The influence of corporate commitment educators on the efficiency of educational institutions

La influencia de los educadores de compromiso corporativo en la eficiencia de las instituciones educativas
A influência de educadores de compromisso corporativo na eficiência de instituições educacionais

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Abstract

The aim of this study is to determine the level of teachers' corporate commitment. For this purpose, a scale was applied to 47 teachers in 12 general schools. The scale is a 5-point Likert-type scale consisting of 28 items. The reliability and validity studies of the scale were conducted. As a result of factor analysis, it was found that this scale was a one-dimensional scale. The scale consists of 4 factors. These factors are named as subscales as following: dedication to the school, dedication to the teaching profession and dedication to the working group. The study concludes that the effective efficiency of institutions depends on the adaptation of the objectives and values of the school and its profession by teachers.

Keywords: Corporate Commitment, Job Responsibility, Job Commitment, Commitment to Work Team, School Commitment.

Resumen

El objetivo de este estudio es determinar el nivel de compromiso corporativo de los docentes. Para este propósito, se aplicó una escala a 47 maestros en 12 escuelas generales. La escala es una escala tipo Likert de 5 puntos que consta de 28 elementos. Se realizaron los estudios de confiabilidad y validez de la escala. Como resultado del análisis factorial, se encontró que esta escala era una escala unidimensional. La escala consta de 4 factores. Estos factores se denominan subescalas como sigue: dedicación a la escuela, dedicación a la profesión docente y dedicación al grupo de trabajo. Se concluye que la eficiencia efectiva de las instituciones depende de la adaptación de los objetivos y valores de la escuela y su profesión por parte de los maestros.

Palabras claves: Compromiso corporativo, Responsabilidad laboral, Compromiso laboral, Compromiso con el equipo de trabajo, Compromiso escolar.

Resumo

O objetivo deste estudo é determinar o nível de comprometimento corporativo dos professores. Para tanto, foi aplicada uma escala a 47 professores em 12 escolas gerais. A escala é uma escala Likert de 5 pontos, composta por 28 elementos. Os estudos de confiabilidade e validade da escala foram realizados. Como resultado da análise fatorial, verificou-se que essa escala era uma escala unidimensional. A escala consiste em 4 fatores. Esses fatores são denominados subescalas: dedicação à escola, dedicação à profissão docente e dedicação ao grupo de trabalho. Conclui-se que a eficiência efetiva das instituições depende da adaptação dos objetivos e valores da escola e da sua profissão pelos professores.

Palavras-chave: Compromisso Corporativo, Responsabilidade Trabalhista, Compromisso Trabalhista, Comprometimento com a equipe de trabalho, Compromisso Escolar.

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Introduction

In today's increasingly competitive conditions, it is becoming more important for institutions to adopt and implement business ethics in providing both corporate trust and high quality of work life in order to sustain their existence (Ayaz & Arakaya, 2017; Bahremand, 2015). The competitive demands of the corporations are now more global, more learning-oriented, more team-oriented and more productive. These demands also require employees with a high level of commitment to the organization's success.

The importance of education and science for the advancement of a society is beyond dispute. The degeneration and retrogression of education and science will undoubtedly lead the society backwards. For this reason, the degree of effectiveness of an institution requires a healthy working environment, aims focusing on the social needs, effective institutional structure, adequate resources, and consistent policies based on scientific and technological developments and qualified workforce (Ozsoy, 2015). The most important input of an institution is the human element. Even though the organization has structural, physical and economic conditions for effectiveness, when the person responsible for the operation of the system is not given the necessary importance, and if the requirements and expectations are not taken into account, it may not be possible for the system to work efficiently.

Human input is even more important in educational institutions. Teachers are at the forefront of the field of study of educational institutions which aim to increase the quality because in other institutions, the human element is present at any stage of the system's input-processing-output cycle. In fact, this sometimes is almost negligible in automation-based institution. Actually, there is a human element in every stage of the input-processing-output cycle of educational institutions. The input is the student, the teacher is the processing and the output is the qualified labor force. As a matter of fact, the employees who are the target group of these institutions and those who interact to realize the educational objectives are those who have a teacher role. In this regard, the success of the teachers in their work and the success of the educational institutions are directly related (Serin, 2017a; Davoodabadi & Aghajani, 2013).

What is gained to the student by the teachers is the behavior change. If so, the most important thing in educational institutions is human and behavior as product. Behaviour is the whole conscious activities that can be observable and measurable. But every behavior change is not learning. In order for a change in behavior to be considered as learning, this change must have occurred through experience, not for one reason or another. The last condition required for a change in behavior to be considered as learning is that this change is relatively permanent, to show sustainability. Behavior change and creating new behaviors require the individual to have the level of development that can be able to perform this behavior, to be willing, to have an appropriate environment and to acquire the necessary knowledge and skills (Başaran, 1989). In this context, creating a behavioral change in accordance with the purpose of the educational institution in the students firstly requires to create a suitable environment that will make the student willing to change this behavior, and the need to provide the students with the required knowledge and skills. At this stage, it is important that the teachers who are responsible for carrying out this work have the competence to do them and to have the conditions that motivate them to do these activities.

The degree to which tasks are effectively performed is related to the quality of the work environment. Depending on the characteristics of the working environment, teachers' sense of working environment can affect their working style. One of the factors that make up the basis of the teachers` working environment feelings is the teachers' interest and attitudes towards the objects (profession, work, work team, student, school) in the work environment. In this sense, the importance given by the teachers to these objects and their relation to the quality of the relationship with them is the case. One of the concepts that indicates the interest of the employee in the working environment is corporate commitment. Corporate commitment is the tendency of the employees to adopt the goals and values of the organization they work for, to work beyond what is expected to be realized and to remain in the institution (Morrow, 1993; Celep, 2000).

In educational institutions, it is not easy to assess the behavioral change of the output of education, which is the student and to detect whether the student has gained the knowledge and ability that fits the aims of the school alongside to objectively evaluate the success of the teachers. While the degree of effectiveness of educational institutions is based on many elements, one of the

most important is the interaction of managers, teachers and students in the teaching and learning process. Within this interaction, the director at the school level is the administrator and the teacher at the classroom-level. In this context, with devoting himself/herself to the school, students, teaching activities, profession and colleagues; in other words, the teacher's behaviors exceeding the normative expectations and formalities of these groups or objects can have a positive effect on the effectiveness of the school (Ilisen, 2017; Araújo et al, 2018).

The external awards (wages, title, position, etc.) provided by the institution in the encouragement of a profession or a profession and the internal awards obtained from the work environment are important. In this context, internal rewarding is important in the teaching profession in comparison to other professions. The most important sources of internal reward for teachers are the school, profession, work team and students themselves and their goals and values. The existence of an effective reward system in institutions also increases employee performance. These prizes can be in the form of salary increases and bonuses. Parallel to this, the awards that attract the professional employees are also important. In educational institutions, it is important how the school administrators implement effective teaching and motivational practices, and in order to increase performance, the change of cultural structure and values of the school in a motivating manner is important (Yardibi, 2018).

In general, it is difficult to say that the sources of external reward (wages, position, side payment, etc.) obtained from the institutions are satisfactory. It can be claimed that at least the minimum living conditions are not sufficient. On the other hand, due to the nature of the teaching profession, teachers' in-house position promotions are negligible compared to other professions. In this context, the internal reward in the teaching profession is more important than the external award (Serin, 2017b). However, this does not justify the fact that the remuneration of external rewards does not provide the minimum standard of living, and that teachers need to do their second work, as they do today. Because, one of the factors that determine the dignity of a profession in the society is its economic return. On the other hand, the power to influence the society and the degree of importance are also factors that increase the dignity of the society. When the teaching profession loses its dignity in the society, the future of society is endangered

because it may cause the quality of profession to fall.

The level of corporate commitment of teachers appears to depend on the interaction between teachers in the school, teacher-student communication, the quality of work and the degree of perception of teachers' professions (Mart, 2013a). Teachers who show low commitment may have a disruptive behavior in the work environment and may cause the school to deviate from the teaching objective (Mart 2013b). In the classroom environment, the teacher may direct the student towards developing the behavior other than the school objective and may endeavor to do so. It may not be possible to realize such negative behaviors in a timely manner or to be aware of them. It is due to the strongness of objectively evaluating the product in education. The results of the behavior change in the student can only be understood after many years. Since the education process has been spread over a long period of time, it is not possible to observe the behavioral products in the student resulting from the negative attitudes and behaviors of the teacher (Metsämuuronen, 2018).

Dedication to work is a motivational and positive expression of well-being related to work, which is characterized by the concepts of effort, self-sacrifice, and devotion. Effort means giving high levels of energy and mentally focusing when working, volunteering to work hard and be constant even in the face of challenges. Self-sacrifice is defined as being strong in business, and meaning related to work, with enthusiasm, inspiration, pride, and challenge. Thus, devotion means being fully concentrated and focused on work happily. Dedication to the profession can also be seen as the opposite of burnout (Kanste, 2011; Bakker et al., 2008).

It is not right to look at the members of this profession only as knowledge transmitters. At the same time, they should be philosophers, sociologist, pedagogues, psychologist and good technocrat (Celik, 2017). Teachers trained in various fields are employed in the education system. The product of educational institutions is behavior change and creating new behavior. Terminal behavior lies in the essence of behavioral change and new behavior. That is, the individual's desire to change behavior and show new behavior is a prerequisite for effective learning. In this context, to be able to provide the terminal desired behavior in the individual requires that the teacher teaches based on the inner motivation rather than the external conditions. In other words, the teaching

profession requires the teacher to be enthusiastic when doing his job.

Establishing a desire to teach in the teacher with external control shows a relative continuity. However, this does not mean that the existence of minimum physical and material satisfaction conditions are ignored. It is also not true to link the teaching profession to the degree of saturation of the physical and material conditions because external conditions are sufficient to some extent.

According to the results of the research, following are focused,

1. Based on the general knowledge of teachers about the levels of corporate commitment, revealing events of dedication, focus and foundations,
2. Creating resources for the provision of institutional dedication to teachers,
3. Implementation of institutional commitment in managerial practices related to teachers in a dedication-increasing manner,
4. Including institutional commitment bases that increase the effectiveness of teaching and provide internal motivation for the in-service training of teachers.
5. Is there a difference between the levels of commitment of teachers according to gender?

Research Questions

The aim of this study is to determine the institutional commitment of the teachers in their schools (general secondary education) based on their school, teacher friends, teaching profession and teaching jobs.

In order to realize this aim, the following questions were tried to be answered.

1. Does corporate commitment influence the success of educational institutions?
2. Does passion play a major role in increasing the efficiency of the institution?

Research Methodology

In this section; the importance and purpose, model, population and sample, data collection and analysis are presented.

The research uses the screening model. A questionnaire was applied to teachers in general high schools in order to determine teachers' corporate commitment attitudes in the dimensions of dedication to the school, devotion to the working group, dedication to teaching works, and dedication to the teaching profession. The study population consists of the teachers in 12 general schools in the city center of Erbil in the academic year 2017-2018. The total number of teachers in the universe is 47. Sampling was taken from the teachers with a service period of more than one year at 12 general schools. Candidate teachers were excluded from the sample.

A questionnaire was applied to 62 teachers and 57 of them were returned. 47 questionnaires were evaluated because of the wrong and incomplete filling of some of the returned questionnaires. In order to form the theoretical structure of the research, the related literature was examined. Questionnaire was used as data collection tool. The questionnaire for the determination of the institutional commitment of educational institutions consists of 4 dimensions. Therefore, the scales for each dimension were developed separately.

Dedication to school generally reflects the degree of identification of employees with the institution. From this point, the acknowledgement of the school's objectives and the belief in them by the teacher's determine their effort to perform more than expected and the definite desire to continue their membership in the school (Randall 1987; Reichers 1985) This definition is based on the concept of organizational commitment (Mowday, Porter, Steers, 1979). In this sense, the school commitment scale (SCS) (Mowday et al., 1979) was adapted to organizational commitment questionnaire (OCQ) at educational institutions. The scale consists of 14 items; however, the item analysis resulted in the elimination of 5 items and the 9 items created the scale of school commitment. In the questionnaire, the items "I do not approve the administrative implementation of the school about teachers" and "I do not approve the relationship between the people in the school" are scored in the opposite direction (5, 4, 3, 2, and 1).

Devotion to the teaching profession is generally about the profession being important in a person's life. For a person, when the profession becomes more and more valuable, that person increasingly begins to internalize the ideology of the profession and is motivated to move it further (Greenhaus, 1971). Dedication to the profession,

in terms of educational institutions, is the attitude of the teacher towards the profession (Celep, 2000). It is defined as the attitudes of the teacher toward the profession. Teacher Commitment Scale (TCS) was developed based on the concepts of professional commitment-occupational commitment, career orientation, career commitment (Blau, 1985), and career salience (Greenhause, 1971). Based on these conceptual approaches, 11 items were created for the teacher commitment scale. However, as a result of item analysis, 6 items were eliminated.

Dedication to teaching is often referred to as dedication to work, embracing work. Commitment to work is the degree of the effectiveness occupying the daily life of the employee (Morrow, 1983). Commitment to work is the degree of importance of work in the personal image and the fact that the person is defined by the job itself psychologically. In addition, the commitment to the job is the internalizing the values related to the basis of the work and the importance of the work in the evaluation of the person (Lodahl & Kejner 1965).

From this perspective, the commitment of teachers is defined as the amount of personal time spent on work-related activities (Celep 2000). In this respect, the commitment to teaching is the degree to which the teacher's teaching activities (classes) engage their daily life mentally and psychologically. In other words, it is the attitude of the teacher towards his work in his daily life regarding devoting mentally and psychologically into education.

Findings

9 items have been developed based on the Teacher Commitment Scale (TCS) of Lodahl and Kejner (1965) and in line with Job Involvement Scale of Kanungo (1982). As a result of item analysis, the scale was composed of 7 items. Commitment to the working group is generally defined as an individual's sense of identification and commitment with other employees in the institution (Randall & Cote, 1991). The values and objectives of the social relations of teachers

with the other teachers they work with are the basis of commitment to the working group. As an external social reward, when members of the working group help each other and support each other, the corporate commitment can increase (Firestone & Pennel 1993). In this respect, teachers' commitment to other teachers in the school is based on the intensity of their relationship with them and their sense of commitment and attachment.

Work-Group Commitment Scale (WGCS): It consists of 6 items that were developed from Shaldon`s (1971) work group attachment-scale. The scale created in order to measure the institutional commitment of teachers in educational institutions consists of 4 dimensions and in total of 28 items. One-dimensional factor analysis of the Teacher Corporate Commitment Scale was done. In factor analysis, items with a factor load of more than .30 were selected due to the fact that the factor load was more than 30 (Méhen & Lawrance, 1989). As a result of this analysis, it was observed that 28 items showed agglomeration on a single factor.

The construct validity of the scale was tested by factor analysis because the construct validity can be measured by factor analysis (Karasar, 1982; Balci, 1995). As a result of factor analysis and PC analysis on the construct validity of the scale, items were observed to accumulate on 4 factors. Eigenvalues ranging from 7.25 to 2.09 of the 4 factors in the scale explain 49.3% of the variance. In order to determine the reliability of the scale, firstly, one-dimensional discriminative property coefficients of 28 items were found. The internal consistency coefficient of Cronbach's Alpha (Cronbach, 1990) was then determined for both one dimension and for each factor to find its internal consistency. The Cronbach Alpha coefficient of reliability of the total 28 items in the institutional commitment scale of the educational institutions is 88. The Cronbach Alpha coefficient was found to be .80 in the school commitment factor; .75 in the commitment to teaching; .78 in commitment to the profession; and .81 for work-group commitment.

Table 1. Eigenvalue and Variance of Factors Related to Corporate Commitment Scale of Teachers in Educational Institutions

Factor	Eigenvalue (Eigenvalue)	Described Variance	Conglomerate Variance
School Commitment	7.25	25.3	24.8

Commitment to the Teaching Works	2.75	9.8	33.9
Commitment to the Profession of Teaching	2.45	7.3	40.9
Commitment to the Work Group	2.09	6.9	47.3

The personal data obtained from the survey were interpreted according to frequency and percentage values. 28 articles related to corporate commitment were first interpreted separately according to frequency, percentage and arithmetic mean. In addition, each dimension is explained according to the sum of the arithmetic averages of items of that amount.

Items were scored as; (1) Very little, (2) Little, (3) Occasional, (4) Most of the time and (5) Always in the survey. Statistical procedures were made according to the scoring of these options.

Varimax analysis was conducted to determine the relationship between the dimensions that make up the corporate commitment. In order to determine whether the dimensions of organizational commitment vary in terms of the length of service at school; variance analysis was applied for each devotional size according to (1) 1 to 5 years, (2) 6-10 years, (3) 11-15 years; (4) 16 and more year options.

In addition, the following 5 discontinuous variables were created in the research; "being proud of the school", "being proud of their teacher friends", "being proud of the teaching profession", "working more than expected for the school", "not approving the schools practices regarding teachers". The answers given to (1) Very little, (2) Little options of these variables are combined into one option under (1) Low. On the other hand, the answers to (4) Most of the times and (5) Always are combined into a single option under the (2) High. Thus, in order to determine whether there is a significant difference between the answers given to the other questions related to corporate commitment in (1) Low and (2) High opinion teachers of the 5 variables, t test has been applied for each question and commitment level. For instance; In the variable "being proud the of school", the ones who answered as (1) Very little and (2) Little accepted as they are proud of the school with low levels so they are combined in (1) Low category. The ones who choose options of (4) Most of the time and (5) Always are considered to be highly proud of so they are combined under the category

of (2) High. Thus, it was tested whether there was a significant difference between the low and high proud categories of teachers' answers to other questions.

Discussion

Based on the data obtained as a result of the research, the dimensions of corporate commitment are explained in the form of dedication of teachers to the school, teaching works, teaching profession and working group.

- Personal Information. Half of the 47 teachers in 12 general high schools constituting the research sample are female and the other half is male. The age distribution of these teachers ranged from 22 to 55 years. Teacher ages are mostly (86.4%) densify between the ages of 25-42 years.In terms of education levels, 32.1% of teachers are graduates of 4-year education institute, 45.7% are graduates of education faculty with a specialty and 22.2% of them are graduates of other faculties. The service period of teachers varies between 1-20 years. Approximately half of the teachers (49.4%) service duration is between 1 to 10 years.

- The Corporate Commitment of the Teachers. Findings about teachers' corporate commitment are explained under the headlines as to the school, working group, teaching profession and teaching works.

- School Commitment. Teachers' commitments to the school was tried to be measured through questions of taking care of the future of the school, showing more effort than expected, pride of being the teacher of the school, the perception that the school is the best school among others, the school being motivating to work, not approving the practices related to the teachers in the school and not being satisfied with the human relations in the school.

According to the answers, it is understood that the teachers make more efforts than expected for their schools (78.4%), they are proud of their schools, they generally see their schools as one

of the good schools where they could work, and they are interested in the future of their schools. However, it is observed that teachers are not willing to enter another class to stay in school even if they do not have a course related to their field. 81.6% of teachers when they do not have field courses tend to go to another school where there are courses related to their field instead of teaching another course. It can be argued that this is due to the fact that they give more importance to their professions.

In addition, according to the arithmetic average of the answers of the teachers to the questions; the fact that teachers do not approve the practices related to teachers in the school (28.3% of them do not approve at all) and tend to go to another school when there is no course related to their fields shows middle level of school commitment. Also, the percentage of those who are not happy to stay in school while having the chance to leave is 28.1%. This shows that they instead of blind commitment, they tend to resist administrative practices that are contrary to their profession. Even though the most important variable in teachers' commitment to school is to show extra effort for school's success (AO-4.23) and to deal with the future of the school (AO = 4.08); it is understood that the desire of changing to another school when there is no class for the specialty has a low impact on the commitment (AO=2.12).

- **Commitment to the Teaching Work**. The commitment of the teaching work were tried to be determined with 9 questions: to take pleasure in teaching something to students, to put more effort to raise successful students, to focus highly on teaching tasks, to take time out of course about the lesson with students, to search for the opportunity to do additional lessons when the course cannot be finished in time, to carry the responsibility of starting the course on time and to be informed about the family life of the student. Considering the highest percentage and the arithmetic mean of the teachers' answers to these questions; it is seen that they are highly committed to the teaching works It is observed that teachers especially enjoy teaching work highly and work hard to successfully carry out their school work.

As a result, it is understood that most of the teachers are looking for the opportunity to do additional lessons when they cannot finish the courses as planned, they spend time with students about the classes outside the class hours, have the responsibility to start their classes in a timely manner, and try to allocate more time to the unsuccessful students. In addition, it is seen that

the teachers require information of their families since that is important about the success and behavior of the children. The fact that teachers have the responsibility of entering the class without the need to hear the bell indicates that they have internal control about teaching tasks.

- **Commitment to the Teaching Profession.** Professional commitment of teachers were tried to determined with these questions; to evaluate the decision of choosing the teaching profession as a positive decision, to be proud of the profession, to see the values of the teaching profession superior to other professional values, to see that the profession of teaching as the ideal profession for the working life, to be recognized in the teaching profession and whether the person would continue the profession when one does not need money.

More than half of the teachers perceive the decision to choose the teaching profession as one of the most positive decisions in their lives, proud of their attitudes towards the profession or job, they are proud of their profession, they regard the values of the teaching profession as superior to other professional values, they want to be recognized in their profession and they see their profession as the ideal profession for working life and have the tendency to continue as a teacher even though it is not economically necessary. According to Celik (2017) The affectionate person's energy, determination, commitment, dedication and even his obsession with people increases in a positive way. People can reach the goals that they have set through passion. Passionate teachers are not the only ones who only content themselves by planning the next lesson. They are always engaged in teaching by looking at teaching from different focuses. In terms of both arithmetic mean and highest percentage, it is understood that teachers are highly dedicated to teaching profession. The lowest arithmetic mean is seen in the question of maintaining the teaching profession even though it is not economically necessary. One of the reasons for this may be low teacher salaries. Because in both the interviews with teachers and the answers to the open-ended question in the survey, when the relationship between the social status of the teaching profession and the salary today and before is compared, it is thought that the decline in wages indicates reducing their social dignity and also creates difficulty to maintain their daily lives. Moreover, the increase in retirement of teachers without waiting for the end of the school year seems to support this judgment.

- Commitment to the Work Group. Dedication to the working group is that teachers identify themselves with and associate with other members of the organization. Strong friendship commitment leads to strong professional and corporate commitment (Celep, 2000). When this relationship is directed to the purpose of the institution, it can play a role in increasing the efficiency of the institution. Commitment of teachers to the working group was tested with questions such as teachers' enjoying being among the other teachers, being proud of other teachers, to see them as a close friend, the perception about the friends seeing that person as friend, the teacher perceives his friends, and being friends with the teachers outside of the school.

Considering the highest percentage and the arithmetic mean of the teachers' answers to these questions; it is understood that teachers like to be together between classes, they are proud of each other, see each other as close friends and continue friendship outside of school. The highest arithmetic mean is seen in the question of liking being together between the lessons. It can be asserted that this situation provides an environment for the development of a close, friendly relationship. Since there is no room for them in the school, teachers often have to leave school in their breaks. For this reason, the time they can be together is only between classes. However, it is seen that this lesson break get togethers is not based on necessity but friendship.

- The Relationships between the Dimensions of Corporate Commitment. When we look at the answers of teachers about each dimension of commitment, there is a positive relationship between the dimensions. This fact is more clearly seen in the correlation matrix between the dimensions of commitment.

According to the arithmetic average of all dimensions related to the dimensions of corporate commitment, the teachers dedicate themselves to the highest in teaching profession (AO = 4.14) and teaching works (AO = 4.33) and lowest to the teaching profession (AO = 2.86). However, the biggest factor that reduces the commitment to school is that the teachers wants to work in another school where there is no lesson about teachers' branches and the management applications towards teachers. In particular, 39.70% of the teachers do not find the administrative practices positive for the teachers in the school, while 48.20% of the teachers find positive. This shows that the administrative practices in the school are not enough to give saturation.

According to the correlation matrix between organizational commitment dimensions, it is seen that there is a high positive relationship between the commitment to the teaching profession and teaching works, the teaching profession and the commitment to the teaching works, and the commitment to the working group and the school commitment. On the other hand, there is a low relationship between the working group and the teaching profession. There is also a low relationship between commitment to school and commitment to teaching profession. When the arithmetic averages of the factors of commitment to school (3.46) commitment to the teaching profession (3.94) are compared, it is understood that teachers are more dedicated to their profession than to school.

Conclusion

The human element is the most important input in an institution for the system to work efficienctly. In this regard, working environment and teachers' attitudes towards their work can heavily influence the success of educational institions. Corporate commitment has the potential to provide the desired behaviors for the teachers to increase the effectiveness of the school. Likewise, passion can play a major role in increasing the efficiency of the institution. Passionate teachers work enthusiastically and can help their institutions achieve their goals.

The importance of the study lies in the fact that question of commitment of teachers remains as a significant problem. In addition, the low level of commitment may cause teachers to drop out of the school due to their low job success, as well as problems that may affect school efficiency. In this context, it is necessary to create an environment where the teacher can obtain psychological satisfaction from the teaching job and can perform his / her duty with pleasure.

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