

## THE RELATIONSHIP OF PHYSICAL, SOCIAL AND, PSYCHOLOGICAL WORK CONDITIONS WITH THE EMPLOYEE COMMITMENT

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### Abstract

This study aims to examine the relationship between organizational commitment and the work environment conditions, including the continuous, effective, and normative dimensions of the organizational commitment and the physical, social, and psychological dimensions of the work environment conditions. We think that analysis of issues, data interpretation, and findings presented, bring a special contribution in this research field, which can serve heads of educational institutions to improve their performance in terms of management. The methodology of the study is nonexperimental with quantitative data, including a sample of 298 Albanian teachers of public and private institutions of higher education in the Republic of North Macedonia (RNM), with an average age of 40 years, selected on a group basis, and surveyed by relevant measuring instruments.

The analysis of correlations between the organizational commitment and work environment conditions showed that there is a significant positive relationship between them, while the linear regression resulted that the working environment conditions in general, and those of physical, social, and psychological nature, are important predictors of the overall organizational commitment of the Albanian teachers of higher education.

*Keywords:* organizational commitment, work environment conditions, teacher, higher education

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### 1. Introduction

This paper focuses entirely on providing answers to some questions, which, for a long time, and even nowadays, represent research issues in the field of organizational psychology. Among many other issues research in organizations, this study aims to provide a concrete answer to the question, what is the relationship between the organizational commitment of employees at work or in the organization and the conditions in the work environment? The issue addressed in this study is part of organizational or industrial psychology, and the research purpose is to discover the relationships between the commitment of employees at work and the organization and the impact of factors in the work environment. This concept has become a significant research field in many countries, especially during the last 30 years. The data show that Whyet has conducted the first research in 1956, while later research was conducted by many other researchers such as Porter, Mowday, Steers, Allen, Meyer, and Becker (Demiray & Curabay, 2008: cited by Gül, 2002). Porter and his colleagues define organizational commitment as “*the strength of an individual's identification with and involvement in a particular organization*” (Klement Pondar & Zlatko Jancic, 2006) or Bruce & Buchanan (1974), in their theory claim that organizational commitment is “*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*". An effective organization, among other things, wants to know what the best ways are to communicate and collaborate with employees, to have a higher job satisfaction and higher commitment to work and the organization (Work Motivation, Job Satisfaction, and Organizational Commitment, 2010).

*Organizational commitment* is a concept addressed especially by researchers such as Meyer, Allen, and Smith (1993). According to them, commitment is an attitude that shows the relation of employees with the organization where they work (Meyer, 1996). Moreover, Meyer and Allen (1991) highlight that organizational commitment is an affective orientation toward the organization, recognition of the cost associated with leaving the organization, and a sense of moral obligation to remain with the organization. According to Moos (1994), in the last two decades, the research focus has been on understanding the role of the psychosocial work environment in determining employees' behavior and attitudes related to their work (Maqsood, 2011). Many other researchers have considered the work environment conditions as a resource that consumes additional activities, which managers do not like, while, on the other hand, this fact has been argued as a very important source to productivity increase at work, providing the employees with the necessary conditions to work. Likewise, Becker and Huselid (1998), have also reported on the positive relationship between good working conditions and organizational productivity. It is known that an organization is a system of activities coordinated by at least two or more individuals, who have joined to achieve certain goals. Thus, this means that organizations have three elements: *the individuals*, who will communicate with each other, *a common goal*, and *the desire to achieve that goal* (Demiray & Curabay, 2008). Putting employees in the function of achieving organization goals is of great importance for every organization, be it private, state-owned, or semi-public organizations since they all aim to be as successful and functional in achieving their goals. This means that each organization differs from the other in many aspects, from the way it operates to the goals, work organization, management styles, specific rules, internal communication, and much other work- and employee-related aspects. Besides, regarding the quality of life in the work environment, researchers stress that contextual factors such as policies, operational procedures, management style, and many other factors in the work environment, are also important. (Wadsworth, Chaplin, Allen, and Smith, 2010). Starting exactly from the fact that organizations are organized social systems, consisting of employees, managers, and executives, who form a system in the form of a hierarchy, a system that operates on the principle of dependence, the main focus of this study is on finding the relationship between the various physical, social and psychological factors in the work environment and organizational commitment of employees at work. This means that the organizational environment established in the organization is an experience, considered as the dominant feature in the lives of many people (Muchinsky, 2007). Therefore, in its entirety, the main purpose of this study is to verify the relationship of conditions in the work environment with the employee commitment to the work and the organization. The study focused mainly on the organizational commitment of Albanian teachers in higher education in the Republic of North Macedonia and the assessment of working environment conditions.

## 2. Theoretical background

### Essential theories of organizational commitment

According to Meyer, “*commitment is a force that directs, organizes the direct behavior of the person (worker)*” (Meyer, 2001: 311, cited by: Jaros, 2007). Organizational commitment is determined by employee identification at work according to the values, norms, and traditions of the organization (Anderson & Martin, 1995). The theory proposed by Porter and his colleagues defines commitment as “the strength of an individual’s identification with and involvement in a particular organization” (Klement Pondar & Zlatko Jancic, 2006). Referring to this theory, Porter has exposed the three basic components, which are integral parts of commitment:

- a. Strong belief in and acceptance of the goals and values of the organization.
- b. Willingness to exert considerable effort on behalf of the organization.
- c. Strong desire to maintain membership in the organization.

Meyer and Allen (1997) have given also great importance to the loyalty to the organization, and they highlight that employee, who show strong belief in the organization and have a strong desire to remain employees in that organization, have expressed a high level of commitment. These theorists defined this kind of commitment as *affective commitment*. A high level of employee commitment in an organization can be beneficial, resulting in lower absenteeism and high performance (Mathieu & Zajac, 1990). Organizational commitment has received considerable attention in studies of the work environment, this is due to the general recognition that this variable can be the major determinant of organizational performance and work efficiency (Angle, 1981; Laschinger, 2001; Miller, 1978). When employees are dissatisfied at work, they are less committed and will look for other opportunities to quit. If opportunities are unavailable, they may emotionally or mentally withdraw from the organization. Thus, organizational commitment is an important attitude in assessing employees’ intention to quit and the overall contribution of the employee to the organization (Shirbagi, 2007). According to Morris (1993), in the most general sense, organizational commitment is the idea of loyalty to the organization, while according to Sheldon (1971), it is the attitude or tendency to link the identity of individuals, respectively, employees with that of the organization. According to K. Morrell, J. Loan-Clarke, and A. Wilkinson (2001), this theory provides a very concise clarification of organizational commitment, precisely elaborating the high level of employee commitment. According to them, from this theory, we understand that the employees in the organization are willing to do more work than required or that is their duty. They are willing to do this and wait impatiently to complete given tasks so they can see their organization at its peak of success. The other approach to organizational commitment, which differs from the abovementioned theories, is the theory of Scott-Ladd and Marshall (2006), who define commitment as the sole purpose of employees to help their organization in resolving issues and achieving its goals. At the same time, they emphasize that the good and constructive behavior of employees in the organization will always remain because of the commitment dominance in the organization. According to them, this is beneficial to both parties, employers as well as employees (Scott-Ladd B. D., Travaglione, A., and Marshall, V., 2006, cited: Reza, 2013). Related to organizational commitment, Morrow (1993) has accentuated that an individual may be committed to the key points of his work, organization, and profession (Morrow, P. C., 1993). According to Meyer and Herscovitch (2001), organizational commitment is “*is a force that binds an individual to a course of action that is of relevance to one or more targets.*” The employees experience this in three forms of thinking: *affective*, which reflects the emotional ties, *normative*, which shows the perceived obligation, and *continuance*, which implies the costs

related to a goal (Jaros, 2007). Bateman and Strasser (1984), define organizational commitment as “*multidimensional in nature, involving an employee’s loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership*”

### **Conditions in the working environment**

In this section, the main factors, which refer to the working environment conditions, will be presented. The conditions, in themselves, may be conditions of physical, social climate, and psychological nature. Normal working conditions result in a facilitative and safe environment, which attracts employees to satisfy their needs since only a facilitative and appropriate work environment boosts up the commitment and productivity level of employees (Rizwan Qaiser Danish, Sidra Ramzan, Farid Ahmad, 2013). These authors have, at the same time, concluded that the facilitative work environment helps self-monitoring, which is an important part of personality in mediating between the work environment and organizational commitment since an environment of that kind enables a comfortable and attractive feeling, safety, and healthy work environment. Moos and Billings (1991) defined the work environment conditions as *social-psychological characteristics of work settings* i.e., attitudes of employees toward their job tasks and interpersonal communication (Maqsood, 2012). James and Ashe (1990) attempted to define the psychological environment on a psychological aspect, through an individual’s cognitive appraisal of the organizational environment, which helps assessing individual’s significance and meaning of work environments (Maqsood, 2012). In her doctoral dissertation at the University of Tirana, the Republic of Albania, Eralda Zhilla (2014), refers to Herzberg's theory on motivation at work regarding the external factors necessary for employees in the work environment, while also addressing the necessary working environment conditions, which must be met. This study emphasizes the need to provide proper working conditions, starting with the environment, the right tools, adequate premises, stability and safety at work, cash rewards and other social and health benefits, bonuses and other payments, the need to be part of the group, to be supported by peers, to receive their gratitude and respect, constant appreciation from superiors, support and, assistance for the performed task, etc. In this dissertation, although related to motivation, she has cited studies, which discuss working conditions in relation to the motivation of academic staff, such as (Guise, 1988), who has addressed external needs such as the relationship with colleagues, managers, the opportunity for growth and development, the working conditions, and the payment. All external needs should remain positively related to the internal motivation of the academic staff, working environment conditions, which must be met (Zhilla, 2014).

### **3. Methodology**

#### **The research problem, hypotheses, and operationalization**

First, we need to clarify that the topic and problem addressed in this paper are based on many theories and similar studies, with the purpose of finding out if there are similar or different results regarding the organizational commitment, in relation to the factors in the working environment in employees of various organizations, including higher education institutions. Based on the purpose and objectives of the study, the research question intended to be answered is, what is the relationship between the working environment conditions and the organizational commitment in Albanian teachers in higher education in RNM? In this study, the non-experimental correlational

methodology was used to find the relationships between the main variables of the study and predictive analytics, considering that it is a study that provides data for this relation through this method. 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 analyses of control variables are not part of this paper. Based on the theoretical part of the paper and the similar studies presented above, the research hypotheses for each research objective and question are presented below.

*H1. There is a positive relationship between the assessment of the work environment conditions and the organizational commitment in Albanian teachers of higher education in RNM. By increasing the positive assessment of conditions in the work environment, the organizational commitment of teachers in higher education will also increase.*

*H2. The work environment conditions (physical, social, and psychological) are predictors of the organizational commitment dimensions in Albanian teachers in higher education in the RNM. The conditions in the work environment, as predictors, explain the variance of the organizational commitment level according to the nature of the conditions in the work environment.*

### **Population and research sample**

The targeted population of this study comprises Albanian teachers in 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. A stratified random sampling technique was used for the selection of the sample 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. From the total number of teachers engaged in these universities, what is taken as a basis in 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 in all the above mentioned universities, 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 the 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 the Albanian ethnic group. The teachers who were on the list of two or more universities were selected only in the university where they have full-time working status and, at the same time, have responded only about one university. The teachers who participated in the pilot were not included. Primarily, each teacher from the list was assigned a code, and then a computerized selection was made, according to particular sample selection criteria. Out of a total of 328 targeted teachers, 298 responded positively to the participation in this research. The number of male teachers who participated in the study is 185 or 62.08%, while 113 are female or 37.92%, which is graphically shown in Table 1. Referring to the employment status, operationalized as full-time employees, were 191 teachers

or 64,09% of the participants, while part-time employee status had 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.

		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%

## Instruments

To measure the organizational commitment for the continuance dimension, the Allen and Meyer (1990) part was used, while the instrument by Jaros (2007) is used for the normative dimension, and the Mowday, Steers, and Porter scale (1979) is used for the affective dimension. This combination of dimensions was undertaken after the instrument's standardization phase by the author of this study, for a particular population in the Albanian language in 2010. According to factor analysis, psychometric results of parallel tests and the validity of the content with this combination of dimensions have 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 part and the standardization process for the population is not presented in this paper since it is not part of the purpose of this paper. Factor loadings and relevant tests of factor reduction have eliminated questions that have been inappropriate to the respective population, while the factorial coefficient treated in the final version is from .50 to .80, as it is an acceptable value to indicate a strong factor (Costello & Osborne, 2005). 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, with all questions adapted in the Albanian language, consisted of 26 questions, where 12 questions measured the affective dimension, 8 questions the continuance dimension, and the normative dimension was measured by 6 questions. *The organizational commitment* is defined as the scores achieved on the organizational commitment measuring scale from the answers to 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 environment conditions measuring instrument was developed by the author of this study, based on numerous theories about the work environment conditions in an organization, adapting it more to the universities' environment. This instrument has included theories that classify the working environment

conditions in physical, social, and psychological climates. We also relied on certain theories, which discuss the physical conditions in the work environment (Staat, 1994, Niemela et.al 2002, Pheasant, 1991, Grandjean, 1985, Evans & Cohen, 1987) and the instrument of Work Environment Scale (WES; Moos, 1994), with an internal consistency reliability .78, which was adapted and modified in this study so it included work environment factors adequate to the work characteristics of the teachers' environment. Related to the factor confirmation and the face validity process, 7 teachers were interviewed, who provided their opinions on the classification of work environment conditions. After the piloting phases, in the final version, two questions were eliminated from the 27 questions, which created another factor inappropriate to the three working conditions' dimensions. 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 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 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 points scored in the scale for measuring the assessment of work environment conditions by expressing the respondents' agreement on certain questions: 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  $\alpha = .905$ .

### **Data collection and ethical criteria**

The questionnaire was applied in April and May 2015, during the summer semester of the 2014/15 academic year. This time was chosen as the most appropriate time for the university teachers to participate in the study and to avoid exam sessions and first mid-terms. The teachers received the questionnaire online in their official or private emails, where a link for online submission was provided. The teachers selected in the study sample had the option to complete the questionnaire at any time, when they had the proper circumstances to fill it out, providing complete anonymity. This online form has automatically recorded the answers in the database, so no data on the respondent questionnaire is displayed. The security of filling out the questionnaire was coded so that the questionnaire can only be filled out using the teacher's e-mail only once. The procedure of voluntary participation was respected, providing participation consent and refusal options. According to the participation refusals, it turned out that only 6.82% of the sample refused to participate in the survey, which is an acceptable number to allow us to consider the survey procedure 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 clarification and possible remarks, as well as the identity of the author and his telephone number where provided. Participants had the technical chance to, at any time, withdraw from filling out the questionnaire, without recording the provided answers at all. In this section, was accentuated the importance of participating in the study, 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, not on smartphones. 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 of filling out the questionnaire was applied to provide complete anonymity to teachers, due to the sensitivity of the study variables, avoiding direct contact with teachers. Even in cases of further details 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.

#### 4. Results

This part of the paper includes the statistical data for the description of the main variables of the study and the relevant parametric statistical analysis of the study hypotheses testing, in accordance with the research questions and the aims of this study. The mean scored by the subjects in the organizational commitment reaches  $M=92.20$ , within the minimum value 53.00 and 128.00. Based on the way the questions were assessed with 1 (*Strongly disagree*) and 5 (*Strongly agree*), the possible minimum expected value was 26 and the maximum 130. According to the mean scored, we consider that it is higher than the expected mean, which can be seen in Graph 1, where the values above the mean are very somewhat more dominant than those of the low values. Normal distribution values, according to Kurotsis .263 and Skewness -.112, based on the standard error, are within the tolerance values for normal distribution, respectively, do not exceed the critical values of .05 (1.96). The normal distribution of organizational commitment is also confirmed by the value of Kolmogorov-Smirnov ( $KS>.05$ ). The assessment of work environment conditions, according to the responses of the surveyed teachers, results in an overall mean ( $M = 91.27$ ) with an acceptable margin of error of ( $SE=1.05$ ) and standard deviation ( $SD=18.28$ ). The minimum value of the provided answers reaches 38, while the maximum is 124, which is for a value less than the expected 125. Meanwhile, the overall average scored is significantly higher than the one expected of 75, which shows a positive positioning of teacher attitudes related to assessing work environment conditions. According to the Kolmogorov-Smirnov normality test and the distribution of means, according to Skewness and Kurtosis, it is concluded that the distribution of this variable is within the allowable limits of .01 (or 2.56), respectively, ( $p>.05$ ).

**Table 2.** Descriptive statistics of organizational commitment and work environment conditions

	Organization al commitment	Work environment conditions
Valid	298	298
Mean	92.20	91.27
Standard error	.74	1.05
Standard deviation	12.91	18.28



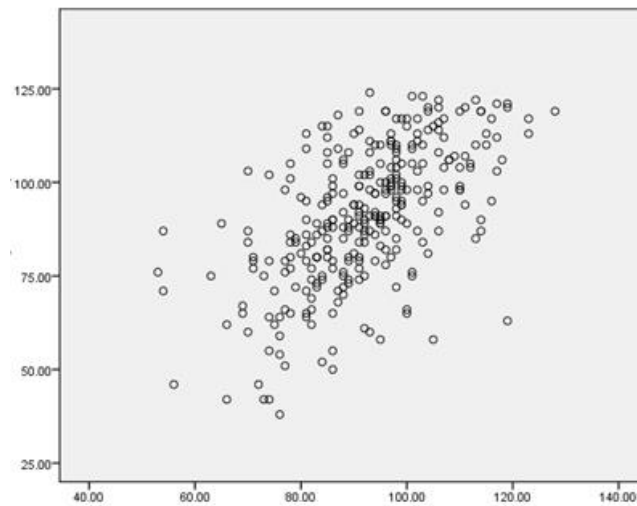
Skewness	-.112	-.421
Skewness standard error	.141	.141
Kurtosis	.263	-.221
Kurtosis standard error	.281	.281
Minimum	53.00	38.00
Maximum	128.00	124.00

To achieve the aim and the objectives of the paper, this part includes the verification of hypotheses, which were mentioned in the part of the research methodology. The Pearson coefficient was used to verify the main hypothesis of this study, *that there is a positive relationship between the assessment of the work environment conditions and the organizational commitment in Albanian teachers of higher education in RNM*, while the statistical data of variance for normal distribution met the condition of using parametric statistics, although according to Pallant (2010), in samples greater than 30, the condition of normality should not cause any major issues (Karaj, 2014). However, some of the extreme cases are checked through outlier analysis, due to the effect they cause in other analyzes. Based on the result presented in Table 3, regarding the relationship between the level of organizational commitment and the assessment of work environment conditions, we can see that the relationship between them results in a positive coefficient ( $r=.601$ ,  $p<.01$ ), and shows that the relationship is strong and statistically valid. According to this result, the null hypothesis is rejected, and we conclude the first aim of the paper, *that organizational commitment increases by the increase or positive improvement of conditions in the work environment*, in Albanian teachers in higher education in RNM. Through Scatterplot analysis on the variable's interaction in Graph 1, an elliptical structure of the relationship is tilted to the right, which shows a positive relationship between the variables, meaning that the increase in the level of organizational commitment is gradually accompanied by the increasing values of work environment conditions.

**Table 3.** Correlational analysis between the organizational commitment and work environment conditions

		Organizational commitment
Work environment conditions	Pearson correlation	.601**
	Sig. (2-tailed)	.000
	N	298

\*\* . The correlation is valid at the level 0.01 (2-tailed).



**Graph 1.** The relationship of organizational commitment with the work environment conditions.

Regarding the second set purpose of the paper, about the verification of the prediction of the work environment conditions' nature in explaining the variance of the level of the overall organizational commitment, is used the analysis of linear regression, while the conditions to use this analysis are met, respectively, the presence of the strong relationship between the predictor variable work environment conditions and the organizational commitment variable. The Durbin-Watson value regarding the autocorrelation between variables does not exist, since the value is at 1.811, which shows that the issue of autocorrelation does not exist between work environment condition and organizational commitment variables (Table 3), whereas the value of tolerance of variance inflation factor (VIF) for multicollinearity, is also within the allowed limits above 0,10. Even the distribution of the variance and its homogeneity through standardized graphs and residuals, show that the conditions for carrying out this statistical analysis are met. Based on the result in Table 4, we see that 34.6% of the organizational commitment variance through adapted R, is explained by the work environment conditions ( $R^2=.346$ ,  $F(1,296)=158.23$ ,  $p<0.01$ ).

The result shows that the work environment conditions, as a predictor variable, predict the variance of the level of overall organizational commitment of Albanian teachers in higher education in the RNM, as valuable and significant in terms of statistics ( $\beta= .59$ ,  $p<.001$ ). The set hypothesis *if the work environment conditions improve, we will have a higher organizational commitment at work as well* is accepted.

**Table 4.** The general model of organizational commitment prediction <sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.590 <sup>a</sup>	.348	.346	10.43953	1.811

a. Predictor: (Constant), Work environment conditions

b. Dependent variable: Organizational commitment

**Table 5.** Predicting organizational commitment from work environment conditions

Model	Non-standardized coefficients		Standardized coefficients			Collinearity statistics	
	B	Standard error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	54.158	3.084		17.559	.000		
Work environment conditions	.417	.033	.590	12.579	.000	1.00	1.00

a. Dependent variable: Organizational commitment

The linear regression model with the multivariate enter method, presented in Table 5, shows that 34,3% of the organizational commitment variance is explained by physical, social, and psychological work environment conditions ( $R^2=.343$ ,  $F(3,294) = 52,756$ ,  $p<0.01$ ). As for the prediction size, the physical conditions resulted significantly in terms of the statistical value of the standardized beta ( $\beta = .348$ ,  $p<.001$ ). The conditions of social nature ( $\beta = .230$ ,  $p<.001$ ) were statistically significant, meanwhile, the statistically significant conditions of psychological nature explain the size of variable prediction “*Overall organizational commitment*” ( $\beta=.167$ ,  $p<.001$ ). The physical conditions are predictors of organizational commitment to a greater extent, second are the social ones, and finally the psychological conditions.

**Table 6.** The general model of organizational commitment prediction <sup>b</sup>

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.592 <sup>a</sup>	.350	.343	10.46216	1.819

a. Predictors: (Constant), Conditions of psychological, physical, social nature

b. Dependent variable: Overall organizational commitment

**Table 7.** Predicting organizational commitment from work environment conditions <sup>a</sup>

Model	Non-standardized coefficients		Standardized coefficients			Collinearity statistics	
	B	Standard error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	53.167	3.359		15.829	.000		
Physical	.402	.060	.348	6.735	.000	.828	1.208
Social	.535	.143	.230	3.735	.000	.584	1.713

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Psychologica	.349	.133	.167	2.620	.009	.543	1.843
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a. Dependent variable: Overall organizational commitment

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## 5. Conclusion

In general, this study bases its findings on numerous research and elaborated theories, which are in abundance and significant to the field of organizational psychology. This means that the main concept of organizational commitment is treated similarly to many studies of other authors, who have discussed and conducted research about organizational commitment, analyzing it in relation to different factors. However, the particularity of this research, in relation to other studies, refers more to the place where it was conducted i.e., the measurement of variables and the approach to analysis took place mainly in the work environment, such as educational institutions. The main theories, on which the treatment of this topic is based, are those of Whyet in 1956, Porter, Mowday, Steers, Allen, Meyer, and Becker (Gul, 2002) on organizational commitment as well as the theories of Danish, Ahmad, Moss (2013) and Moss and Billing (1991). Organizational commitment, according to Meyer's (2011) theory, is *“the force that directs, organizes the direct behavior of the employee”* and is determined by the employee identification at work according to the values, norms, and traditions of the organization (Anderson & Martin, 1995). The results of our study showed that the level of organizational commitment of Albanian teachers in Macedonia was above the expected mean, i.e., the satisfactory level allowing us to say that universities in Macedonia have work- committed teachers since this level is associated with useful consequences, resulting in higher performance at work (Mathieu & Zajac, 1990). According to Huberman (1993), the teachers' work commitment is identified as one of the significant factors for the success and future of the education in a country, hence this is followed by good and constructive behavior and benefits for both, the institution, and the employees. (Scott-Ladd, Travaglione, A & Marshall, V., 2006). This level of commitment is in line with previous studies conducted by the author of this paper. In general, we have a significant level of organizational commitment in higher education institutions in Macedonia and this is noticed, mainly, in Albanians (Neziri, 2010) although, since 2010, i.e., for the last four years, in total, we have had a slight mean decrease in the current study.

What was ascertained from the findings was a positive assessment of the general work environment conditions, which greatly influence the employee behavior (Brill, 1992), while according to Zhulla (2014), the work environment conditions remain positively related with many aspects of employees, in their work and they are important external factors. Generally, the work environment conditions have been less positively evaluated in the previous study of Neziri (2010), but, according to the difference of results in these studies, it is obvious that the intervention in providing better overall conditions at work has significantly improved. As for the physical work conditions, it is found that they are assessed slightly above the expected average, but again, we emphasized that the assessment of physical conditions such as: cleanliness, ventilation, temperature, halls, offices, working tools and materials, reimbursement, safety, payment delay and compensation for the work performed are satisfactory, but not to a significant extent. It is worth noting that, compared to 2010 these conditions are more positive and scored higher.

The main goal of this study was to verify the mutual relationship between organizational commitment and the work environment conditions in Albanian teachers in higher education institutions in the Republic of North Macedonia. While processing the empirical findings, we ascertained that there is a moderate positive relationship between the level of organizational

commitment and the level of assessment of work environment conditions in higher education institutions. This relationship shows that, besides increasing the improvement of work environment conditions, we also have an increase of organizational commitment. This statistically significant finding proved in favor of our hypothesis on this problem. Our study results predicted a high explanation of the variance of the overall organizational commitment based on the assessment of the work environment conditions, with about 34.6%, and is statistically significant. Similarly, we find this relation and explanation in other studies on this topic, conducted earlier in various universities and organizations in the world as well as in the Republic of North Macedonia. At Yale University (Commitment at Yale University, 2010) was found a positive relationship of teachers' commitment to work with the work environment conditions. According to Moos (1994), the role of the work environment is important in determining employee attitudes towards their work (Maqsood, 2011) and is an important source of employee productivity in achieving work goals (Lars et al. 2014). Becker and Huselid (1998), have also reported on the positive relationship between good working conditions and organizational productivity. An appropriate work environment boosts up the organizational commitment level (Qaiser, Ahmad, 2013). A significant correlation between work environment conditions was also found by Emami, Omidian, Hashemi, and Pajoumnia (2013) in a sample like the one in our study and conducted with the same instruments. A positive correlation was found with all dimensions of organizational commitment ( $r=.54$ ), but lower than our current study ( $r=.601$ ). The predictive strength of work environment conditions, according to Lai and his collaborators (2014), is lower (27.9%) than in our current study. But this difference in regression values may have been influenced by different cultural and organizational factors since a similar sample as well as the instruments of the same authors were applied as in our study. According to Mohd (2003), the positive climate of the work environment in the educational area, explains the organizational commitment of teachers with statistical significance, but the correlations are moderate. This also supports the findings of our study at the statistical level. Our results are supported by the study of Isaac (2011), a study applied at Ado-Ekiti University, which shows that there is a strong correlation between the work environment conditions and the commitment of teachers at work. A predictive strength of statistical significance of the organizational commitment related to general physical, social and psychological conditions, with 16%, was also found by Maqsood (2011), in her study with a sample of 426 teachers in public and private universities by the National Institute of Psychology, Islamabad. Compared to these studies, our study is relatively higher in predicting organizational commitment from work environment conditions. We think that this could be more of a cultural difference and of the development of higher education in Albanian in our country, which is very new in terms of time. In a similar study conducted in 2010 (Neziri, 2010), the correlation coefficient between the organizational commitment and the work environment conditions in higher education institutions in the Albanian language was higher than in this study ( $r=.72$ ), both in public and state universities. Certainly, there is a period of several years and numerous factors that may have had an impact on this difference and the study findings. Creating a better work environment in physical, social, and psychological terms, will also result in increased organizational commitment in teachers. This conclusion is supported by our study findings, explaining that, first of all, the predictive strength of organizational commitment is higher from the physical conditions, in the second place from the social ones and the psychological climate is ranked in the third place. Nevertheless, all these dimensions of conditions have statistical significance in explaining the variance of the teachers' commitment level to work. In general, cleanliness, ventilation, temperature, halls, offices, working tools, and materials, reimbursement, safety, rights, and payment delay, as physical conditions, as

in other studies, in our case have a considerable effect on the organizational commitment level. Just as the social climate between colleagues, including support, righteous behavior, mutual respect, approach to the relationship between work colleagues and support from supervisors, praise or criticism, accurate information, consultation on change, emotional support, and many other factors show a relation to organizational commitment in general, which refers to many other studies that have examined the nature of conditions, such the studies of Anela (2011), Celep (2002), Akpan (2013).

## **6. Limitations**

This study is limited regarding the level of generalization of the results for all universities, including the Macedonian nationality 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 when 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 circumstance, the scientific title, and others, 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 factors' analysis related to the work environment conditions remains for future papers, although the focus of this study was on the work environment at universities. Another factor that interferes with the results is the time of function, since the institution's establishment, 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 public life limit the results of the study since it is precise during this period that the data were collected.

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