	3	4	5
Do you think you cannot meet the conflicting demands of people around you?	1	2	3	4	5
Do you feel that you do not have the full training required for your job?	1	2	3	4	5
Do you know your supervisors' evaluations about your job performance?	1	2	3	4	5
Do you encounter difficulties in obtaining the information necessary to do your job?	1	2	3	4	5
Are you worried about decisions that will affect the lives of people you know?	1	2	3	4	5
At your workplace, do you feel that you are not liked and accepted by people around you?	1	2	3	4	5
Do you feel like you are unable to direct your supervisor's decisions and behaviors that affect you?	1	2	3	4	5
Do you hesitate about what exactly the people you work with expect from you?	1	2	3	4	5
Do you think the amount of work you have to do negatively affects the quality of your work?	1	2	3	4	5
Do you have to do your job out of it, even though you know how to do better?	1	2	3	4	5
Do you feel that your job is an obstacle to your family life?	1	2	3	4	5

Appendix E

Aşağıdaki ifadeler, sizin kendi davranışlarınız hakkındaki inanç ve duygularınızla ilgilidir. Lütfen her cümleyi ayrı ayrı dikkatle okuyup, bunlara ne kadar katıldığınızı belirleyin. Her tutuma ilişkin kendi katılma derecenizi, yandaki cevap bölümündeki sayılardan birinin üzerine çarpı (X) işareti koyarak belirleyiniz.

1. Kesinlikle Katılmıyorum
2. Katılmıyorum
3. Biraz Katılmıyorum

4. Biraz Katılıyorum
5. Katılıyorum
6. Kesinlikle Katılıyorum

1. Bir fikri çok farklı yollarla ifade edebilirim.	(1)	(2)	(3)	(4)	(5)	(6)
2. Yeni ve alışlagelmişin dışındaki durumlardan kaçınırım.	(1)	(2)	(3)	(4)	(5)	(6)
3. Sanki hiç karar veremezmişim gibi hissediyorum.	(1)	(2)	(3)	(4)	(5)	(6)
4. Çözumsuz gibi görünen problemlere karşı işe yarar çözümler bulabilirim.	(1)	(2)	(3)	(4)	(5)	(6)
5. Nasıl davranacağıma karar verirken pek fazla seçeneğim yoktur.	(1)	(2)	(3)	(4)	(5)	(6)
6. Problemlere karşı yaratıcı çözümler üretmeye istekliyimdir.	(1)	(2)	(3)	(4)	(5)	(6)
7. Karşılaştığım herhangi bir durumda, duruma uygun davranabilirim.	(1)	(2)	(3)	(4)	(5)	(6)
8. Davranışlarım verdiğim bilinçli kararların sonucudur.	(1)	(2)	(3)	(4)	(5)	(6)
9. Herhangi bir durum karşısında, çok farklı davranış seçeneklerine sahibim.	(1)	(2)	(3)	(4)	(5)	(6)
10. Bilgilerimi gerçek yaşamda kullanmakta zorluk çekerim.	(1)	(2)	(3)	(4)	(5)	(6)
11. Bir problemle uğraşırken, farklı seçenekleri dinlemeye ve gözden geçirmeye istekliyimdir.	(1)	(2)	(3)	(4)	(5)	(6)
12. Farklı davranış biçimlerini deneyecek kadar öz güvenliyimdir.	(1)	(2)	(3)	(4)	(5)	(6)

Appendix F

The following statements are about your beliefs and feelings about your own behavior. Please read each sentence carefully and determine how much you agree with them. Determine your own degree of involvement with each attitude by placing a cross (X) on one of the numbers in the adjacent answer section.

1. I strongly disagree
2. I do not agree
3. I Somewhat disagree
4. I Somewhat agree
5. I agree
6. I strongly agree

1. I can express an idea in many different ways.	(1)	(2)	(3)	(4)	(5)	(6)
2. I avoid new and unusual situations.	(1)	(2)	(3)	(4)	(5)	(6)
3. I feel like I can't make any decisions.	(1)	(2)	(3)	(4)	(5)	(6)
4. I can find useful solutions to problems that seem unsolvable.	(1)	(2)	(3)	(4)	(5)	(6)
5. I don't have many options when deciding how to behave.	(1)	(2)	(3)	(4)	(5)	(6)
6. I am willing to come up with creative solutions to problems.	(1)	(2)	(3)	(4)	(5)	(6)
7. In any situation I am confronted with, I can behave according to the situation.	(1)	(2)	(3)	(4)	(5)	(6)
8. My actions are the result of conscious decisions I make.	(1)	(2)	(3)	(4)	(5)	(6)
9. I have many different choices of behavior in any situation.	(1)	(2)	(3)	(4)	(5)	(6)
10. I have difficulty using my information in real life.	(1)	(2)	(3)	(4)	(5)	(6)
11. When dealing with a problem, I am willing to listen to and review different options.	(1)	(2)	(3)	(4)	(5)	(6)
12. I am confident enough to try different behaviors.	(1)	(2)	(3)	(4)	(5)	(6)

Appendix G

Lütfen aşağıdaki soruları size en uygun olduğunu düşündüğünüz seçeneği "X" işareti koyarak cevaplandırınız.

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
Çalıştığım birimin başarısını artırmak için normal çalışmamın ötesinde gayret göstererek çalışmaya hazırım.	1	2	3	4	5

Çevremdeki insanlara çalıştığım kurumun her açıdan çok iyi olduğunu anlatırım.	1	2	3	4	5
Çalıştığım kuruma olan aidiyet duygumun düşük olduğunu düşünüyorum.	1	2	3	4	5
Bu kurum içerisinde bana verilecek her görevi severek yapmaya hazırım.	1	2	3	4	5
Bulduğum kurumun değerleriyle kendi değerlerimin çok benzer olduğunu düşünüyorum.	1	2	3	4	5
Bu kurum bünyesinde çalıştığımı söylemekten gurur duyuyorum.	1	2	3	4	5
Yaptığım iş benzer olduğu sürece farklı firmalarda da çalışabilirim.	1	2	3	4	5
Bu kurum bünyesinde çalışmak iş performansımı artırıyor.	1	2	3	4	5
Bu kurumdan ayrılmak beni mutsuz etmez.	1	2	3	4	5
Bu kurumda çalışıyor olmaktan şu an fazlasıyla memnunum.	1	2	3	4	5
Bu kurum bünyesinde uzun süre kalmamın bana fazla bir şey kazandıracığını düşünmüyorum.	1	2	3	4	5
Çalıştığım birimin, personeli ile ilgili uygulamalarını çoğunlukla yanlış buluyorum.	1	2	3	4	5
Çalıştığım birimin başarısını gerçekten önemsiyorum.	1	2	3	4	5
Buranın yaptığım iş ile ilgili çalışabileceğim en iyi kurum olduğunu düşünüyorum.	1	2	3	4	5
Bu kurum bünyesinde çalışmak benim açımdan kötü bir tecrübe oldu.	1	2	3	4	5

Appendix H

Please answer the following questions by placing an "X" mark on the option you think is the most suitable for you.

	Absolutely I do not agree	I do not agree	I am indecisive	I agree	Absolutely I agree
I am ready to work, striving beyond my normal work, to increase the success of my department.	1	2	3	4	5

I tell people around me that the institution I work for is great place to work in every respect.	1	2	3	4	5
I think my sense of belonging to the institution I work for is low.	1	2	3	4	5
In this institution, I am ready to do every task that will be given to me.	1	2	3	4	5
I think that the values of my institution and my own values are very similar.	1	2	3	4	5
I am proud to say that I work for this institution.	1	2	3	4	5
As long as my work is similar I can work in different companies.	1	2	3	4	5
Working in this institution increases my job performance.	1	2	3	4	5
Leaving this institution does not make me unhappy.	1	2	3	4	5
I am very pleased to be working in this institution right now.	1	2	3	4	5
I do not think that staying in this institution for a long time will gain me much..	1	2	3	4	5
I find the practices of the department I work, mostly wrong with its personnel.	1	2	3	4	5
I really care about the success of my department.	1	2	3	4	5
I think this place is the best institution I can work with for my job.	1	2	3	4	5
Working in this institution has been a bad experience for me.	1	2	3	4	5

Appendix I

1. Tukey HSD Test Results for Age

	Difference	CI(Lower)	CI(Upper)	P value
29-35 - 18-28	-0,21	-0,50	0,06	0,18
36-45 - 18-28	-0,09	-0,38	0,18	0,81
46+ - 18-28	0,26	-0,06	0,59	0,16

36-45 – 29-35	-0,12	-0,09	0,33	0,47
46+ - 29-35	0,48	0,21	0,75	0,00
46+ - 36-45	0,36	0,08	0,63	0,00

2. Tukey HSD Test Results for Total Work Experience

	Difference	CI(Lower)	CI(Upper)	P Value
4-8 year - 1-3year	-0,27	-0,62	0,08	0,19
9-15 year - 1-3year	-0,07	-0,40	0,25	0,93
15+ year - 1-3year	0,02	-0,31	0,35	0,99
9-15 year - 4-8year	0,19	-0,05	0,44	0,17
15+ year - 4-8year	0,29	0,03	0,54	0,02
15+ year - 9-15year	0,09	-0,12	0,31	0,67

3. Tukey HSD Test Results for Total Work Experience in Current Company

	Difference	CI(Lower)	CI(Upper)	P Value
1-5 year - Less than 1 year	-0,24	-0,54	0,04	0,14
5-10 year - Less than 1 year	-0,51	-0,83	-0,19	0,00
10+ - Less than 1 year	-0,01	-0,32	0,29	1,00
5-10 year - 1-5 year	-0,26	-0,50	-0,03	0,02
10+ - 1-5 year	0,23	0,01	0,45	0,04
10+ - 5-10 year	0,50	0,24	0,75	0,00

4. Tukey HSD Test Results for Salary

	Difference	CI(Lower)	CI(Upper)	P Value
4,000-8,000 - 2,500-4,000	-0,17	-0,44	0,10	0,38
8,000-15,000 - 2,500-4,000	-0,02	-0,31	0,25	0,99
15,000+ - 2,500-4,000	0,48	0,11	0,86	0,01
8,000-15,000 - 4,000-8,000	0,14	-0,06	0,34	0,28

<i>15,000+ - 4,000-8,000</i>	<i>0,65</i>	<i>0,33</i>	<i>0,97</i>	<i>0,00</i>
<i>15,000+ - 8,000-15,000</i>	<i>0,51</i>	<i>0,18</i>	<i>0,84</i>	<i>0,00</i>

Appendix J

ETHICS BOARD APPROVAL

Ethics Board Approval is available in the printed version of this dissertation.