

## THE ROLE OF ORGANIZATIONAL FORGIVENESS ON THE EFFECT OF PERCEIVED ORGANIZATIONAL SUPPORT ON ORGANIZATIONAL COMMITMENT

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### ABSTRACT

This study aims to investigate the effect of perceived organizational support on organizational commitment and to examine the role of organizational forgiveness in this relationship. According to the results of the study conducted on 140 teachers working in schools in TRNC using relational survey model, perceived organizational support by teachers has a significant effect on organizational commitment. In the first model of the study, it was determined that organizational commitment was positively affected by the increase in the organizational justice sub-dimension. It was observed that as the teachers' perceptions of justice within the organization increased, their commitment to the organization strengthened. In the second model, the effect of the sub-dimension of management support on organizational commitment was examined and it was observed that teachers' commitment to the organization increased as the support from the management increased. In the third model, the effect of organizational rewards and working conditions sub-dimension on organizational commitment was examined, and it was determined that organizational commitment strengthened with the increase in rewards and suitable working conditions offered to teachers. In the fourth model, the results of multiple linear regression analysis, in which all sub-dimensions of perceived organizational support were evaluated together, revealing that although there was a decrease in the effects on organizational commitment, organizational commitment was still strongly explained when organizational justice, management support and organizational rewards and working conditions sub-dimensions were combined. As a result, organizational forgiveness has a moderate positive effect on employees' organizational commitment. This study reveals that organizational support, justice, management support and rewards affect teachers' commitment levels and emphasizes that organizational forgiveness plays an important role in this dynamic.

**Keywords:** Organizational support, organizational commitment, organizational forgiveness.

### 1. INTRODUCTION

#### 1.1. Problem Status

Many studies examining the relationship between perceived organizational support and organizational commitment have focused on the quality of relationships within the organization and employees' perception of support. In this context, it is thought that organizational forgiveness can play an important role in understanding the effect of perceived organizational support on organizational commitment. Various studies reveal that employees' perception of organizational support is a determining factor in their commitment to the organization (Kaplan and Ögüt, 2012; Özdevecioğlu, 2003; Chang, 2014; Diken et al., 2019). The importance of organizational commitment is emphasized by employees exhibiting behaviors in line with the organizational goals, continuing their work, taking an active role in the organization's management and activities, and exhibiting innovative attitudes within the organization (Durna and Eren, 2005). The concept of organizational commitment proposed by Meyer and Allen (1991) is a reflection of the psychological bond between the employee and the organization. This bond is considered an important factor affecting employees' future decisions, such as leaving or staying in the organization. Researchers have stated that when the perception of organizational support is strong, employees' commitment to the organization increases and this commitment has a positive effect on the success of the organization.

Even if employees' commitment to the organization is high, it is inevitable for conflicts to arise within the organization. A study conducted by Lutgen-Sandvig (2003) revealed that a large proportion of adults were exposed to bullying in business life. These conflicts can negatively affect organizational communication. According to Paul (2009), forgiveness can provide an important way out to cope with such conflicts (Kurzynski, 1998). Although Hegel and Kant viewed forgiveness as an unethical response that would harm justice, lead people into wrong, and instigate crime, research has suggested that forgiveness can increase productivity and improve employee relations (Aquino et al., 2003; Bradfield and Aquino, 1999).

In a medical center where counseling services were provided on forgiveness, it was stated that the prepared program was successful in improving the performance of employees. Such studies show that forgiveness can improve the relationship between employees within the organization, contribute to the performance of employees, create a harmonious working environment and motivate employees (Law, 2013). Understanding and

applying the concept of forgiveness in the work environment can play an important role in managing conflicts within the organization and creating a positive work atmosphere.

### 1.2. Purpose of the research

The study aimed to investigate the role of organizational forgiveness on the effect of perceived organizational support on organizational commitment. The sub-objectives of the study are as follows:

- Do the sub-dimensions of perceived organizational support have an impact on organizational commitment?
- Is there an effect on the organizational forgiveness sub-dimensions of the organizational justice sub-dimension?
- Do organizational forgiveness sub-dimensions have an impact on organizational commitment?

### 1.3. Importance of Research

This study is important in order to understand the dynamics of relationships within the organization, to examine in depth the relationship between organizational support and commitment perceived by employees, and especially to understand the role of organizational forgiveness in these dynamics. Perceived organizational support may affect employees' commitment to the organization by reflecting the level of support felt by the organization. Organizational forgiveness can shape the quality of relationships, trust and cooperation within the organization. Therefore, understanding how organizational forgiveness affects the relationship between perceived organizational support and organizational commitment may be an important step for organizations to strengthen and maintain employee commitment. This study may contribute to organizations improving their human resources management strategies and increasing employee satisfaction.

### 1.4. Definitions

**Organizational Support:** It refers to all the resources, aid and support provided by the organization where an employee works (Turunç and Çelik, 2010).

**Organizational Commitment:** It refers to the feeling of commitment and loyalty an employee feels towards an organization, his job and his colleagues (Bolat and Bolat, 2008).

**Organizational Forgiveness:** It can be defined as the ability of organizational members to forgive these negativities and accept past negative events after mistakes, conflicts or negative situations that occur within an organization (Karaman-Kepeneci, 2015).

## 2. Conceptual Framework

### 2.1. Organizational Support

Organizational support refers to all the resources, assistance and support provided by the organization where an employee works. This support can help employees perform job tasks more effectively and increase overall job satisfaction. Organizational support can positively affect employees' job performance, commitment, motivation, and general well-being (Tokgöz, 2011).

Organizational support can occur in different forms (Çakar and Yıldız, 2009):

- Emotional Support: Support provided by managers or colleagues to meet employees' emotional needs.
- Information Support: Providing employees with information, training and guidance regarding their work.
- Instrumental Support: Providing physical or material resources (technical support, financial support, etc.).
- Social Support: Supporting employees to establish and maintain social relationships in the work environment.

Organizational support can help employees cope with job stress, increase job satisfaction, and strengthen overall organizational effectiveness. A good organizational support system can make employees more motivated at work, perform better, and feel committed to their organization.

### 2.2. Organizational commitment

Organizational commitment refers to the sense of commitment and loyalty an employee feels towards an organization, his job and his colleagues. This concept is characterized by a strong sense of dedication and commitment to the employee's organization. Organizational commitment involves the employee sharing the values, goals and objectives of the workplace, making an effort for the organization, and making a positive

contribution to the success of the organization. Organizational commitment is generally examined in three basic dimensions (Özdevecioğlu, 2003):

- Emotional Commitment: It refers to the situation where the employee feels an emotional commitment to the organization, owns the organization and establishes a strong bond with the organization.
- Continuing Commitment: It includes the situation where the employee has the intention to continue to stay with the organization and does not consider moving to alternative jobs or organizations.
- Normative Commitment: It is a type of commitment that arises from the employee's sense of responsibility towards the organization and the fact that the organization has invested in him.

It can positively affect factors such as organizational commitment, job satisfaction, motivation and performance. When employees feel organizational commitment, they tend to do their jobs better, stay more loyal to their organization's goals, and establish long-term relationships. Therefore, organizational commitment is an important concept for both employees and organizations. Organizations often develop various strategies and policies to increase organizational commitment (Uygur, 2007).

### **2.3. Organizational Forgiveness**

Organizational forgiveness can be defined as the ability of organizational members to forgive these negativities and accept past negative events after mistakes, conflicts or negative situations that occur within an organization. This concept includes the forgiveness of mistakes, violations or conflicts, especially the individuals who committed these negativities, by the members of the organization or the management of the organization, in order to create a positive business relationship and work environment within the organization (Şahiner, 2023). Organizational forgiveness can positively affect organizational culture and working relationships. This can help prevent negative situations from having long-term negative effects. In addition, it can contribute to repairing relationships between individuals within the organization, rebuilding trust and increasing cooperation (Konan and Nazlı, 2018).

## **3. Method of the Research**

Within the scope of the research, a quantitative method was used to evaluate the potential mediating role of organizational forgiveness in the effect of perception of organizational support in schools on organizational commitment. The relational scanning model formed the basic methodology of the research.

### **3.1. Population and Sample**

The population of this study consists of teachers working in schools in TRNC. The sample of the study was determined by the purposeful sampling method. Purposeful sampling method is a type of sample that the researcher selects and examines for a specific purpose. In this method, the researcher selects individuals or units that meet a certain subject, feature or criteria. Purposive sampling aims to conduct an in-depth analysis on a specific subset rather than ensuring representation of the general population (Yazıcıoğlu And Erdogan, 2014). In this context, 140 teachers were included in the study.

### **3.2. Data Collection Tools**

The survey form used in the research consists of personal information form, Organizational Forgiveness Scale, Perceived Organizational Support Scale and Organizational Commitment Scale for Teachers. The personal information form contains identifying information about the participants. This information includes gender, age, marital status, number of children, educational status, type of school (public/private), school level (primary school/secondary school/high school) and total teaching hours in the institution where they currently work. The perceived organizational support scale was developed by Nayır (2013). This scale consists of 28 items and three subscales. Responses were evaluated using a 5-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). Its sub-dimensions are "Organizational Justice", "Management Support" and "Organizational Rewards and Business Lines", respectively. To measure organizational commitment, the Organizational Commitment Scale for Teachers developed by Üstüner (2009) was used. This scale consists of 17 items and a single dimension. The answers were evaluated on a 5-point Likert type (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Most of the Time, 5 = Always). The Organizational Forgiveness Scale developed by Karaman-Kepenekçi and Nayır (2015) was used to measure Organizational Forgiveness. This scale consists of 21 items and 3 dimensions. Its dimensions are "Accepting Forgiveness", "Justifying Forgiveness" and "Rejecting Forgiveness", respectively. Answers were taken on a 5-point Likert type scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Most of the Time, 5 = Always).

Table 1. Reliability Analysis

|                                  | Cronbach's Alpha |
|----------------------------------|------------------|
| Perceived Organizational Support | 0.94             |
| Organizational commitment        | 0.96             |
| Organizational Forgiveness       | 0.87             |

It can be stated that all scales used in the survey are highly reliable, as their reliability levels are between 0.80 and 1. The reliability level (Cronbach's Alpha) of the Perceived Organizational Support Scale developed by Nayır (2013) shows a similar reliability to the reliability level obtained in this research. The reliability level of the Organizational Commitment Scale for Teachers developed by Üstüner (2009) exhibits high reliability, consistent with the reliability level obtained in this study. Similarly, the reliability level of the Organizational Forgiveness Scale developed by Kepenekçi and Nayır (2015) has a reliability level similar to the reliability levels obtained in this research.

### 3.3. Analysis of Data

In data analysis, frequency, percentage and descriptive statistics were used to examine participants' organizational support perception, organizational commitment and organizational forgiveness levels. The reliability of the study was evaluated through Cronbach's alpha; Validity was checked with exploratory and confirmatory factor analyses. Linear regression analysis and multiple regression analysis were used to understand the relationship between variables. In choosing parametric tests, the normality assumptions of the variables were examined in detail. The research aimed to determine the effect of perceived organizational support at school on organizational commitment and the mediating role of organizational forgiveness in this relationship. Data were collected through surveys administered to participants.

## 4. Findings

Table 2. Demographic Information

|                                |                     | N          | %                  |
|--------------------------------|---------------------|------------|--------------------|
| Gender                         | Woman               | 77         | 55                 |
|                                | Male                | 63         | 45                 |
| Age                            | 18-25 years old     | 30         | 21.4               |
|                                | 26-33 years old     | 25         | 17.9               |
|                                | 34-41 years old     | 20         | 14.3               |
|                                | 42-49 years old     | 15         | 10.7               |
|                                | over 50 years old   | 10         | 7.1                |
| Marital status                 | Married             | 80         | 57.1               |
|                                | Single              | 60         | 42.9               |
| Educational background         | Licence             | 25         | 17.9               |
|                                | Degree              | 35         | 25                 |
|                                | Doctorate           | 20         | 14.3               |
| Study Time at School           | 0-5 years           | 45         | 32.1               |
|                                | 6-10 years          | 35         | 25                 |
|                                | Between 11-15 years | 30         | 21.4               |
|                                | 16 years and above  | 30         | 21.4               |
| Total Working Time in Teaching | 0-5 years           | 40         | 28.6               |
|                                | 6-10 years          | 30         | 21.4               |
|                                | Between 11-15 years | 35         | 25                 |
|                                | 16 years and above  | 35         | 25                 |
| <b>Total</b>                   |                     | <b>140</b> | <b>one hundred</b> |

This demographic data table shows various characteristics of participants in a teacher survey. When the gender distribution of the survey participants is examined, it is seen that the proportion of women is 55% and men is 45%. When the distribution by age groups is examined, it is noteworthy that there are more participants in the 18-25 age range than other age groups. In terms of marital status, the majority of respondents are married (57.1%), while single respondents are notable at 42.9%. When the educational status is examined, it is seen that a significant portion of the participants have undergraduate (17.9%), master's (25%) and doctoral (14.3%) degrees. In terms of working time in the school, 32.1% of teachers have working time between 0-5 years, while when looking at their total experience in teaching, 28.6% have experience between 0-5 years and 25% have experience between 11-15 years. can be seen.

Table 3. Regression Analysis Results of the Effect of Sub-Dimensions of Perceived Organizational Support on Organizational Commitment

|   |                                                                                            | Unstandardized Coefficients |              | Standardized Coefficients | T      | P.   | R.   | r <sup>2</sup> | Statistical |         | P.   |
|---|--------------------------------------------------------------------------------------------|-----------------------------|--------------|---------------------------|--------|------|------|----------------|-------------|---------|------|
|   |                                                                                            | $\beta$                     | Std. Mistake |                           |        |      |      |                | r           | F       |      |
| 1 | (Still) Organizational Justice                                                             | 1,259                       | .137         | .679                      | 9,182  | .000 | .679 | .461           | .459        | 316,333 | .000 |
| 2 | (Still) Management Support                                                                 | -.109                       | .169         | .759                      | -.648  | .517 | .759 | .576           | .575        | 495,858 | .000 |
| 3 | (Still) Organizational Awards and Business Lines                                           | 1,118                       | .119         | .751                      | 9,420  | .000 | .751 | .564           | .563        | 478,389 | .000 |
| 4 | (Still) Organizational Justice Management Support Organizational Awards and Business Lines | .773                        | .035         | .105                      | 21,872 | .000 |      |                |             |         |      |
|   | (Still) Organizational Justice Management Support                                          | -.021                       | .152         | .424                      | -.141  | .888 | .814 | .663           | .660        | 241,049 | .000 |
|   | (Still) Organizational Awards and Business Lines                                           | .111                        | .053         | .359                      | 2,074  | .039 |      |                |             |         |      |
|   | (Still) Organizational Awards and Business Lines                                           | .527                        | .057         | .424                      | 9,203  | .000 |      |                |             |         |      |
|   | (Still) Organizational Awards and Business Lines                                           | .369                        | .055         | .359                      | 6,678  | .000 |      |                |             |         |      |

In the first model, according to the results of the simple linear regression analysis evaluating the effect of the "Organizational Justice" sub-dimension of the perceived organizational support scale on organizational commitment, the organizational justice sub-dimension affects organizational commitment significantly (45.9%) and positively. That is, increasing teachers' perceived organizational justice tends to increase their organizational commitment. In the second model, the effect of the "Management Support" sub-dimension on organizational commitment was evaluated. The management support sub-dimension affects organizational commitment positively and significantly (57.5%). This shows that as the support teachers receive from the management within the institution increases, their organizational commitment also increases.

In the third model, the effect of the "Organizational Rewards and Working Conditions" sub-dimension on organizational commitment was examined. This sub-dimension affects organizational commitment positively

and significantly (56.3%). With the increase in rewards and favorable working conditions, teachers' commitment to the institution also increases. The fourth model includes multiple linear regression analysis in which all sub-dimensions of perceived organizational support are evaluated together. In this model, when all sub-dimensions are evaluated together, a decrease is observed in their effects on organizational commitment, but a positive and significant effect still continues. The sub-dimensions of organizational justice, management support, and organizational rewards and work conditions together explain 66% of organizational commitment. This shows that when these three sub-dimensions come together, they explain organizational commitment more strongly.

Table 4. Regression Analysis Results of the Effect of Organizational Justice Sub-Dimension on Organizational Forgiveness Sub-Dimensions

|                                                | Unstandardized Coefficients |              | Standardized Coefficients |  | T             | P.          | R.          | r <sup>2</sup> | straight r   | F             | P.          |
|------------------------------------------------|-----------------------------|--------------|---------------------------|--|---------------|-------------|-------------|----------------|--------------|---------------|-------------|
|                                                | $\beta$                     | Std. Mistake | $\beta$                   |  |               |             |             |                |              |               |             |
| <b>(Still - Accepting Forgiveness)</b>         | <b>2,059</b>                | <b>.143</b>  |                           |  | <b>14,442</b> | <b>.000</b> | <b>.435</b> | <b>.189</b>    | <b>.187</b>  | <b>86,239</b> | <b>.000</b> |
| on<br>e<br>Organizational Justice              | .388                        | .042         | .435                      |  | 9,286         | .000        |             |                |              |               |             |
| <b>(Still - Justification for Forgiveness)</b> | <b>3,191</b>                | <b>.119</b>  |                           |  | <b>26,796</b> | <b>.000</b> | <b>.314</b> | <b>.098</b>    | <b>.096</b>  | <b>40,349</b> | <b>.000</b> |
| 2<br>Organizational Justice                    | .221                        | .035         | .314                      |  | 6,352         | .000        |             |                |              |               |             |
| <b>(Still - Rejecting Forgiveness)</b>         | <b>3,350</b>                | <b>.162</b>  |                           |  | <b>20,654</b> | <b>.000</b> | <b>.000</b> | <b>.000</b>    | <b>-.003</b> | <b>.000</b>   | <b>.999</b> |
| 3<br>Organizational Justice                    | .004                        | .047         | .000                      |  | .002          | .99         |             |                |              |               |             |

As a result of the analysis;

In the first model, it is seen that the "Organizational Justice" sub-dimension of the perceived organizational support scale positively and significantly affects the acceptance sub-dimension of organizational forgiveness. That is, the perception of organizational justice explains the level of acceptance of forgiveness by 18.7%. A one-unit increase in the organizational justice sub-dimension leads to a 0.388-unit increase in the acceptance-forgiveness sub-dimension.

In the second model, it is seen that the organizational justice sub-dimension also affects the forgiveness-justification sub-dimension positively and significantly. The organizational justice sub-dimension explains the forgiveness-justification sub-dimension by 9.6%. A one-unit increase in the organizational justice sub-dimension causes a 0.221-unit increase in justification for forgiveness.

In the third model, it is stated that there is no significant relationship according to the regression analysis results of organizational justice and rejection of forgiveness sub-dimension. This situation can be explained as an expected result considering the definitions of both variables.

Table 5. Regression Analysis Results of the Effect of Organizational Forgiveness Sub-Dimensions on Organizational Commitment

|     |                           | Unstandardized Coefficients |              | Standardized Coefficients | T             | P.         | R.          | r2          | straight r  | F              | P.          |
|-----|---------------------------|-----------------------------|--------------|---------------------------|---------------|------------|-------------|-------------|-------------|----------------|-------------|
|     |                           | $\beta$                     | Std. Mistake | $\beta$                   |               |            |             |             |             |                |             |
|     | <b>(Still)</b>            | <b>1,626</b>                | <b>.183</b>  |                           | <b>8,900</b>  | <b>.00</b> | <b>.501</b> | <b>.251</b> | <b>.249</b> | <b>124,267</b> | <b>.000</b> |
| one | forgiveness Acceptance    | .592                        | .053         | .501                      | 11,148        | .00        |             |             |             |                |             |
|     | <b>(Still)</b>            | <b>1,270</b>                | <b>.282</b>  |                           | <b>4,497</b>  | <b>.00</b> | <b>.398</b> | <b>.159</b> | <b>.156</b> | <b>69,790</b>  | <b>.000</b> |
| 2   | forgiveness justification | .593                        | .071         | .398                      | 8,354         | .00        |             |             |             |                |             |
| 3   | <b>(Still)</b>            | <b>3,386</b>                | <b>.208</b>  |                           | <b>16,316</b> | <b>.00</b> | <b>.054</b> | <b>.003</b> | <b>.000</b> | <b>1,071</b>   | <b>.301</b> |
|     | Rejecting Forgiveness     | .062                        | .060         | .054                      | 1,035         | .301       |             |             |             |                |             |
|     | <b>(Still)</b>            | <b>1,059</b>                | <b>.306</b>  |                           | <b>3,455</b>  | <b>.01</b> | <b>.522</b> | <b>.273</b> | <b>.267</b> | <b>46,034</b>  | <b>.000</b> |
| 4   | forgiveness Acceptance    | .482                        | .064         | .409                      | 7,572         | .00        |             |             |             |                |             |
|     | forgiveness justification | .258                        | .080         | .173                      | 3,246         | .01        |             |             |             |                |             |
|     | Rejecting Forgiveness     | -.024                       | .052         | -.021                     | -.462         | .645       |             |             |             |                |             |

As a result of the analysis;

In the first model, it is observed that the "Acceptance of Forgiveness" sub-dimension of the organizational forgiveness scale alone has a positive and significant effect on organizational commitment. The forgiveness-acceptance sub-dimension explains 24.9% of organizational commitment. That is, a one-unit increase in this sub-dimension causes an increase of 0.592 units in organizational commitment.

In the second model, it is seen that the "Justification of Forgiveness" sub-dimension alone has a positive and significant effect on organizational commitment. The justification sub-dimension of forgiveness explains 15.6% of organizational commitment. A one unit increase leads to a 0.593 unit increase in organizational commitment.

In the third model, the effect of the "Rejection of Forgiveness" sub-dimension on organizational commitment is not statistically significant.

In the fourth model, when all sub-dimensions of the organizational forgiveness scale are considered together, it is seen that the "Acceptance of Forgiveness" and "Justification of Forgiveness" sub-dimensions continue to have a positive effect on organizational commitment. However, the "Rejection of Forgiveness" sub-dimension does not have a significant effect on organizational commitment, according to the results of multiple regression analysis. The organizational forgiveness scale explains 26.7% of organizational commitment.

### CONCLUSION, DISCUSSION AND RECOMMENDATIONS

According to the research results, organizational support perceived by teachers has a significant effect on organizational commitment. In the first model, it was determined that organizational commitment was positively affected by increasing the organizational justice sub-dimension. This shows that as teachers' perceptions of justice within the institution increase, their commitment to the institution becomes stronger. In the second model, the effect of the management support sub-dimension on organizational commitment was examined and it was

observed that as the support from the management increased, teachers' commitment to the institution increased. In Nayır's (2011) study, which examined the factors affecting organizational commitment, the effect of the organizational justice sub-dimension on the internalization, identification and adaptation sub-dimensions came to the fore. The findings in this study are consistent with the results obtained from previous studies. It has been determined that employees who feel that justice is provided within the organization develop stronger commitment in the internalization, identification and adaptation sub-dimensions. Likewise, a similar effect was observed in the management support sub-dimension. It has been revealed that as the support employees receive from management increases, their commitment to the organization increases. In this context, the results obtained from this study overlap with previous findings and support the general validity of the factors affecting organizational commitment.

In the third model, the effect of the organizational rewards and work conditions sub-dimension on organizational commitment was discussed, and it was determined that organizational commitment strengthened with the increase in the rewards offered to teachers and appropriate work conditions. In the fourth model, the results of multiple linear regression analysis, in which all sub-dimensions of perceived organizational support are evaluated together, reveal that although there is a decrease in the effects on organizational commitment, organizational commitment is still strongly explained when the sub-dimensions of organizational justice, management support, and organizational rewards and work conditions come together. . Gillmore's (2018) study revealed that perceived organizational support had a positive and significant effect on organizational forgiveness. This finding yielded similar results to the current study, although no other studies examining a similar relationship have been found in the existing literature. Perceived organizational support positively affected the level of organizational forgiveness. This shows that creating a positive working environment within the organization may increase employees' tendency to exhibit forgiving behavior. In particular, the support provided by management to employees can reduce resentment and resentment by creating a positive climate within the organization. The organizational justice sub-dimension positively and significantly affected the acceptance of forgiveness and justification of forgiveness sub-dimensions. This shows that organizational justice is a factor that supports employees' forgiving behavior.

It has been determined that organizational forgiveness has a moderate positive effect on employees' organizational commitment. Wang's (2011) study in China revealed that organizational forgiveness has a positive effect on organizational commitment. Kahveci et al. (2018) in their study on teachers in secondary education institutions in Trabzon, it was found that there was a low-level significant relationship between organizational forgiveness and organizational commitment. In the study conducted by Sönmez (2021) on teachers working in secondary education institutions, it was determined that there was a positive and significant relationship between the perception of organizational forgiveness and the perception of organizational commitment. This study, where the acceptance and justification sub-dimensions of forgiveness explain organizational commitment by 24.9% and 15.6%, respectively, shows that employees' tendency to forgive within the organization and basing their acts of forgiveness on a reason increases their commitment to the organization. However, no significant relationship could be detected between the rejection of forgiveness sub-dimension and organizational commitment. These results indicate that increasing forgiveness behavior within the organization can increase organizational commitment by creating a peaceful environment within the organization. It should also be noted that this study is parallel to other studies in the literature showing similar results.

Based on the research results, it has been observed that organizational forgiveness can affect employees' organizational commitment and that this influence occurs through the acceptance and justification sub-dimensions of forgiveness. In this context, the following points can be considered as suggestions:

- The research results revealed that the rejection-forgiveness sub-dimension did not show a significant relationship with organizational commitment. To understand this situation in more detail, future studies that examine the effects of the rejection-forgiveness sub-dimension within the organization and perhaps focus on different dimensions of the sub-dimension can be recommended.
- In the study, a positive relationship was found between perceived organizational support and organizational forgiveness. In this context, strengthening intra-organizational communication can increase employees' perception of support and therefore positively affect organizational forgiveness tendencies.
- It has been observed that the acceptance and justification sub-dimensions of forgiveness have significant effects on organizational commitment. Therefore, by organizing training programs on forgiveness, organizations can increase employees' awareness of this issue and encourage these behaviors.



- The research highlights the effects of organizational forgiveness on organizational commitment. At this point, organizations can develop strategies to maintain balance in employee relations, provide guidance on managing conflict situations and encouraging forgiveness behaviors.
- Integrating the findings into organizational policies can contribute to the creation of a corporate culture that supports employees' forgiving tendencies. At this point, organizations can consider and implement policies that encourage forgiveness.

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