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Article

The Relationship between Diversity Management, Job Satisfaction and Organizational Commitment in Teachers: A Mediating Role of Perceived Organizational Support*

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Abstract

The purpose of this research was not only to detect if there is a relationship between diversity management, perceived organizational support, job satisfaction, and organizational commitment in schools but also to prove the theoretical model which included organizational support as a mediator between diversity management, job satisfaction, and organizational commitment. The population of the research was that 10,915 teachers who work in the 2017-2018 academic year at secondary schools of Istanbul's European Side. The sample was 675 teachers who were selected by multi-stage sampling. Personal information form, the scale of diversity management, perceived organizational support, organizational commitment, and job satisfaction were used to collect data. First, explorative and confirmatory factor analyses were used for analyzing data, then the theoretical model which was developed for this research was tested. The partial mediation role of perceived organizational support was confirmed in the relationship between diversity management, job satisfaction, and organizational commitment. The theoretical model was not refused. Moreover, the significant high-level positive direct relationship between variables was fastened down. According to the findings, managing diversity enforces teacher's perceived organizational support, and strengthened organizational support perception influences high-level positive direction both in their job satisfaction and organizational commitment. It is suggested that school administrators make an effort to manage diversities between teachers instead of ignoring them and utilize them to accomplish the school's objectives.

Keywords

Diversity management • perceived organizational support • job satisfaction • organizational commitment • teacher

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Globalization and migration movements resulted in many changes. These changes are true especially for women and disabled people who nowadays take part in business life. Those who have different demographic and socio-cultural characteristics work together in today's organizations. Thus, it is expected from the managers to create an environment where people with these different characteristics can work together to achieve their goals by using their full potential.

To create this environment, managers need to answer some questions. Will there be attention to different characteristics when hiring employees? If so, what characteristics will be considered? Are the characteristics to be considered are legally considered discrimination? Will the employee's different characteristics be ignored or will the different characteristics of the employees be supported? If the different characteristics of the employees are ignored, how does this affect the performance of the employees positively or negatively? Due to the existence of such questions and the desire to know their answers, management of diversity has been a remarkable and popular topic for managers and researchers recently (Bostancı et al., 2020; Rice, 2004, 2015; Wolfe & Dilworth, 2015; Young et al., 2010; Zachos & Matziouri, 2015).

As in other organizations, due to the presence of teachers with very different demographic and socio-cultural characteristics, diversity management draws the attention of educational administrators and researchers (Ouellette et al., 2018). However, when examining the literature on diversity management in educational organizations in Turkey, a limited number of studies were done (Balay & Saglam, 2004; Memduhoğlu & Ayyürek, 2014; Okçu, 2014; Saylik et al., 2016). The studies conducted were made as surveys without studying associations among variables. Teachers may have different expectations and needs in line with their characteristics such as age, gender, experience, ethnicity, socio-economic status, disability, non-disability, lifestyle, values, and competencies (Ordu, 2015).

Research shows that meeting the expectations and needs of teachers increases the perception of organizational support (Berkovich, 2018) and they are willing to contribute to the success of the school (Ingusci, 2018). Besides, these teachers take on individual professional development responsibilities (Pietsch et al., 2018), they are more tolerant to the problems faced in the classroom environment and report school commitment and job satisfaction (Berkovich, 2018).

Based on these data, more research needs to be done about what diversity management practices in educational institutions could promote positive school behaviors in teachers. In this context, this research examines the relationship between management of diversity, perceived organizational support, organizational commitment and job satisfaction, and how the management of diversity has changed teachers' behavior and contributed to explaining the organizational behavior of teachers. In this study, it was aimed to test the structural theoretical model developed concerning the management role of diversity and the mediation role of perceived organizational support to job satisfaction and organizational commitment. The model tested in the research study is shown in Figure 1.

The following hypotheses were tested in relation to the theoretical model: (i) There is a significant relationship between diversity management and job satisfaction; (ii) There is a significant relationship between diversity management and perceived organizational support; (iii) There is a significant relationship between perceived organizational support and job satisfaction; (iv) Perceived organizational support mediates the relationship between diversity management and job satisfaction; (v) There is a significant relationship between diversity management and organizational commitment; (vi) There is a significant relationship between perceived organizational support and organizational commitment, and (vii) Perceived organizational support mediates the relationship between diversity management and organizational commitment and job satisfaction.

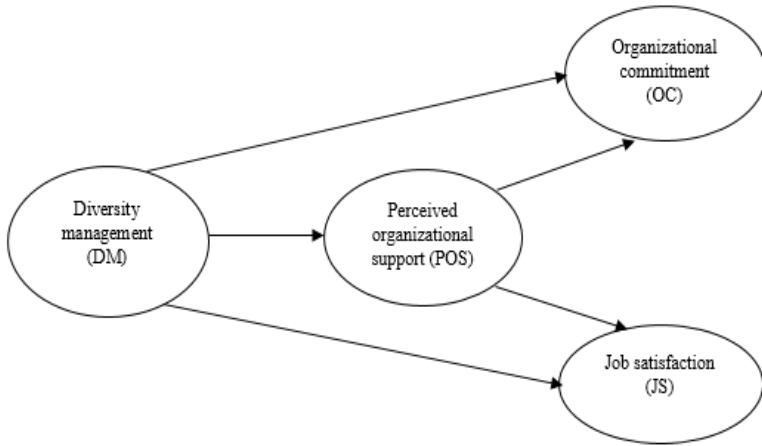


Figure 1. Structural Equation Model of the Research

Diversity Management

Diversity management (MD) is the acceptance of the diversity that every employee has, the expression of diversities in the organization with managerial practices, and the provision of organizational opportunities with continuity for diversities (Pitts, 2009). The diversity is that the individuals in an organization or community are not the same in terms of past life, gender, age, education level, belief, lifestyle, value, social class, ethnicity, physical competence, and the political tendency (Ingusci, 2018). Diversity is generally examined in two groups as visible/primary and socio-cultural/secondary differences (Harrison et al., 1998; Lopez, 2008). The first diversity that appear are biological differences such as sexual preference, age, ethnicity, gender, and disability. Secondary socio-cultural diversity includes learning approach, values, culture, language, and education. In this context, it can be said that it is necessary to make sure that every employee benefits from the opportunities provided by the organization in the management of diversities, regardless of primary or secondary characteristics.

Successful diversity management provides many advantages to organizations. According to Schermerhon et al. (2000) evaluation, increasing the competitiveness of the organization, evaluating its strength, seeing the differences of the employees as the potential of the organization, developing problem-solving skills, providing new perspectives and opportunities for creativity are examples of these advantages. Withal, the diversity management predicts that the organization will not only shape the employees but also affect the organization in the process of creating a common set of values but that the employees will continue to maintain their characteristics (Pitts, 2009). In other words, minority groups as well as the majority may have a share in organizational values, behavioral roles, and policies (Kirby & Richard, 2000).

In schools that are educational organizations, it is necessary for the school administrators to be aware of the diversity, to accept and define them to manage the diversity successfully and to get results for the benefit of society and organization (Ingusci, 2018). According to Nelson et al. (2012), teachers will find a comfortable, safe teaching and working environment as there will be no exclusion or marginalization in schools where diversities are accepted, defined and considered in management practices. Palmer (2003) points out that in such a work environment, teachers can manage to think critically and freely and be a role model for their students in creating the world of the future. Also, in schools where diversity is managed successfully, teachers can experience creativity, strong support perception, participating in decisions, organizational commitment, job satisfaction, and a sense of self-sufficiency (Kirby & Richard, 2000).

Perceived Organizational Support

The perceived organizational support (POS) is defined as the belief and trust that the employee will receive support from his organization, especially in stressful situations and do his job well enough (Rhoades & Eisenberger, 2002). The perception of organizational support is under the influence of the quality of the organization's relationship with the employee. Employees have positive or negative beliefs towards their organizations according to whether their efforts are seen by the organization or whether their happiness is given importance (Eisenberger et al., 1986). When the results of perceived positive organizational support are evaluated, it produces the desired results for both the employee and the organization. For the organization decreased intention to quit, improved performance and emotional commitment (Rhoades & Eisenberger, 2002), job satisfaction for employees (Nishii & Özbilgin, 2007), positive mood and well-being can be shown among these results.

In schools, the efforts of the management team to develop positive and fair relationships among stakeholders are perceived as support by teachers (Hochwarter et al., 2003). There is a relationship between teachers' perceived support and job satisfaction (Hochwarter et al., 2003), organizational citizenship behavior (Chen et al., 2005), participation in work (Ramus, 2001) and organizational commitment (Twigg, 2008). Correspondingly, decreasing feelings of burnout, stress and absenteeism, as well as increased creativity, are among the results of perceived organizational support (Harris & Kacmar, 2018; Pires, 2018).

According to Twigg (2008), teachers face difficulties such as limited development opportunities, low salary, bureaucratic difficulties, changes in leadership understanding, and working conditions while doing their work. Meeting the psychological needs of teachers in the struggle with these challenging conditions such as caring, respect, acceptance, and approval can strengthen their perception of organizational support. Teachers' strong support perception can influence their work in collaboration with colleagues and school management, as well as their leadership behavior. The school can approach its goals with its teachers who have strong support perception (Chen et al., 2005).

Job Satisfaction

Job satisfaction (JS) is a feeling that the employee is happy with the result when he evaluates his work (Vroom, 1964) or experiences a feeling of pleasure (Jin et al., 2018). When corporate and individual expectations overlap, job satisfaction arises. If expectations do not overlap, dissatisfaction arises (Lu et al., 2005). In other words, it is expected that job satisfaction will be high when the expectations of the employee for the job are met, they encounter fair behaviors regarding the implementation processes and the results are achieved in the organization (Allan et al., 2018). Among the natural results of job satisfaction, the work is done with high efficiency and quality product is removed. Therefore, it may be in the interest of the organization that organizations are closely involved with the job satisfaction of the employees (Allan et al., 2018).

The primary factor affecting teachers' job satisfaction in schools is the ability to make decisions about the teaching job (Albert et al., 2018; Dicke et al., 2018). When the teacher remains the implementer of the decisions that he/she disagrees with, he/she does not take responsibility while making his job. Whilst he/she does not take part in the decision-making processes may have difficulties in putting meaning into his work (Dicke et al., 2018). According to Wang et al. (2014), the teacher who takes part in decision-making processes feels valuable, his psycho-social needs are met, teaching has a meaning and experiences job satisfaction. As a consequence, the teacher needs to attach meaning to his job in terms of job satisfaction.

Another factor that affects teachers' job satisfaction in school is the management approach in the school. It is the positive management practices that affect the job satisfaction of the teacher such as emphasizing teamwork, valuing the teacher's thoughts, respecting their rights and diversities (Wang et al.,

2014). The teacher's attitude towards the job increases job satisfaction and decreases the intention to leave the job (Lu et al., 2005).

Organizational Commitment

Organizational commitment (OC) is to show loyalty to the organization's mission, to make sincere efforts to realize the mission and to connect with a sense of responsibility (Webber & Scott, 2013). The commitment may be not only for the good of the organization but also for the own good of the employee (Mollica, 2003). Those who work with commitment realize organizational values and are willing to realize goals and objectives (Kim & Beehr, 2018; Webber & Scott, 2013). Organizational commitment can help the employee to be strong and resilient in difficult situations. It can increase motivation and job satisfaction and decrease the intention to quit (Mollica, 2003). Pitts (2009) states that organizations need employees with organizational commitment because the organization can achieve its objectives only through these employees and the employees have the driving force for the organization. Based on these explanations, organizational commitment is important in terms of directing the talent and energy of the employee to achieve the goals of the organization.

Devos et al. (2014) have defined the organizational commitment of teachers as teachers' acceptance of the goals and values of the school and the effort to achieve these goals and values by staying in school. The teachers' organizational commitment increases their excitement and attendance rate and sense of commitment to school (Fayolle & Toutain, 2013). The organizational commitment of teachers can positively affect organizational climate, job satisfaction, and student achievements (Alleyne et al., 2018). The positive results of the organizational commitment of the teacher reveal the responsibility of the school administrator to increase the commitment of the teacher. The school administrator can improve their loyalty by notifying teachers about their job roles and performance, engaging in decision-making processes, and creating the perception that they are supported. To improve teacher commitment, the school principal must first be committed to the school because the school principal is a role model for students, parents and teachers (Alleyne et al., 2018).

In the global diversity management model, Nishii and Özbilgin (2007) developed, the performance of people with different demographic characteristics can be increased through the organization's applications such as information sharing, communication and the use of different talents. According to Nishii and Özbilgin (2007) managing employee diversity, employees not only feel that they are supported but also experience job satisfaction, and organizational commitment. The perspectives of Cox (1994) and Gilbert et al. (1999) are similar. In this study, the structural model which has been developed according to the results of the diversity management models put forward theoretically that researchers like Cox (1994), Gilbert et al. (1999), and Nishii and Özbilgin (2007), were tested.

Methods

Participants

The population of the study consists of 10,915 teachers working in state secondary schools in the European side of Istanbul in the 2017-2018 academic year. There are 25 districts on the European side of Istanbul and 378 secondary schools in these districts. The minimum sample size was 384 with an error rate of 5% according to the explanations of Büyüköztürk et al. (2014).

In selected schools, 675 teachers voluntarily participated in the research. The data of 20 participants were removed from the data set because it was seen that at least 25% of the answers given by them were

missing. As a result, 655 teachers formed the sample of the research. The lost data rate of the research was determined as 1%.

In table 1, the demographic variables of the participants are presented. When the table is examined, the sample has been formed at a level that can represent visible and invisible differences in teachers.

Table 1. Demographic variables of the participants

Variable		n	%
Gender	Female	326	49.8
	Male	329	50.2
Educational status	Bachelor degree	467	71.3
	Master's degree	168	25.6
Branches	Other	20	3.1
	Counselor	78	11.9
Seniority	Mathematics, science, or technical	184	28.1
	Turkish, Language, History or Social Sciences	250	38.2
Age	Skill courses	143	21.8
	0-5 year	69	10.5
Marital status	6-15 year	211	32.2
	16-25 year	317	48.4
Number of teachers in school	26 and above	58	8.9
	23-35	149	22.8
Having a disability	36-45	335	51.1
	46-55	152	23.2
Mother tongue	56 and above	19	2.9
	Married	356	54.4
Union membership	Single	161	24.5
	Other	138	21.1
Socio-economic situation	10-25	45	6.9
	26-35	195	29.8
Having a disability	36-45	230	35.1
	45 and above	185	28.2
Mother tongue	Yes	106	16.2
	No	549	83.8
Union membership	Yes	393	60
	No	262	40
Socio-economic situation	Yes	562	85.8
	No	93	14.2
Total	Middle lower class	147	22.4
	Middle class	291	44.4
	Middle upper class	217	33.2
Total		655	100

Instruments

A developed personal information form, management of diversity (Balay & Saglam, 2004), perceived organizational support (Yilmaz, 2014), organizational commitment (Üstüner, 2009), and job satisfaction (Baycan, 1985) scales were used to collect the research data.

The Management of Diversity Scale is a 5-point Likert (Balay & Saglam, 2004) scale. Balay and Saglam (2004) determined that the scale has three factors (*Individual attitudes and behaviors*, *Organizational values and norms*, and *Managerial practices and policies*) and Cronbach's alpha value was .85. The Cronbach's alpha ($\alpha = .97$) value obtained as a result of the reliability analysis in this study showed that the scale was highly reliable. Balay and Saglam (2004) stated that the use of the single-factor structure of the scale is appropriate and that the single-factor structure explained 41.7% of the total variance. In this study, it was seen that the single factor structure of the scale explained 42.1% of the total variance. As a

result of the confirmatory factor analysis (CFA) of management of diversity scale, $\chi^2/\text{sd} = 7.01$, RMSEA = .96, CFI = .98, NNFI = .98, NFI = .98 and SRMR = .03 values were obtained. The views of Schumacker and Lomax (1996) were taken as a basis in evaluating the CFA results of the scales used in the study. According to the statements of Schumacker and Lomax (1996), the obtained results showed that the data set is compatible with the model. Since the results showed that the goodness of fit indices of the single-factor structure was within acceptable limits, and was used in the research.

Perceived Organizational Support Scale was developed in a 5-point Likert scale (Yilmaz, 2014). Yilmaz (2014) calculated Cronbach's alpha value as .84. In this study, it was shown that the scale expressions explained 79% of the total variance and were highly reliable with the Cronbach's alpha ($\alpha = .96$) value. Also, as a result of CFA applied to the scale, $\chi^2/\text{sd} = 4.45$, RMSEA = .074, CFI = .99, NNFI = .99, NFI = .99 and SRMR = .01 values were obtained. The results show that the model has acceptable fit values.

The Organizational Commitment Scale is a 5-point Likert scale. Üstüner (2009) determined that the scale was highly reliable by determining the Cronbach's alpha coefficient at the level of .96 in his reliability study. For this study, it was seen that the scale explained 77.13% of the total variance and was highly reliable with the Cronbach's alfa ($\alpha = .98$) value. As a result of the CFA applied to the scale, $\chi^2/\text{sd} = 7.09$, RMSEA = .097, CFI = .99, NNFI = .98, NFI = .98 and SRMR = .02 values were obtained and it was concluded that the data was in harmony with the model.

The Job Satisfaction Scale is a 5-point Likert developed by Baycan (1985). Baycan (1985) determined the Cronbach's alpha coefficient at .77 level with his reliability study. In this study, it was determined that the scale expressions explained 68.68% of the total variance and it was found that Cronbach's alpha ($\alpha = .97$) was highly reliable. After CFA applied to the scale, $\chi^2/\text{sd} = 9.56$, RMSEA = .11, CFI = .97, NNFI = .97, NFI = .97 and SRMR = .03 values were obtained. The data were evaluated to be compatible with the model.

Procedure

A multi-stage sampling method was used for sample selection. For this purpose, the proportional stratified sampling method was used to provide the representation of each district according to the number of teachers in the sample. The number of teachers was obtained from the web pages of District National Education Directorates. The layer weight of the districts was reached and the number of teachers to be sampled from the districts was determined. In the second stage of sample selection, each school was accepted as a cluster and a cluster sampling method was used. Assuming that the demographic variables of the research such as teachers' branches, seniority, marital status, gender, number of teachers in schools, educational status, mother tongue, disability/absence, age and socio-economic definition are equally distributed in schools. Thus choosing schools were made according to the variable the union membership. The reason for this preference is that union membership in educational organizations is distributed in line with political views (Fidan & Ozturk, 2015). District administrations of education unions were visited and a list of schools with the highest number of members was provided. As a result of the lists, it was determined that the number of schools that at least have members of two different unions were 28 and these schools were included in the sample. The research data were collected by going to the selected schools by the first author. The study was approved by Social and Humanities Research and Publication Ethics Committee of Necmettin Erbakan University on decision 2020/63 on 23rd July, 2020. The research was conducted in accordance with the ethical standards. Informed consent was obtained from all individual participants included in the study.

Data Analysis

Before starting the analysis of the data, univariate and multivariate values which are known as outliers from the dataset and cause an increase in error variance were examined. For univariate outliers, Box-lines were evaluated and analyzed. It was observed that there were no single variable outliers. Mahalanobis distance (Mahalanobis D2) was used for multivariate extreme values. In the study, Mahalanobis distance values were determined between .55 and 25.03. These values were acceptable when considering Bentler and Bonett (1980). The kurtosis of the data is .11 and the skewness value was determined as -.62. The Q-Q graphs were also examined to see that the data provided normal distribution assumptions. According to Hooper et al. (2008), linearity and covariance were part of the multiple normal distributions and could be determined by evaluating the bivariate distribution line. In the evaluation, oval scatter plots were observed in series. The obtained view showed that not only the variance distribution was homogeneous, but also the variables were linear. Hu and Bentler (1999) acknowledged that, if the relationship between variables was above .90, this should be seen as a sign of multiple connections between variables. In the research, the relationship between variables was found to be less than .83 and it was evaluated as an indication that the multiple connection assumption was achieved.

In the research, to analyze the mediating role of perceived organizational support, Baron and Kenny's (1986) mediation effect analysis method was used. Baron and Kenny (1986) state that three criteria should be met in analyzing the effect of the mediator variable: (i) The independent variable has a significant effect on the mediator variable, (ii) Mediator variable has a significant effect on the dependent variable, (iii) The independent variable has a significant effect on the dependent variable.

When the mediator variable and independent variable are evaluated together after the mentioned elements are met, it should be observed that the effect of the independent variable on the dependent variable is reduced or zero.

To test the criteria according to Baron and Kenny (1986), a series of structural models were tested. Those were between diversity management and job satisfaction, the perceived organizational support and diversity management, the perceived organizational support and job satisfaction, diversity management and organizational commitment, perceived organizational support and organizational commitment. Hence, those relationships were significant, which means that assumptions were met and it is proved to be suitable for testing the model of the study. As a consequence, the model of the study was tested. In the results section, all models' goodness of fit values are given.

Results

In the study, the mediating role of perceived organizational support in the relationship between diversity management, job satisfaction and organizational commitment was examined within the framework of teacher opinions. For this purpose, in this part of the research, the results of the research hypotheses and model are included.

Table 2. Pearson correlation analysis results related to the relationships between variables

	1	2	3	4
1. Diversity management	1			
2. Perceived organizational support	.58**	1		
3. Organizational commitment	.42**	.39**	1	
4. Job satisfaction	.45**	.38**	.47**	1

Note. ** $p < .01$

Pearson correlation analysis was conducted to examine the relationships between variables. According to the results of the correlation analysis, there is a positive moderate relationship between diversity management and perceived organizational support ($r = .58$), there is a positive moderate relationship between diversity management and organizational commitment ($r = .42$), positive moderate strength relationship between diversity management and job satisfaction ($r = .45$). Additionally, perceived organizational support and organizational commitment has a significant relationship ($r = .39$). The relationship between perceived organizational support and job satisfaction is also significant and positive ($r = .38$). Like other variable relationships, there is a significant positive moderate relationship between organizational commitment and job satisfaction ($r = .47$).

To test the structural model of the research according to Baron and Kenny (1986), structural models between independent, dependent and mediating variables were tested. In Table 3, the goodness of fit values of these models were given. Schumacker and Lomax's (1996) were taken as a basis for determining whether the goodness of fit values of the model are within acceptable limits.

Table 3. *The goodness of fit values*

Variables	χ^2/sd	RMSEA	CFI	NNFI	NFI	SRMR	γ
Diversity management and job satisfaction	4.90	.08	.99	.99	.98	.03	.96
Perceived organizational support and diversity management	4.80	.08	.99	.99	.98	.03	.97
Perceived organizational support and job satisfaction	5.84	.09	.98	.98	.98	.03	.96
Diversity management and organizational commitment	4.29	.07	.99	.99	.99	.03	.95
Perceived organizational support and organizational commitment	4.60	.08	.99	.99	.99	.02	.95

In Table 3, it is seen goodness of fit values of all structural models which have to be tested before testing mediating role of a variable according to Baron and Kenny (1986). As can be seen from Table 3, results of all structural models' which are between independent-dependent variables (diversity management - job satisfaction, diversity management - organizational commitment, perceived organizational support - job satisfaction and perceived organizational support - organizational commitment) and independent - mediating variables (diversity management - perceived organizational support) indicate that independent variable has an effect on dependent and mediating variables, and mediating variable has an effect on dependent variable as well. This means that it is statistically possible to test the theoretical model of the study because Baron and Kenny's (1986) mediation effect analysis method criteria were met. Additionally all goodness of fit values were within the acceptance limits (Kline, 2011; Schumacker & Lomax, 1996). Even perceived organizational support and job satisfaction relationship's χ^2/sd value was found to be outside the acceptance limits ($\chi^2/sd = 5.84$), other goodness of fit values showed that the model was in good agreement with the data set. In other words, the model was verified by the data set. Again Table 3 proves that the study hypotheses have been confirmed. The structural equation model of the theoretical model of the study is shown in Figure 2.

Goodness of fit values of the structural theoretical model developed for the research were $\chi^2/sd = 3.40$, RMSEA = .006, CFI = .99, NNFI = .99, NFI = .99 and SRMR = .026. The χ^2/sd ratio of the mediating model was 3.40. This value is evaluated as the model is not rejected. Besides, other goodness of fit values of the mediation model indicated that the model was in good agreement with the dataset (Schumacker & Lomax, 1996). If the relationship between the variables does not disappear, the role of partial mediation can be mentioned (Hooper et al., 2008; Hu & Bentler, 1999).

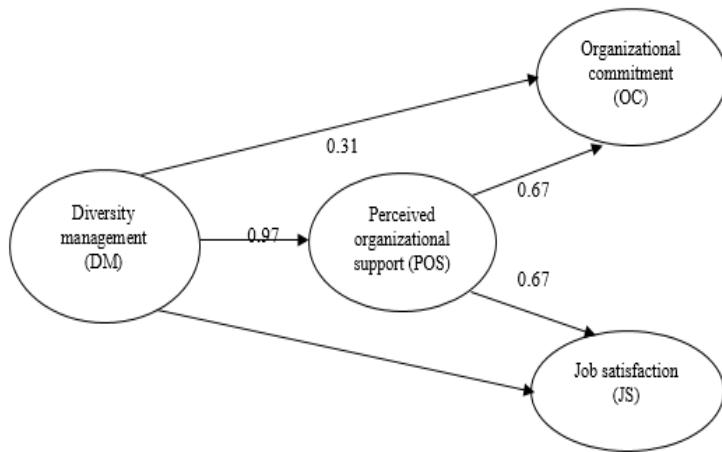


Figure 2. The Structural Equation Model of The Mediating Role of Perceived Organizational Support in the Relationship Between Diversity Management, Job Satisfaction and Organizational Commitment

When perceived organizational support was included in the model as a mediating variable, the relationship between diversity management and job satisfaction ($\gamma = 0.32$), the relationship between perceived organizational support and job satisfaction ($\gamma = 0.67$), the relationship between diversity management and organizational commitment ($\gamma = 0.31$), the relationship between perceived organizational support and organizational commitment ($\gamma = 0.67$) decreased. The findings confirmed the fourth hypothesis of the study which is perceived organizational support mediated the relationship between diversity management and job satisfaction ($\gamma = 0.32$). Also, the seventh hypothesis of the study that is perceived organizational support mediates the relationship between diversity management, organizational commitment and job satisfaction was confirmed. The role of perceived organizational support in the relationship between diversity management, organizational commitment and job satisfaction was identified as a partial mediator role. In other words, the theoretically developed model was supported by the data.

Discussion

In this study, the structural theoretical model including the mediating role of perceived organizational support in the relationship of diversity management, job satisfaction, and organizational commitment was tested. The views of teachers working in state secondary schools in the European Side of Istanbul were evaluated to test the research theoretical model. Research findings showed that relationships between diversity management and job satisfaction, perceived organizational support and diversity management, organizational commitment and diversity management, job satisfaction and perceived organizational support and organizational commitment were high, positive and significant. The main finding of the research was that perceived organizational support had a partial mediating role in the relationship between diversity management, job satisfaction, and organizational commitment.

Teachers have different family structures, personality types, academic backgrounds, teaching methods and techniques, lifestyle, ethnicity and values (Ouellette et al., 2018; Young et al., 2010). Teachers do not leave their differences out of school when they start working (Laes & Westerlund, 2018; Rice, 2015). Pires (2018) found that the perception of employees is under the influence of individual value, need, belief,

culture and lifestyle. However, managed perception is perceived as support for the employee. This situation means that school administrators should not ignore the expectations and needs based on the differences of teachers (age, gender, branch, marital status, personal value, lifestyle, religious belief, ethnicity, competence and talent). School administrators may prefer the way of countenance teachers' diversity in in-school practices, decisions and assignments. It can be thought that, when school administrators are doing this, it will increase teachers' job satisfaction, organizational commitment and their perception of organizational support. The research studies by Harris and Kacmar (2018), and Wolfe and Dilworth (2015) support this idea.

The high level of positive and meaningful organizational support perception and organizational commitment relationship is supported by the research results of Jin et al. (2018), Kim and Beehr (2018). In their research, Jin et al. (2018) point out that teachers with high organizational commitment consider it a duty to be in constant development both for their students and their schools. Kim and Beehr (2018) state that leaders who are focused on different expectations and needs of employees and who follow the development areas of employees can be effective in achieving organizational commitment in employees. The relationship between perceived organizational support and organizational commitment can inform school administrators about the need to devote more time to identify areas in which teachers need support. To identify these areas, the school administrator can increase the interaction with the teachers and exchange more ideas about their professional goals and objectives with them.

The finding that the relationship between diversity management and job satisfaction is high, positive, and meaningful is in line with the research findings of Albert et al. (2018) and Rice (2004, 2015). The findings of the research show that, if the teachers work in the areas they have determined, not the top management and teachers whose expectations arising from differences are met, can experience job satisfaction. School administrators may choose to encourage and support teachers in areas where they want to work. Besides, the school administrator can determine the factors that negatively affect teachers' job satisfaction and choose the way to eliminate them. Organizational commitment and job satisfaction, which have a high, positive and meaningful relationship with the perception of organizational support, can be considered as an indicator of support need from both school administrators and education policymakers. In this context, the areas where each teacher needs/will need support when they are alone with their students in their class are different. Furthermore, it should be remembered by the school administrations that the professional development level of each teacher is different.

As a result of this research, it can be considered that managing teachers' diversity is effective in their organizational commitment and job satisfaction. On the other hand, again according to the findings of this research, the support that teachers perceive from their schools is mediated in managing their diversities, strengthening their job satisfaction and organizational commitment. Nevertheless, the mediation role was found to be partial. The fact that the mediator role is statistically partial can be interpreted as the perceived organizational support is not the strongest or only determinant of diversity management, job satisfaction and organizational commitment. However, meeting the expectations and needs of teachers due to their diversities (age, gender, marital status, branch, preferred union membership, disability/absence, ethnicity, education level, socio-economic self-definition) can strengthen their perceived organizational support. Also, strengthening the perception of support can positively affect teachers' job satisfaction and organizational commitment. To manage the diversity of teachers, to increase their job satisfaction and organizational commitment, it is very difficult to make recommendations with strictly defined lines to strengthen their perception of support. Based on the difficulties, there are individual diversities and the need for the support of teachers. Still and all, by reminding the school administrators of the positive results of high perception

of organizational support, they should communicate with teachers in line with their human needs. In the short, medium and long term, it may be suggested to carry out studies in cooperation with teachers to determine the areas of support needs.

The suggestions made above may be a challenge due to the bureaucratic structure of the Turkish education system. One reason for this situation is the bureaucratic rules set by accepting all schools and teachers are the same. In the Turkish education system, the complexity of human capacity and nature can be underestimated in current practices in school organizations and cannot find a place for itself. Moreover, management practices are due to bureaucratic rules, the motivation of each teacher is carried out based on false assumptions. For instance; the same practice is provided, every teacher gets satisfaction from their job, their level of fulfillment of their responsibilities, they are committed to the school and their professional development is the same. Indeed Buluç's (2009) findings, school administrators could hardly exhibit transformational leadership behaviors for a more democratic school and determination because of the bureaucratic structure of the schools participating in Turkey, supports this judgment. Whereas, because bureaucratic rules merely make it so, no teacher can share the same education, lifestyle, values, political view, belief, ethnicity, socio-economic characteristics, problem-solving methods, or classroom practices. Based on the findings of this research and other researches mentioned above, the creation of an organizational environment in which the expectations and needs shaped based on the diversities of teachers can be met can strengthen the perception of perceived organizational support of teachers. For all that, strong organizational support perception may mediate the increase in teachers' job satisfaction and organizational commitment. In this context, it may be useful to repeat Buluç's proposal to give more authority and responsibility to school administrations and to give more chance to expertise and experience.

According to research findings, (i) school administrators may prefer the way of countenance teachers' diversities in in-school practices, decisions, and assignments; (ii) school administrator may increase the interaction with the teachers and exchange more ideas about their professional goals and objectives with them; (iii) the school administrator should determine the factors that negatively affect teachers' job satisfaction and choose the way to eliminate them; (iv) they might communicate with teachers in line with their human needs.

For researchers, they may carry out (i) researches on diversity management at each level of education (in primary, secondary, high schools and universities); (ii) researches on related topics (such as mobbing, types of leadership, conflict management, whistleblowing, job performance, and motivation) with diversity management; (iii) researches in a private school on related variables; (iv) qualitative researches and (v) meta-analysis researches, (vi) researches in the determined areas such the factors in which they need support (due to their diversities), (vii) researches determining the factors that negatively affect the support they perceive.

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