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**TEACHER COMMITMENT: THE RELATIONSHIP BETWEEN THE CONTINUANCE,
AFFECTIVE AND NORMATIVE WORK COMMITMENT AND THE PHYSICAL, SOCIAL AND
PSYCHOLOGICAL WORK CONDITIONS**

ABSTRACT

The aim of this study is to examine the relationship between continuance, affective and normative dimensions of organizational commitment and the physical, social and psychological working conditions. Analysis of these findings presented, contribute to this research field, including higher educational institutions in terms of improving their management performance. The methodology used is nonexperimental with quantitative data, including a total of 298 Albanian teachers of public and private institutions of higher education in the Republic of North Macedonia, with an average age of 40, selected on a group basis, and surveyed by relevant measuring instruments. The correlation analysis between physical, social and psychological work conditions showed a moderate significant positive relation between affective commitment and weak relationship with normative commitment. Continuance commitment showed insignificant relationship with all dimensions of work environment conditions. Physical, social and psychological conditions are important predictors (44.8%) of affective commitment of higher education Albanian teachers. This study found that work conditions are very important regarding teacher commitment in the workplace, especially the affective commitment.

Keywords: Teachers, Commitment, Work Conditions,
Higher Education, Work involvement

1. INTRODUCTION

Among many other problems examined in organizations, this study aims at giving a concrete answer to the question on the relationship between the continuance, affective and normative work commitment and the physical, social and psychological work conditions. The issue addressed by this study is part of organizational or industrial psychology. The organizational commitment is scrutinized on three relevant dimensions, respectively, the continuance, affective and normative work commitment, based mainly on the study of [3]. This concept has become a significant research field in many countries, especially in the last 30 years. According to research data, Whyet has conducted the first research in 1956, while later research was conducted by [8 and 43], in their theory claim that organizational commitment is defined "as the willingness of an employee to exert high levels of effort on behalf of the organization, a strong desire to stay with the organization, a high degree of loyalty and positive goals towards the organization".

Many other researchers have considered the work environment conditions as a resource which provides additional activities, of

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which managers are not that fond of, but, on the other hand, this fact has been argued as a very important source of productivity increase, providing employees with the required work conditions. Becker and Huselid (1998), have also reported the positive relationship between good working conditions and organizational productivity [6 and 66].

The work environment conditions are treated in three dimensions, namely physical, social and psychological with relevant factors. Therefore, in its entirety, the main purpose of this study is to verify the relationship of work commitment (continuance, affective and normative) and the work conditions (physical, social and psychological) in the Albanian teachers in higher education in the Republic of North Macedonia.

2. RESEARCH SIGNIFICANCE

Work commitment with continuance, affective and normative dimensions, is an important variable for any institution since success in achieving maximum work goals, depends, to a great extent, on how employees feel about the institution and its goals. Familiarity of institutions with various factors related to work commitment is important information for any leader or head of an institution. This study provides statistically significant information on the correlation of working environment conditions with the degree of teacher engagement in higher education institutions and an important scientific model for predicting teachers' emotional involvement in the workplace from the working conditions.

The limitations of this study are as follows. This study is limited regarding the level of generalization of the results for all universities, including the Macedonian nationality teachers in the Republic of North Macedonia. Another limitation is the lack of analysis of comparisons between the types of faculties and study programs, due to the unequal and not very high number of teachers, as well as the impossibility to represent the results within a study program. During the implementation of the study, special attention was paid to various factors and events related to the higher education situation in the country (at the time this study was conducted there was a substantial level of public opposition and debate on the proposed legal changes). Another limitation is the impossibility to measure more factors within institutions, which are presumed to impact the main study variables. Certainly, the election on teaching-scientific positions, family circumstances, the scientific title and other, play an important role. However, this study did not manage to obtain information about these factors. The generalization of physical, social, and psychological conditions in the work environment is another limitation of this study, since, in addition to the measured condition factors, there are numerous other physical, social, and psychological factors in the work environment that are not included in this study, due to their large number. Other factor analysis related to the work conditions remain for future studies, although the focus of this study was on the work environment at universities. Another factor that interferes with the results is the duration of functioning, since the institution founding, including their history. This may reflect on the results of affective, normative and continuance commitment, as they are directly related to the teachers' interaction with the institution. We believe that the political crisis and the events in the public life limit the results of the study, since it is precisely during this period that the data were collected.



3. THEORETICAL CONTEXT

3.1. Organizational Commitment Dimensions

Based on the theory and findings of Allen and Meyer (1991), there are three dimensions of organizational commitment: continuance, affective and normative [3]. The research was conducted in June 1999, to obtain the psychometric assessment of Meyer and Allen's version of measuring commitment in organizations, using the questionnaire as a measuring instrument of commitment and job satisfaction dimensions. The questionnaire included questions from Allen and Meyer's (1990) version. In addition to the descriptive analysis, the factor analysis was used, as confirmatory, to determine Allen and Meyer's dimensions regarding the organizational commitment, where 40.6% of respondents were employed in private organizations, 27.5% in governmental organizations and 31.8% in semi-governmental organizations. The sample comprised of 53.1% male respondents, most of which, 71.5%, were under 35. The factor analysis yielded four important factors, in contrast to Meyer and Allen, who found only three factors: continuance, affective and normative commitment. Organizational commitment has always been considered as a predictor of work attitudes and behavioral goals [22]. According to Allen and Meyer (1990) the three organizational commitment classifications are conceptually and empirically separable [3]. Even though there seems to be a great similarity between affective and normative commitment, they are however found to be relatively independent, and are therefore classified as separate [21]. Organizational commitment is defined as a degree, where an employee identifies himself with the organization and is willing to do more work for the benefit of the organization [45].

Mayer and Allen express the main indicators of organizational commitment consisting of:

- Affective commitment, related to the willingness to emotionally connect with the organization and the personal desire to work in the organization.
- Continuance commitment, which refers to the cost estimate in case of leaving the job in the organization.
- Normative commitment, which refers to a psychological relation between the employee and the organization based on loyalty, pride, satisfaction and happiness [49].

Continuance commitment is defined as the willingness to remain in the organization due to personal investments and close working relationships with coworkers, retirement investments and career investments, acquired job skills which are unique to a particular organization, years of employment in a particular organization and many other benefits that make it too costly for one to leave and seek employment elsewhere [21]. The years of employment and benefits that the employee receives from the organization may be more specific than other organizations [48], which represent continuance commitment.

Affective commitment is defined as the emotional attachment to, identification with, and the involvement that an employee establishes with his or her organization in achieving its goals [36]. Affective commitment expresses the emotional attachment of the employees, who show a high degree of emotional commitment feel integrated into the organization and identify themselves with it [39, 42, 43, 58 and 65]. Regarding the organizational commitment, another theory orients this concept towards attitudes, "the identity of the person related to the organization" or when "the goals of the organization and those of the individual become increasingly integrated and congruent" [19 and 55].

Normative commitment does not refer to any personal emotion of the employees towards the organization, but reflects their moral



(ethical) duty towards the organization [37, 60 and 61]. Weiner (1982), defines normative commitment as a "generalized value of loyalty and duty" [61]. At the same time, he argues that this kind of commitment is natural, due to the way the organization has set it up in society. Weiner also explains this dimension of commitment as a kind of moral duty towards the organization and work, using analogies such as marriage, kinship, religion and others.

3.2. Physical, Social and Psychological Conditions in The Work Environment

The physical environment of an organization and its design and layout can affect employee behavior in the workplace. Brill (1992) estimates that improvements in the physical design of the workplace may result in a 5-10% increase in employee productivity [7 and 33]. Stallworth and Kleiner (1996), argue that, increasingly, an organization's physical layout is designed around employee needs in order to maximize productivity and satisfaction [12 and 52]. In modern times, the physical environment is characterized more by technology, such as computers, furnishings, general furniture, which interact continuously with the senses, bombarding the brains of employees with information [53 and 54]. The work environment area must be equipped with materials and equipment necessary for work, to perform certain duties, which must be in visible and clear places. At the same time, the working hours are of great importance in organizing work activities [17].

The quality of social relationships with colleagues and supervisors in the workplace is crucial for employees and work functioning. The social climate, according to this study, refers to the relationships with colleagues and supervisors, the number of conflicts and the presence of violence in the workplace. All these factors are important for a normal job. Due to this, the strong social bond in the workplace is a significant factor and shows increased willingness to keep the workplace even further [20].

Anderson and Martin (1995), claim that internal communication provides people with important information related to organizing and their work, thus various theorists began to also draw attention to the individual needs of employees, to social interaction and individual achievement [4 and 41]. Moreover, positive interpersonal communication between employees is vital for the professional development and leads to increased personal engagement and self-efficacy at work [24].

The psychological aspect of the work environment conditions in this study refers to the emotional and professional support, praise and criticism, respect by supervisors for the employees of the organization and the like. This support provides understanding and acceptance of the individual, which results in reducing emotional strain [28]. Social support is also instrumental support, which includes receiving information, advice and help from others [28].

In the organizational context, the employee support can come from coworkers, supervisors, or the organization itself. Although coworker support is important even outside the organization, studies have shown a good relationship between supervisor support and low stress levels, as opposed to support from other sources [14 and 27]. Psychological support in the workplace is beneficial in psychological terms, as it increases worker's extent of social integration, sense of belonging, self-esteem, and positive affect [9, 10, 56 and 57]. The perceptions of psychological support provided by the social circle at work, maintains and enhances the positive well-being, which in turn benefits physical health [56].



In this study, within the dimensions of work environment conditions, the following characteristics are included:

- Physical conditions include the environment and elements of physical nature related to the employee in the work environment and the organization, such as: offices where they stay during working hours, classrooms where teaching activities are performed, safety at work, reimbursement for work, salary delays, appropriate temperature, cleanliness, ventilation, working tools and materials, general conditions in the workplace.
- Conditions of social nature refer to the social aspect, including several factors, such as: the communication quality between colleagues, sincerity in communication, consistent consultation between colleagues, clear informing, timely information regarding changes, supervisors' behavior, relationships between colleagues, correct peer behavior, gender and age discrimination.
- Conditions of psychological nature include psychological aspects of the employee in relation to the supervisor and colleagues at work, such as: praise from supervisors, job criticism, peer support, professional support, and respect from supervisors, collegial climate and attachment with colleagues.

4. METHODOLOGY

4.1. The Research Problem, Hypotheses, Sample, Instruments and Operationalization

The method used in this study is non-experimental correlational in order to find relationships between of the organizational commitment dimensions and the dimensions of physical, social and psychological conditions in the work environment. Based on the nature of the data and adequate assessment through relevant instruments, this is the most appropriate method for the findings of this study. Other control variables as gender, age, employment status, type of institution, employment, work experience, attitudes towards the situation of higher education in RNM and job satisfaction, are included in the study, assessing the effects of these variables on the main relations examined by the study. Comparisons and analysis of control variables are not part of this paper.

Based on the literature review, the research questions and goals, alternative hypotheses for each research objective and question are presented below.

- H1. There is a positive relationship between physical, social and psychological conditions in the work environment and continuance commitment,
- H2. There is a positive relationship between physical, social and psychological conditions in the work environment and affective commitment.
- H3. There is a positive relationship between physical, social and psychological conditions in the work environment and normative commitment in Albanian teachers of higher education institutions in RNM.
- H4. The positive improvement of physical, social and psychological conditions in the work environment will increase the continuance, affective and normative commitment in the organization.



4.2. Population and Research Sample

The targeted population of this study comprises of Albanian teachers of higher education in the Republic of North Macedonia. The sample frame is determined based on the teachers' lists in public and private universities, provided by the relevant university departments and official websites. Stratified random sampling technique was used for the sample selection in all public and private universities where teaching is conducted by teachers of Albanian nationality in the Republic of North Macedonia. The universities included in this study are: the State University of Tetova, South East European University, Balkan University and the Faculty of Pedagogy in "Cyril and Methodius", Skopje. The basis of selecting the sample size is: the total number of the population in the groups, respectively, universities, the confidence level +/-5, the 95% confidence interval, the number of groups (4), the estimated percentage of variance 50/50 and the number of non-responses ($N*1.05$). Random selection was applied to the total number of teachers, from the respective teacher lists. Heads of faculties and departments were not included, due to the nature of the variable on the quality of communication with supervisors. In groups consisting of less than 50 teachers, all teachers were included in the sample, based on the 95% confidence interval. Based on the groups, the sample selecting criterion is based on homogeneous characteristics between the groups, respectively, teachers of Albanian ethnic group. The teachers who were on the lists of two or more universities were selected only in the university where they are full-time employed and, they have responded regarding only one university. The participating teachers in the pilot were not included. Primarily, each teacher was assigned a code and then a computerized selection was carried out, according to particular sample selection criteria. Out of a total of 328 targeted teachers, 298 responded positively. The number of male teachers is 185 or 62.08%, while 113 are female or 37.92%, which is graphically shown in Table 1. Referring to the employment status, full-time employees were 191 teachers or 64.09%, while part-time employees were 107 or 35.91% of participants. Other demographic variables are not presented in this paper.

Table 1. Number of participants based on gender, employment status and type of institution

| Participant Features | | Number of Participants | % |
|----------------------|-----------|------------------------|--------|
| Gender | Male | 185 | 62.08% |
| | Female | 113 | 37.92% |
| Employment Status | Full-time | 191 | 64.09% |
| | Part-time | 107 | 35.91% |
| Type of Institution | Public | 215 | 72.14% |
| | Private | 83 | 27.85% |

4.3. Instruments

To measure the organizational commitment for the continuance dimension, the part was used, while the instrument by is used for the normative dimension and is the used for the affective dimension [3, 22 and 42]. This combination of dimensions was decided after the standardization phase of the instrument, for a particular population in Albanian language in 2010, conducted by the author. According to factor analysis, psychometric results of parallel tests and the validity of the content with this combination of dimensions has resulted as more efficient in the instruments. The respective instrument for the given population shows similar results several times in a row and the coefficient $r=.81$ is shown by repeated tests,



while the respective construct also appears with high internal consistency Alpha Cronbach's $\alpha=.86$. The factor reduction and the standardization process are not presented in this paper, as they are not part of the purpose of this paper. Factor loadings and relevant tests of factor reduction have eliminated questions which have been inappropriate to the respective population, while the factorial coefficient treated in the final version is from .50 to .80, and it is an acceptable value to indicate a strong factor [5]. Bartlett's Sphericity Test showed statistically significant data since the data matrix resulted in an identity and KMO value sufficient for the sample 84. The final version of the instrument, including all questions adapted in the Albanian language, consisted of 26 questions; 12 questions measured the affective dimension, 8 questions the continuance dimension and the normative dimension was measured by 6 questions. The organizational commitment is determined as the scores achieved on the organizational commitment measuring scale from the answers on each question: with 1 (strongly disagree), 2 (disagree), 3 (somewhat agree), 4 (agree) and 5 (strongly agree), for each scale indicator. The highest value of points achieved after recoding certain questions will represent the highest presence of organizational commitment. The work conditions measuring instrument was developed by the author, based on numerous theories related to work conditions in an organization, adapting it to the universities' environment. This instrument has included theories which classify the working conditions into physical, social and psychological. The study also relied on certain theories, which discuss the physical conditions in the work environment and the instrument of Work Environment Scale, with an internal consistency reliability .78, adapted and modified for the purpose of this study, therefore it included work environment factors adequate to the characteristics of teachers' environment [13, 17, 41, 46, 53 and 66]. Related to the factor confirmation and the face validity process, 7 teachers, who provided their opinion on the classification of work environment conditions, were interviewed. After the piloting phase, in the final version, two questions were eliminated from the total of 27, which created another factor, inappropriate to the three dimensions of working conditions. The internal consistency of the first phase of application in 2010 resulted in Alpha Cronbach's $\alpha=.86$. The factor reduction process and the corresponding factor analysis, for which the Kaiser-Meyer-Olkin (KMO) analysis showed a high score of .919, at the same time, the Bartlett's Sphericity Test was statistically significant at .01 level, which indicated that the factor analysis condition was met, grouped the physical factors with a factor loading from .575 to .879 for 11 questions, the social factors with a loading of .578 to .821 with 7 questions and the psychological ones with a factor loading of .748 to .896 with 7 questions, as factors of work environment conditions with 71.71% of the total variance explained.

The work environment conditions are determined as the value of scored in the scale for measuring the assessment of work environment conditions: with 1 (strongly disagree), 2 (disagree), 3 (somewhat agree), 4 (agree) and 5 (strongly agree). The most positive assessment of the work environment for the physical, social and psychological nature of conditions is presented with the highest value scored from the scale total. The final version of the instrument resulted in high internal consistency around a construct with Alpha Cronbach's $\alpha= .905$.

4.4. Data Collection and Ethical Criteria

Given that study sample consisted of university teachers, the time the questionnaire was applied was the most appropriate for the



university teachers, avoiding the exam session and first mid-terms. The teachers were sent the questionnaire online in their official or private emails, and an online submission link was provided. The teachers comprising the study sample had the option to complete the questionnaire at any time they considered appropriate, providing complete anonymity. This online form has automatically recorded the answers in the database, so no data was displayed on the respondent questionnaire. The security of filling out the questionnaire was coded; thus, the questionnaire could only be filled out only once using the teacher's e-mail. The procedure of voluntary participation was respected, providing participation consent and refusal options. Regarding the participation refusals, only 6.82% of the sample refused to participate in the survey, representing an acceptable number to allow us consider the survey procedure as successful. The instruction section of the questionnaire was detailed, including all instructions related to filling out the questionnaire, a contact e-mail address for any further details and possible remarks, and the identity of the author and his telephone number were provided as well. Participants had the technical chance to, at any time, withdraw from filling out the questionnaire, without recording the provided answers. In this section, the importance of participating in the study was accentuated, so was the selection of the teacher and the needs of the study, without clearly indicating the purpose of the study, avoiding any influence on the answers. The instruction specified the variables of the study, but not its purpose, avoiding any effects on the statistical results. The online questionnaire could only be filled out on a laptop or computer. This is due to the control of the environmental conditions and the moment of the respondent during the completion of the questionnaire. The online form was applied in order to provide complete anonymity to teachers, due to the sensitivity of the study variables, avoiding direct contact with them. Even in cases of further detail requests via email or phone, after completing the questionnaire, the author of the study did not have access to the identity of the respondent. Although this survey form has its disadvantages, again, we have considered that, in this case, it is the best form for data collection, due to the sensitivity of variables and the nature of the work. All ethical criteria for participation in the study were included and the participation was completely voluntary, informing the subjects that the data will be processed as a whole and without comparisons between different institutions and categories.

5. RESULTS AND DISCUSSION

Based on descriptive analysis of the variables, the Kolmogorov-Smirnov normality test found normal distributions of continuance, normative, and affective commitment resulting in no statistically significant differences with the expected normality ($K-S > .05$). The presence of affective commitment resulted in more moderately positive skewness. Physical, social, and psychological conditions also reached normal distribution values within statistically permissible limits and a moderately positive distribution according to Skewness ($< .05$). To achieve the aim and the objectives of the paper, this part includes the hypotheses testing through Pearson coefficient, while the statistical data of variance for normal distribution met the condition of using parametric statistics, although according to, in samples with more than 30 respondents, the condition of normality should not cause any major issues [64]. However, some of the extreme cases are checked through outlier analysis, due to the effect they cause in other analyses.



The correlation analysis presented in Table 2 shows a weak relationship between continuance commitment and physical conditions and are not statistically significant ($r=.097, n=298, p>.05$). Similarly, weak relations are found with the social conditions ($r=.080, n=298, p>.05$) and conditions of psychological nature ($r=.005, n=298, p>.05$). All these correlations are weak or almost statistically insignificant and unacceptable, and do not support the set hypothesis (H1).

The affective commitment shows moderate relationship with physical conditions in the work environment ($r=.522, n=298, p<.01$) and is statistically acceptable. According to this, the affective commitment is positively related to the physical work conditions. The social conditions show moderate relationships with the affective commitment ($r=.513, n=298, p<.01$), while regarding psychological conditions, it also results in a moderate and very close to strong relationship ($r=.570, n=298, p<.01$). Based on all these correlations of affective commitment with the physical, social and psychological dimension in the work environment, we have statistically significant relationships in all cases, which are in favor of the set hypothesis (H2). The increase of affective commitment is associated with the improvement of physical, social and psychological work conditions.

Normative commitment results in a weak relationship with physical conditions with a positive direction ($r=.253, n=298, p<.01$), but statistically acceptable at the level of .01. Normative commitment and social conditions are expressed by a weakly positive relationship that is statistically valid ($r=.174, n=298, p<.01$), while with psychological conditions, we have again a weak relationship coefficient ($r=.241, n=298, p<.01$). Although all cases resulted in weak relationships, however, in statistical terms, they showed that there is a positive relationship between normative commitment and physical, social and psychological work conditions, which verifies the hypothesis (H3).

According to all analyses of the correlation between the organizational commitment dimensions and work conditions, we verified that only the affective commitment is strongly correlated with all dimensions of work conditions, while the normative commitment, although statistically significant, resulted in a weak relationship, but the continuance commitment in all cases showed no presence of relationship with the dimensions of work conditions.

Table 2. Pearson correlation between continuance, affective and normative commitment with working condition dimensions (physical, social and psychological)

| Explanation | Physical Conditions | Social Conditions | Psychological Conditions |
|--------------------------------------|---------------------|-------------------|--------------------------|
| Continuance Commitment | .097 | .080 | .005 |
| Affective Commitment | .522** | .513** | .570** |
| Normative Commitment | .253** | .174** | .241** |
| ** Correlation is significant at .01 | | | |

Based on these findings, the affective commitment is the only dimension included in the analysis of multiple linear regression, since it meets the prerequisites for regression analysis even with the value of Durbin-Watson autocorrelation which is 1.973 (very close to 2), and the value of the variance inflation factor (VIF) is within the permissible tolerance limits. The analysis of standardized residual graphs in P-P plots has acceptable homogeneous distribution. According to the adapted regression in Table 3, 44.8% of the variance of affective commitment is explained by conditions of psychological,



physical and social nature ($R^2=.448$, $F(3.294)=81.248$, $p<0.01$). Physical conditions of statistical significance explain the extent of affective commitment ($\beta=.333$, $p<.001$), while secondly the extent of affective commitment is explained ($\beta=.295$, $p<.001$) by psychological conditions, and the social conditions, statistically valid as well ($\beta=.217$, $p<.001$) explain the predicted variable, but less than the other two dimensions (Table 4). According to this analysis, we partially verify the set hypothesis, respectively, only in the dimension of affective commitment, but not in the other dimensions. Affective commitment is more related and explained by the conditions in the work environment, namely, the physical, then the psychological and social conditions.

Table 3. The general model of affective commitment by physical, social and psychological conditions at work ^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|--|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .673 ^a | .453 | .448 | 6.11832 | 1.973 |
| a. Predictors: (Constant), physical, social and psychological conditions | | | | | |
| b. Dependent variable: Affective commitment | | | | | |

Table 4. Prediction of organizational commitment by work environment conditions ^a

| Model | Non-standardized coefficients | | Standardized coefficients | t | Sig. | Collinearity statistics | | |
|---|-------------------------------|----------------|---------------------------|------|-------|-------------------------|------|-------|
| | B | Standard error | Beta | | | Tolerance | VIF | |
| 1 | (Constant) | 18.909 | 1.964 | | 9.626 | .000 | | |
| | Physical | .245 | .035 | .333 | 7.019 | .000 | .828 | 1.208 |
| | Social | .321 | .084 | .217 | 3.838 | .000 | .584 | 1.713 |
| | Psychological | .393 | .078 | .295 | 5.046 | .000 | .543 | 1.843 |
| a. Dependent variable: Affective commitment | | | | | | | | |

6. CONCLUSION AND RECOMMENDATIONS

In our examinations, an in-depth data analysis was performed in terms of the three dimensions of organizational commitment (continuance, affective and normative commitment) and the three dimensions of work conditions (physical, social and psychological). Based on the findings, it was verified that the continuance commitment did not have a valid relationship with any of the conditions' dimensions, such as physical, social and psychological, which resulted in very weak relationships. According to the study of Maqsood (2011) by the National Institute of Psychology, due to the structure of continuance commitment, it has no relationship with the conditions of physical nature [29]. However, she obtained results which explain the continuance commitment with 8% in terms of psychological conditions. In this regard, the results of our study differ from her study. Lai and his coworkers found that the psychological climate had an impact on the continuance commitment, through the beta value that enabled the prediction of this dimension of commitment by 27% [26]. Again, this contradicts our findings regarding this dimension. Continuance commitment, in total, is more focused on the personal desire to continue working in the organization. Remaining at work is as a result of professional benefits, lack of alternatives, calculation of personal and professional cost and personal investment [59]. Likewise, according to Allen and Meyer (1997), considering personal loss in case of leaving the organization, the nature of physical, social and psychological conditions does not have any significant impact in this dimension, since these aspects are mainly related to the physical nature of the work environment, the nature of the social environment in relation to coworkers and supervisors, and the nature of the psychological climate in relation to peer support [35]. Personal



sacrifice was part of continuance commitment, therefore when it comes to workplace conditions, we do not find any significant assessment in this dimension of commitment. The continuance commitment is more related to personal investment and career, with gained skills and benefits, which imply a personal cost [47 and 59].

In a qualitative research conducted by the author of this paper in 2013, mainly on the continuance commitment and social climate in the work environment, the role of conditions in this dimension of commitment has resulted as significant, therefore in these findings and conclusions we have no support for our weak results on the relationship between working conditions and organizational commitment [44]. Finster (2013), also points out that school (physical) conditions, mutual trust and peer (social) cohesion, result in strong intentions to remain in the teaching profession and that changing of job is associated by dissatisfaction with school and numerous organizational conditions [31].

Regarding the organizational commitment dimensions, the affective dimension stays strongly related to all work conditions, with a significant positive relationship. First, with the climate of psychological work conditions, then with the physical and social ones. 22.44% of the affective commitment dimension is explained by physical, social and psychological conditions. The increase of affective commitment is associated with the improvement of physical, social and psychological conditions in the work environment. This finding is in line with many other similar studies, starting with the Yale University study (2010), which found positive emotional relationship of work commitment and good peer relationships or good relationships with supervisors [11]. Affective involvement at work and commitment to teaching was found in relation to working in groups with colleagues. This shows that the treatment by supervisors through leadership styles have high impact on this dimension of teacher commitment. Trust, mutual respect, and peer support, such as the psychological and social environment of the organization, contribute to the development of shared values, as part of the affective commitment dimension. The study of Fiore (2004), which emphasizes that the lack of support from managers/leaders present a tendency to leave the job, supports our study regarding this finding [16 and 25]. The employee's sense of loyalty to the organization is part of the affective commitment and has also been tested in our study. [30], reports that work conditions provide a high level of loyalty and commitment of teachers to their work or profession and this is closely related to the work environment. Alsiewi (2014), in a study with 150 teachers, has also found a relationship between physical conditions at work and affective commitment, where, according to him, payment for the work performed, safety and various compensations or benefits are important [1]. He also obtained another result in support of our study, where he emphasizes that professional support from colleagues is strongly related to affective commitment. Likewise, Saeidipour (2013), found significant positive relationship between affective commitment and psychological climate at work, referring to communication and feedback within the organization [50]. Organizational affective commitment is explained by 44.8% of the work environment conditions according to the study of [29]. This finding is similar to the finding of our study in the prediction extent. John and Taylor (1999), found that 20% of the organizational commitment variance is explained by the work conditions, highlighting the positive relationships between coworkers and teacher commitment at work [23]. McDaniel's (1992) made a similar conclusion to this study, finding that 13% of teacher commitment to work is related to support, defining it as teacher behavior [32]. He



found that teachers working in a work environment which provides psychological and social support reported a higher positive level of commitment to their institution. Similarly, in the study of Neziri (2013) in higher education institutions in Macedonia, a strong positive relationship was found between social conditions in the work environment, such as psychological support, timely information, respect of rights, relationships with coworkers and supervisors, and organizational commitment [43]. Bahman (2013) also found positive correlation of mutual communication within the organization, feedback or criticism and normative commitment in 300 teachers [51]. The relationship of this dimension of commitment and work conditions, as in other studies, turns out not to be much influenced, since it is more about the moral (ethical) duty of the employee towards the organization [65, 67 and 68]. It includes the feeling of duty that may come from various personal and social sources. According to Williams (2004), normative commitment relates to friends, colleagues in the workplace and represents a social moral aspect and that, according to Wiener (1982), the feeling of duty is natural since the organization has raised up the employee in the society. This type of commitment occurs when the employee feels a sense of obligation towards his job, not being much influenced by other options [34].

Improved conditions in the work environment are necessary for teachers to be more dedicated in carrying out their work tasks. Providing more adequate physical conditions in the educational sector is needed, just as maintaining and creating a social climate within the staff and improve the psychological climate, relations with supervisors, giving appropriate praise and rewards, increasing psychological support or support for a higher level of organizational commitment. Strategies can be drafted by university leaders to further enhance the physical, social and psychological conditions, to have a higher level of affective involvement of staff at work, harmonization of goals and sacrifice for the sake of work.

CONFLICT OF INTEREST

The author declared no conflict of interest.

FINANCIAL DISCLOSURE

The author declares that this study has received no financial support.

DECLARATION OF ETHICAL STANDARDS

The author of this article declares that the materials and methods used in this study do not require ethical committee permission and/or legal-special permission.

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