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**PhD Dissertation Defense**

Entitled

*COMMITMENT OF TEACHERS IN TIMES OF EDUCATIONAL CHANGE: THE CASE OF GOVERNMENT  
SCHOOL TEACHERS IN AL AIN CITY*

by

Fawzia Ali Eisa Al Jneibi

Faculty Advisor

Dr. Ali Ibrahim, Foundations of Education Department  
College of Education

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Abstract

Interest in teacher commitment is growing as a critical factor for the future success of education and schools. Committed teachers play a significant role in improving students' achievement and positively building their identities. Teacher commitment is an essential consideration, particularly in times of change. This research is concerned with the topic of teacher commitment in Al Ain schools, Abu Dhabi. The objectives of this dissertation explored teachers' levels of commitment during times of change in the Abu Dhabi Department of Education and Knowledge (ADEK) and related variables that could increase or decrease their commitment. This study utilized a quantitative research methodology. A survey for determining teachers' levels of commitment was conducted with a conveniently-selected sample of teachers in Al Ain government schools from all school cycles (Grades 1-12) and kindergarten schools. Results revealed several statistical relationships between teachers' commitment in ADEK schools and teachers' demographic variables. To understand the levels of teachers' commitment and how change influences teachers' commitment helps policymakers understand the context of change and the nature of teachers' work and their attitudes and behaviors during these times. The findings also assist decision-makers in implementing policies to increase teachers' commitment. This study recommends that ADEK focus on practices that increase affective commitment, normative commitment and continuance commitment to increase teachers' commitment in times of reform and change.

**Keywords:** Commitment, Organizational Commitment, Teacher Organizational Commitment, Teacher Commitment, Abu Dhabi Education Council (ADEC), New School Model (NSM), Abu Dhabi Department of Education and Knowledge (ADEK), Emirati School Model.