Analysis of Teachers Commitment, Responsibility and Inner Peace Connection

Research Article

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ARTICLE INFO	ABSTRACT
Article History: Received: 04.06.2019 Available online: 28.08.2019	The society has many expectations from schools. The most important of all, maybe, is that the education and training services produced at school should be in such a quality. The fact that the abovementioned desired expectations can be produced is directly related to the characteristics of teachers. If teachers can make more commitments from their special times, act willingly to take responsibility and prioritize inner peace, the level of meeting the expectations of the produced services can rise. The aim of this study is to reveal the reasons why teachers sacrifice from their special time less, and why they undertake less responsibility and why they think of inner peace less; and what possible solution suggestions related to these problems may be. The study was conducted using phenomenology, one of the qualitative research patterns. The data of the study were collected by means of semi-structured interview form. The data collected were exposed to content analysis. The results revealed at the end of the study can be outlined as follows: It was concluded that there were reasons why teachers in general want to undertake fewer responsibilities, why they sacrifice their special time less and why their inner peace is less; and that there appeared reasons stemming from themselves, their directors, school climate and culture, education system and social perspective; and suggestions were made to them, directors, school culture and climate and education system that they should undertake more responsibilities, and make more sacrifice of their special times and think inner peace more. **Keywords:** Commitment of special time, Responsibility and Inner peace

Introduction

All organizations are established in order to accomplish some objectives. In addition, accomplishing organizational objectives is the first priority of organizations. The realization of organizational goals at a high level expresses a longing. That such kinds of organizations realize their institutional targets at maximum level,

in other words that they are effective, enables them to live longer. Otherwise, the existence of these organizations becomes controversial. There is no doubt that this reality is also valid for schools where education service is produced. That education-training service in schools is produced in such a level that it satisfies the education shareholders; and that it produces human capital with a quality to compete with the world can be at first sought for in the efforts of teachers whose primary responsibility is producing education service. While the greatness of teachers' emotional, mental and physical contribution in producing education-training service increases the quality, less contribution decreases the quality.

Within this context, teachers' commitment to accomplish organizational objectives by sacrificing more of their private times and their undertaking more responsibilities in relation with tasks and processes at school and their prioritizing inner peace in education and training activities are important factors that directly affect the quality of education and training services. In addition, these three concepts are complementary of each other; and when one is absent, the other is incomplete. More responsibility is taken by sacrificing more of private times; and by thinking inner peace more, more sacrificing is done. The reverse is also true for the relationship between these concepts. Looseness in sacrificing of private times results in less responsibility. When inner peace is not given any importance, no sacrifice of private times occurs.

The concept of organizational commitment was first taken up by Whyte (1956) and this concept was developed by other researchers (From Morrow and McElroy transferred by Gül, 2002). When the concept of commitment was used to describe employees with a high level performances in 1990 by Kahn, the concept started to be known distinctly (Arrowsmith and parker, 2013).

Organizational commitment refers to an emotional commitment of employees to the organization's objectives, values, role and organization itself (From Buchanan transferred by Karakuş, 2008). Organizational commitment can also be described as an enthusiastic sense of pride from work. Also, organizational commitment can also be defined as a concept that guarantees behaviours towards achieving organizational goals, requiring a high level of mobility, and pointing to the basic dimensions of intrinsic motivation (Salanova and Schaufeli, 2008). Organizational commitment is the formal and predetermined behaviour of employees (Celep, 2000). Briefly, organizational commitment can be described as employing the workers' with all themselves to work with inner and strong motivation to perform their duities.

When Khan (1990) set forth the foundations of organizational commitment, he also handled the organizational commitment with physical, mental and emotional dimensions. According to Attridge (2009), organizational commitment has three components as psychological (Physical), emotional and cognitive.

Each component brought about an explanation. For example, psychological component: I spend a lot of energy while working; and Emotional component: I work with all my heart; and cognitive component: doing my work is so fluent and interesting that I do not think about anything. Khan (1990) said that of the dimensions of organizational commitment, the physical commitment dimension is one in which an individual devotes himself to his work in commitment case physically. In addition, this dimension can be defined as the effort made for the realization of the work. In the dimension of emotional commitment, the physical energy of the individual can be explained as adding his feelings to his work and duty. If an individual sets a high level connection between the job that he is performing and adding his emotions to his job, it is possible to mention the emotional dimension of commitment. When comes to the mental commitment, it can be defined as the energy spent for works by an individual. In addition, it is possible to mention about two sub dimensions: The first one of these is attention that is to say that it is the duration that the individual spends while performing his duities. The other is the energy spent on concentration on the work while performing it.

In the case of employing the workers emotional, mental and physical dimensions of organizational commitment, it is possible that it can respond the expectations of shareholders of produced service. Also, it

contributes to the employees' coming to work on time and increasing the time of their presence at work (Karakuş, 2008), while it postpones their work leaving (Sarıdede and Doyuran, 2004) and reduces work neglect at work (Özden, 1997). In general, organizational commitment has a decisive role in ensuring the effectiveness of the organization and in the emergence of positive results in the individual sense. Organizational commitment also makes employees more loyal and productive (Ward and Davis, 1995).

As is known, sacrificing is a crucial value for all organizations to be able to accomplish their foundation objectives effectively; likewise, sacrificing in education, that is to say, sacrificing of private time is as important. "Teaching profession is basically a sacrificing and devotion profession" (Selçuk, 2018). In one of his studies, Koşar concludes that teaching profession is consisted of six basic components as touching life, being all-rounder, being self-renewal, guidance, horizon opening, struggling with challenges (Koşar, 2019). The fact that the roles, which all these components load on teachers, are to be successfully performed makes it compulsory that teachers should sacrifice of their private times. It seems to be impossible that if teachers want to carry out their teaching profession effectively and actively, they should conduct preliminary preparation.

In maximizing effectiveness of organizations, in addition to organizational commitment, other values such as responsibility, inner peace etc. are needed.

Many definitions were made about the sense of responsibility. Responsibility value was tried to be explained by giving place a few of the definitions mentioned in this study. Responsibility is the sense of fulfilling any work taken as a duty till finishing and even rendering its account when necessary despite of all challenges (Başaran, 1971); and it is the status of an individual to fulfil his / her duties in accordance with his / her age, gender and development level from early childhood (Yavuzer, 1998: 107).

Responsibility, one of the most important components of character, is the obligation to fulfil the duties related to him/her or another on time. An individual having the sense of responsibility is to fulfil his/her duties on time and as required. The sense of responsibility can be achieved by the individual at very early ages and with the help of education given in the family and school environment where he/she lives or at later ages (Ekici, 2014). Responsibility perceived in terms of education can be defined as a common and secret factor related to academic learning, motivation and behaviour (Zimmerman and Kitsantas, 2005). Shortly, sense of responsibility is a value of an individual to perform his/her duties in accordance with requirements of the duties.

Value of responsibility is one of the values which all organizations, producing goods and/or services, pay attention and try to reinforce. The service produced at schools at a level to please the shareholders is possible through teachers whose sense of responsibility primarily has developed.

Since the subject of the study is to analyse the teachers' commitment (sacrifice of their special time), responsibility and inner peace, it is necessary to briefly explain the concept of inner peace. It is possible to define peace as amity, vigour of head, contentment, comfort, virtuosity as explained by Turkish Language Society; and it is possible to describe the inner peace as the inner satisfaction of any individual in fulfilling his responsibilities. While duties and responsibilities are being fulfilled, it is considered that inner peace is being enjoyed. That is the duties and responsibilities are performed by taking the expectations of shareholders to be affected from them into consideration. However, while duties and responsibilities are fulfilled, only if the concern of carrying out the formal task is considered without considering the expectations of shareholders, it is likely that instead of inner peace, inner restlessness may be experienced. As in all organizations, whether the teachers, who work at schools, education organizations, fulfil their duties and responsibilities prioritizing inner peace or not is a significant parameter determining the quality of education service produced.

This research aims to contribute to the desired quality of education and training produced by teachers. This contribution is thought to be two-dimensional. The first dimension is to reveal the reasons why teachers make less sacrifice from their private time, why they avoid responsibility and why they think less about inner peace. The second dimension is to show what can be done to make teachers sacrifice, take responsibility and give importance to inner peace more than their private time. These aspects of the research are expected to contribute to the field. It is also aimed to contribute to filling the gap in this area. Perhaps the most important difference of this research is that all participants in the study group have a master's degree in education management. In addition, there is no literature in the field of education related to inner peace.

Aim and Importance of the Study

It is important to make suggestions to search organizational commitment, determine the obstacles, and eliminate them in schools where education service is produced like all organizations. In addition with the help of this study, it will be possible to contribute to strengthening teacher commitment and determining the factors having negative effects on teacher commitment and eliminating them and creating a scientific base for this and increasing the success of schools. The raw material of school is human, thus teachers and administrators of schools deal with human and they try to change and improve the students as community want (Özdemir, 2000; Artun, 2008).

In this context, in some studies (Akın, İş and Öter, 2018; Dağlı, Öter and Öter, 2015), the results were reached that the teachers and the administrators made less commitment of their special times, and they were afraid to take responsibility for their work and they paid less attention to their inner peace. Upon these reached results, this study was conducted in line with the aims given below:

1. What are the views of teachers about the value of self-sacrifice in their private times in education services?
2. What are the views of teachers about the value of taking responsibility in their private times in education services?
3. What are the views of teachers about the value of prioritizing inner peace in their private times in education services?

This research aims to identify possible barriers to effectiveness and efficiency in education and training stemming from the above-mentioned sub-objectives. It also aims to contribute to the literature by serving the elimination of these barriers. This target makes the study significant.

Method

Research Design

The study was carried out by using Phenomology design, one of the qualitative research patterns. Phenomology pattern focuses on phenomena that we are aware of, whereas we do not have a deep and detailed understanding. Phenomena may appear in front of us in various forms such as events, experiences, perceptions, inclinations, concepts and situations in the world we live. We can come across with these phenomena in different forms as well. However, this does not mean that we fully understand the phenomena. Phenomenology sets an appropriate study ground for studies aiming at searching for phenomena that are not entirely alien to us, but also to investigate the phenomena that we cannot comprehend completely (Yıldırım and Şimşek, 2011).

It is possible to explain the reason why the study was carried out using phenomenology pattern as follows: In general, there are observations, experiences, ear witnesses and news from the media about the fact that teachers sacrifice less of their private times, take less responsibility and care inner peace less while

carrying out education and training services. Phenomenology pattern was used because it allows investigating the causes and solutions of these problems in depth.

Participants

The participant group consisted of 30 volunteer teachers who completed the master's degree in Educational Administration Department of Educational Sciences Department of Mardin Artuklu University in 2017-2018 academic year. Data sources in phenomenological research are individuals or groups who experience and focus on the phenomenon that the research focuses on (Yıldırım & Şimşek, 2011). In this research, a participant group was formed according to this principle. This is because the participant group is active in the education system and lives the research topic. The sample type used to form the participant group is the criterion sampling type (Yıldırım & Şimşek, 2011).

Table 1. Statistics about study group

Branch	Maths	Science	History	English	Classroom teaching	Total
n	6	5	7	6	6	30
%	20	16.7	23.3	20	20	100

As can be seen in Table 1, the branches of participants in the study group work are Mathematics (6), Science (5), History (7), English (6), Class Teacher (6).

Collection of Data

In Phenomology studies, the main data collection tool is interview (Yıldırım and Şimşek, 2008). Within this context, so as to determine the reasons and suggestions to solve problems, semi structured interview form with three questions was prepared. The questions in the interview form are as follows: 1) What can be the reasons and solution suggestions if teachers avoid sacrificing their special time while fulfilling their duties? 2) What can be the reasons and solution suggestions if teachers avoid undertaking responsibilities while fulfilling their duties? 3) What can be the reasons and solution suggestions if teachers think their inner peace less while fulfilling their duties? Before the questions were given their final form, the views of three academicians who were expert in the field of education sciences were also referred to. The forms were delivered to the volunteers after necessary explanations were made by the researcher; and after the participants filled in the forms, they were collected. In addition, focus group discussions were carried out with the participants after interview forms were filled in.

The collected data were first coded and then transferred into computer environment. While codes were given, the branches, genders and task types of teachers were taken into consideration. For example: the teachers were given the following codes: Mathematics teachers from M1 to M6, Science teachers from F7 to F11, History teachers from T12 to T18, English teachers from E19 to E24 and class teachers from S25 to S30. After this process, the similar answers given by participants were gathered. The themes were named based on the contents. The views of two academicians working in the field of education sciences were taken in order to find out whether the theme names reflected the content and whether the expressions taken into themes can be evaluated in the same theme. Final form was given this process after necessary corrections were made.

Validity and Reliability

To ensure the validity of the research, the closeness to the research area, collecting detailed and deep information via face to face interviews, and collecting information either directly by observation or in the natural environment where the events take place etc. are crucial properties providing validity in a qualitative research (Yıldırım and Şimşek, 2011).

The participants are teachers and at the same time they are master degree students of the researcher. After semi-structured interview form was filled in, the researcher performed focus group discussions with the participants in class environment; and he took necessary notes. In addition, the researcher is close to research case. Furthermore, the researcher often visited schools within the context of pedagogical formation certificate education and teaching practice; and he interviewed administrators and teachers and performed the necessary observations. The fact that the researcher carried out face to face and direct interviews, and gathered information directly and in natural environment through observations, and conducted focus group discussions are the activities to provide validity for the study.

The fact that the researcher is close to the research phenomenon and that he often visits the schools within the context of pedagogical certificate education framework and teaching application, and that he carries out face to face and direct interviews, and that he gather information directly and in its natural environment are activities for ensuring validity.

To ensure the reliability of the research, it is important to announce detailed explanations about data collecting and analysis methods. How the interviews and observations are made and recorded, and how the documents are analysed, and how the results are combined and presented in detail are important for the reliability of the research (Yıldırım and Şimşek, 2011). In order to ensure the reliability of the study, what was done about the data collection and analysis method, how the interviews and notes were taken, how the documents were analysed and how the findings were combined were explained in detail. Direct quotation from participants' views was also utilized.

Results

Exposing the data collected through developed semi structured form to content analysis, separate themes for the reasons and solution suggestions of problems were created. In addition, the frequencies were given place with reasons taking part in sub-themes. While results were given, the sequence of sub-purposes was considered.

Table 2. Reasons why teachers avoid sacrificing from their special times

Themes About Reasons Why Teachers Avoid to Sacrificie Their Special Times
A- Theme About Reasons Stemming from Teachers
*One of property that separate teachers from other occupations is that since teachers get tired both physically and mentally, they want to spare time for their families and environments and relax after they finish teaching at school (M1,M2,E19 and H13),
*Everything is considered money oriented at school (H12),
*Criteria about teachers and interest and talents of an individual are not given sufficient importance (S7),
*The presence of problems in the process of carrier choosing and being accepted to a profession (S8),
*People, who do not like their jobs, do not sacrifice from their special times (C25),
*Displeasure due to the lack of value for sacrifice made from special times (C27),
*Activities such as seminars and meetings are performed during teachers' special times (H1),
*Problems stemming from not being tolerant to teachers in school environment (S9).
B- Theme About Reasons Stemming from Administrators
*Problems resulting from administrators not being tolerant to teachers in school environment (M5,H14 and E21),
*The heartache which teachers do not receive at least a thank in return for their sacrifices (E23 and C30),
*Favouritism that school administration act some of the staff (H17),
*The lack of efficient time management (E20),
*Communication barriers between teachers and school management (S9).
C- Theme About Reasons Stemming from Social Perspectives

*Exaggerating small problems (M6 and S11),
*Teachers and administrators of school are not known outside the school (E24),
*Media etc. misleads society, against teaching profession and teachers (M6)
*Teachers are seen at the same status as other officials and are behaved in accordance (H13).
D- Theme About Reasons Stemming from Education System
*The system does not facilitate a comfortable atmosphere for teachers and administrators (H18).

When Table 2 is evaluated, it is seen that the below results were achieved: the reasons stemming from **teacher** avoidance from sacrificing their special time are that teaching profession causes teachers to get physically and mentally fatigue, and that teachers want to share time to themselves and to their families and relax after leaving school, and there are problems during career choosing and recruitment, and people who do not like their job, do not tend to sacrifice their special times etc., and problems stemming from **administrators** are those caused by the lack of understanding of the administrators to teachers in the school environment, and the heartache which are caused by people even by not thanking to a sacrifice, and favouritism that school management displays to some of the staff; and from **social point of view**, enlarging some small negativities, and teachers and managers not being known outside, and media, etc.

Table 3. Solution suggestions about providing teachers with sacrificing their special times

Solution Suggestions to Teachers to Devot From Their Special Times
A- Solution Suggestions Theme About Teachers
*Teaching profession should not be seen as only monetized profession (M1,M2,E19 and H13),
*Teachers should have moral and conscientious values (S8 and H17),
*Teachers should be equipped with values such as justice, conscience, commitment more than other professions (E19),
*Teachers should possess a powerful a sense of love and respect (E23),
*Teachers should establish empathy between them and students (C29),
*It is necessary to strengthen the conscientious about the effect of education on community development (H17),
*Teachers should primarily possess the feeling of responsibility (M6),
*Teachers need to get rid of selfish thoughts (M5),
*It is necessary to equip the teachers with their responsibilities do not end only with their fulfilling the duties that they are required to do (S10),
*The school should have a team spirit and the members should act in accordance of that team (H17),
*The sense of serving to people and community should be prioritized (E23),
*Teachers should feel that they belong to this job (C29),
*It is necessary to create opportunities and facilities where teachers can be discharged (H15),
*It is necessary to provide teachers with more comfortable working conditions (S11).
B- Solution Suggestions Theme About Adminators

*It is necessary that the administrators should never act injustice among their staff whatever the case is (M6,S10,H18,E20 and C30),

*It is necessary to empower moral, conscience, responsibility etc. values of administrators (M4,C,27,S9 ve S10),

*Schools should be administered according to values the base of which is comprised of particularly justice, conscience, responsibility etc. (M4 and E23),

*Administrators should establish good relations with teachers, and organize common activities, and perform family visits together, and convert school environment into a family environment (S11 and H18),

*Staff who make commitment should be awarded (C30 and E22),

*Available opportunities should be used best (M5 and H15),

*Administration should conduct a perfect plan (E22 and C24),

*Administrators should establish empathy (C29),

*Holiness of teaching profession should be strengthen by administrators (H12),

*Administrators should be rescued from selfish thoughts (S10),

*Love and respect should be powerful with administrators (S9),

*Administrators should pioneer commitment (M5),

*Administrators should give up the understanding to have fulfilled their diuities by only performing formal dimension of their job (M3),

*It is necessary good application examples be supported and encourage the new ones by administrators (E19),

*Administrators should develop different rewarding systems for teachers working devotedly (S7),

*Management should attach importance to interpersonal dialogue (E19),

*Management should exhibit constructive and positive attitude to staff (C30).

C- Solution Suggestions Theme About Education System

*Personal rights of administrators should be bettered (C25 and H17),

*In service training seminars and similar activities related with values management should be carried out (M5),

*Measures should be taken to allow administrators to discharge (H17),

*Administrators should be provided with more comfortable working conditions (S8),

*Different rewarding opportunities for administrators working devotedly should be developed by National Education Ministry (E22),

*Good activities done by administrators should be appreciated (H18).

When Table 3 is evaluated, it is seen that the following results were achieved: For the theme **about teachers** devoting from their special times, teachers should possess more moral and conscience values, and they should equipped with a powerful sense of love and respect, and they establish empathy, and they should be more powerfully provided with values such as justice, conscience and commitment; and for the theme **about administrators** devoting from their special times, administrators should definitely be fair and they should not act favouritism, and values such as moral, conscience, responsibility etc. with administrators should be empowered, they should establish empathy, and administrators should give up selfish thoughts, love and respect should be powerful with administrators, and schools should be managed according to values management etc.; and for the theme **about education system,** the personal rights of teachers and administrators should be bettered, and activities such as in service training about managing with values should be carried out, and administrators should be provided with more comfortable working conditions.

Table 4. Reasons for teachers' being unwilling to undertake responsibility

Themes About Reasons for Teachers' Unwilling to Undertake Responsibility

A- Theme About Reasons Stemming from Teachers

*Selfish sense of teachers (H13, E21 and S10),

*Teachers' considering that they do not get paid for their work (M4 and C26),

*Teachers' fear not to succeed (E21 and M3),

*Teachers' not fully adopting their school and duties (C25),

*Teachers' trying to perform their duities with an understanding far from empathy and generally their conducting duties with as sense of formal responsibility in general (M1),

*Teachers' not willing to disturb themselves (S10),

*Teachers' thought to to be appreciated even when they take responsibility (S11),

*Teachers' fear to be loaded other duties when they take responsibility (E19),

*Teachers' thought of need for extra time in case they take responsibility (H12),

*Avoiding taking responsibility which is present in human nature (E23),

*Teachers' sense of weariness (E24),

*Knowledge and communication deficit in teachers and teachers' feeling themselves insufficient (C30).

B- Theme About Reasons Stemming from Administrators

*Administrators' not being able to encourage teachers to take responsibility; on the contrary, their efforts in the direction to discourage them (S7 and E19),

*Administrators' not being able to establish empathy (M6 and E23),

*Wearing of cultural, social, moral and religious values with administrators (C25),

*Decrease in respect of the individuals to each other due to injustice and unhappiness stemming from administrators at school (H17),

*Administrators' not being able to adopt school (H13),

*The achievements gained by administrators not being appreciated (S10),

*Selfishness and laziness of administrators (H12),

*Administration's concentrating on some specific individuals when it comes to give responsibility (E19),

*Administrators logic only acting to perform responsibility in actions to be carried out in general (H17),

*Reasons related with age, seniority, education status, personal features, traditional administrative attitudes etc. of administrators (M1),

*Administrators not taking interest and talents of teachers while assigning them with a duty (M6).

C- Theme of Reasons Stemming from School Culture and Climate

*Absence of inner peace, a healthy school climate and a good school culture (M3 and C25),

*Presence of previously experienced negative examples (E20 and S10),

*İnjustice and unhappiness at the workplace and absence of individuals' respect to each other (H11),

*Absence of common values in school or their being weakened (C27),

*Not being appreciated for things done (S8),

*The school personnel's not being able to create a team (H10).

D- Theme About Reasons Stemming from Education System

*Bureaucracy's and document processing's that system requires takes a lot of time (C28),

*People's being afraid of being punished due to some negative results experienced (S10),

*Teachers' having work-load apart from lesson (H13),

*Education policy's not being satisfactory with administrators and teachers and not being supportive (M1),

*Excessive or little supervision (E21),

*Contracted and paid teaching practices (C26),

*Low motivation caused by assignments (H12).

E- Theme of Reasons Stemming from Social Perspective

*Media's misleading public opinion (C25 and S10),

*Being in a spiritual structure that escapes from responsibility as a society (M4),

*İnterference with education by ones having no relation with teaching and education (H13),

*Our tendency uploading the responsibility to someone else in general (E20),

*Perception of taking responsibility as social purity or portrayal (S8),

*People's not being able to be equipped with conscience of responsibility from the early ages (M6).

When Table 4 is examined, it is observed that the following reasons for not undertaking responsibility are reached: The reasons **stemming from teachers** are teachers' sense of selfishness, their considerations not getting paid for work they fulfil, teachers' not fully adopting their school and duities etc.; and the reasons **stemming from administrators** are administrators' not being able to motivate teachers for undertaking responsibility, not being able to establish empathy, on the contrary, carrying out applications that discourage teachers, decline in respect among individuals due to injustice, misery at the school stemming from administrators, administrators' not possessing school etc.; the reasons **stemming from school climate and culture** are absence of inner peace, a healthy school climate, and a good school culture, injustice, unhappiness at a workplace, and decline in respect of individuals to each other etc.; the reasons **stemming from education system** are the system requirement bureaucracy and document processing procedures' taking a long time, teachers' having workload apart from lessons etc., and reasons **stemming from social perspective** are media's misleading public opinion, community's being in a structure in which individuals avoid taking responsibilities, interference of non-educators with education etc.

Table 5. Solution proposals to provide teachers with undertaking responsibility

Solution Proposal Themes About Teachers' Taking Responsibility
A- Solution Suggestions Theme About Teachers
*Teachers should think school as their home, students as their children or family members and act in accordance (H13),   *They should Give up the understanding that the teaching profession is a profession that can only fit in working hours (E23),   *They should share responsibility (C26),   *They should act with consciousness that taking responsibility is a property which is in the nature of teaching profession (M5),   *They should not avoid of responsibility that corporation necessitates (C26),   *They should dominate the thought of "we" rather than "I"(M3).
B- Solution Suggestions Theme About Adminators
*Administrators should act fairly in assigning teachers with duty and responsibility (M5,H17 and E23),   *They should respect teachers (S7,E19 and C27),   *They should share responsibility (H17 and S9),   *Distribution of tasks should be made clear (C26),   *Administrators should be neutral and they should develop democracy understanding at school (H13),   *Responsibilities should be given to teachers according to their abilities (M1),   *An appreciation mechanism should be developed within the institution (C29),   *Administrators should help improving self-confidence of teachers (S8),   *İndividuals should be guided in terms of responsibility, and they should be given motivating responsibilities (S10),   *Administrators should manage school in a team spirit (S11),   *They should be open to different views and suggestions (M4),   *They should have the thought of "we" instead of "I" (M6),   *The efforts in responsibility fields should not be left unrewarded (E21).
C- Solution Suggestions Theme About School Culture and Climate

*Universal values should dominate school culture and climate (S10 and E19),

*Common values should be constructed at school and a meeting ground for these values should be formed (E23),

*All staff of school should take ownership of school as a family (H13),

*Everybody at school primarily should abandon to say "It is none of my business" and "It is not my concern." (S10),

*Responsibility should be given more than one person according to its bigness, and a school climate encouraging responsibility should be formed (E26),

*A school culture and climate with relations strong should be created (E26),

*The employees of institution should be given respect they deserve and values such as responsibility etc. should be made a natural component of school culture (C29),

*Corporation should be done in decision making (M5),

*Dedicated teachers should be awarded (H12),

*There should be versatile and powerful communication between school personnel (M6),

*The employees should act in harmony (E24),

*Everybody should achieve what he/she has done, and what is done should be rewarded, and school should make a team, and the ones who are lax should be encouraged (E23).

D- Solution Suggestions Theme About Society

*Cultural, social, moral and religious values should be empowered and lived (M3 and M4), and the sense of selfishness should be abandoned (C30).

When Table 5 is gone through, it is clearly seen that the following results are achieved: the suggestions **for teachers** to take more responsibility are these: they should share responsibility, and they should see school as their home and students as their children and act in accordance, and they should attain understanding that teaching profession is not a profession which will be pressed into merely working hours etc. The suggestions **for administrators** are these: They should establish empathy, and they should act fairly in distributing duties and responsibilities, and schools should be managed according to values, and administrators should have moral values more, and they should act fairly in giving duty and responsibility etc. The suggestions **for school culture and climate** are these: Universal values should have a domination on school culture and climate, and all employees should own school like a family, and everybody at school should primarily abandon saying "It is none of my business" and "It is not of my concern", and a school culture and climate where social relations are more powerful should be established etc. And the suggestions **for society** are these: cultural, social, moral and religious values should be empowered and lived, and sense of selfishness should be abandoned.

Table 6. Reasons for teachers thinking about inner peace less

Themes About Reasons Why Teachers Think About Inner Peach Less

A- Theme About Reasons Stemming from Teachers

*An important portion of teachers prefer and carry out teaching profession although they do not want, love it, and it does not coincide with their interests and abilities due to some economic and other concerns (M1, M3, M6, S10, H13, H15, E20, C26 and C29),

*Education is neglected, while priority is given to teaching (S8, S10, H14, H18, E19 and C30),

*Teachers set connection of everything with benefits and advantages (M,6, S9, S11, H13 and E23),

*They do not carry out conscientious accounting (M1, S7, H12, E20 and C27),

*They have little sense of responsibility (M2, M6, E22 and E24),

*They are far away from justice and conscientious values, on the contrary, only focus on fulfilling formalities (S7, H16 and C24),

*They move away from the notion of justice (H13, E21 and C26),

*They cannot work in corporation (H15, C25 and C28),

*They have powerful egos (M3, S9 and E24),

*They lack empathy (E19 and C29),

*They do not have a healthy communication among them (S7 and H18),

*They are not hardworking and efficient (C25 and C27),

*They have low level of honesty (M1 and S9),

*They do not have spiritual satisfaction from their profession (S8 and E24),

They put inner peace into the background (C30).

B- Theme About Reasons Stemming from Administrators

*Relations depend on benefits not principles, everything at school is reduced to benefit (S7, H17, h18 and E23),

*They are not fair in their job (M3, H13 and E20),

*Teaching is prioritized instead of education, so education is neglected (H12, E19 and C28),

*Administrators do not carry out soul-searching (S9, S11 and C26),

*They are not dependent to their institutions and jobs (H12, E20 and E21),

*Selfishness (M1, M2 and S7),

*Administrators are not honest to their institutions (M6 and H12),

*They lack empathy (E21 and E24),

*There is not a healthy communication between the members of school (C27 and C30),

*Administrators do not give confidence around (S7 and H17),

*There is pressure of management on teachers (M5),

*Teachers change when they become administrators (S9),

*Minor events are exaggerated (H15),

*They do not read books, and watch films and dramas sufficiently, so they stay trapped in a narrow viewpoint (M5),

*Behaviours and attitudes of administrators break teachers' hearts (E21),

*They do not appreciate the successful teachers achievements adequately (C24),

*They see their job only as an execution of profession (M4),

*They have the view not to have any problems with their senior administrators, the rest is not important (M2),

*They do not set good examples (S7).

C- Theme of Reasons Stemming from School Culture and Climate

*Lack of a safe climate in school (C29),

*Absence of sense of empathy (M1),

*Formal behaviours of teachers and administrators and focusing on only formal works (S8),

*Communication barriers originating from one way communication (S8),

*Putting to create an environment, where teachers can comfortably express themselves, and exhibit their skills and be peaceful, into background (C29).

D- Theme About Reasons Stemming from Education System

*Preferring some other things with teachers and administrators instead of competence (C27, C29 and C30),
*Haste of fulfilling requirements of legislation (M3 and C29),
*Presence of interview in recruiting teachers (S9),
*Education system's moving away from spiritual and moral values, and values education being done only on paper (S7),
*Prioritizing teaching and seeing exams very crucial, upper National Education Ministry management's prioritizing this, so schools' putting teaching and exam to the first place (E20),
*Central determination of curriculum and its relation with teaching (M2).
E-Theme of Other Reasons
*Spiritual collapses (S11),
*Social corruption (E19),
*Material value exceeds spiritual value (E23),
*Deferring from virtues (C27),
*Decrease in parents' respect for teachers (C26),
*Introducing teacher as a bogey with the news of the media (M1),
*Differential views of teachers on different class segments (S11).

When Table 6 is analysed, it is seen that the reasons why teachers think about inner peace less **stemming from teachers** are these: Not carrying out conscientious accounting, having less conscience of responsibility, lack of empathy, inability to get spiritual satisfaction from work done, getting away from benevolence, weakening of moral values, teachers' moving away from justice and conscientious values, on the contrary, focusing only on formalities etc. The reasons **stemming from administrators** are these: Not carrying out conscientious accounting, not dependent on their institutions and job, absence of a healthy communication, and inability to get spiritual satisfaction from work done etc. The reasons **stemming from school culture and climate** are these: Absence of a safe climate at school, formal behaviours of teachers and administrators and their only focusing on formalities, absence of a healthy communication etc. The reasons **stemming from education system** are these: Preferring some other things with teachers and administrators instead of competence, haste of fulfilling requirements of legislation, presence of interview in teacher recruiting, moving away from spiritual and moral values in education system etc. The reasons **stemming from other reasons** are these: Spiritual collapses, social corruption, Material value exceeds spiritual value, Deferring from virtues, Decrease in parents' respect for teachers, Introducing teacher as a bogey with the news of the media, and Differential views of teachers on different class segments etc.

Table 7. Solution proposals about providing teachers with thinking of inner peace

Solution Proposal to Make Teachers Think About Ineer Peach

A- Solution Suggestions Theme About Teachers

*Teachers should be equipped with values such as commitment, sacrifice, patience, conscience and moral that teaching profession necessitates (M6 S11, H12, H13, E20 and E24),

An environment in which students can choose a job suitable for their interest and abilities without considering future and financial worries (S7, H13 and C30),

Education should be prioritized together with teaching and balance of education and teaching should be established (E19, E24 and C25),

Teachers and administrators should make joint decisions with love and respect and in an understanding of cooperation (S7, S10 and C30),

Teachers should try to perform their job in accordance with justice, honesty, collaboration (M1 and S10),

Teachers should give up the habit of carrying out formal dimension of applications (H12 and C29),

Empathy conscience of teachers should be empowered (C27),

Conscience and social responsibility of teachers should be strengthened (C26),

Teachers should work efficiently devotedly in an atmosphere of love and respect (E23),

Teachers should start to alter themselves (E23),

Efficient self-criticism about activities done should be carried out and responsibility of the action should be undertaken (C26),

Teachers should have empathy and sense of mission (C26),

Teachers should take part in decision making and own the institution (M6),

Teachers should establish a healthy communication between each other, and try to solve problems, and primarily leave aside personal conflicts in the institution (S7).

B- Solution Suggestions Theme About Adminators

*Administrators should manage school collaborating with shareholders in the management and taking joint decisions (M5, S7, S9, H13and C26),

*They should be fair to staff (M4, M6, E19 and E22),

*They should create opportunities to discharge with activities where teachers can feel in peace, and keep their motivation vibrant (E21, E22 and C26),

*They should prioritize humanistic, spiritual and moral values (H13, H14 and E20),

*They should establish empathy with the employees (E20 and C26),

*A climate, where administrators can talk about activities done unbiasedly and objectively, should be created by administrators (H13 and E24),

*Administrators should prioritize establishing the understanding, "everything is for people" in school (E24 and C29),

*Administrators' conscience responsibility should be empowered (C26),

*Administrators should start change from themselves (E22),

*Administrators should know teachers and other staff well and set example to them with their behaviours (E21),

*Administrators should perform a good professional counselling for teachers (M2),

*Administrators should act as leaders rather than managers (S7),

*Sense of duty with administrators should be empowered (E20),

*Administrators should give up habit of fulfilling actions for only formal dimension (C29),

*Management should primarily set an example in leaving aside the individual conflicts in the institution (M1).

C- Solution Suggestions Theme About Education System

*A system to make individuals, who are aware of the importance of this job and have interest and abilities this holy profession necessitates, prefer teaching profession should be established (M5, H15,E20,C25 and C29), *Teachers and administrators should be supported financially (M5,M6, E19, E20 and C27),

*Education should not be politicized and uniform people should not be brought up (C27 and C28),

*More effective reward penalty system should be implemented (M1),

*Performance system with net criteria should be enhanced (S11).

When Table 7 is examined, it is seen that the following proposals are concluded **for teachers** to think of inner peace more: Teachers should be equipped with values such as commitment, sacrifice, patience, conscience and moral, which teaching profession necessitates, and empathy awareness should be empowered with teachers, and conscientious and social responsibility should be strengthened with teachers, and teachers should perform their duities in line with values of justice, honesty and collaboration etc. The proposals **for administrators** to think of inner peace are these: Administrators should be fair to their staff, and they should prioritize human, spiritual and moral values, and establish empathy with employees, and conscience responsibility of administrators should be empowered, and administrators should carry out leadership rather than management etc. The proposals **for education system** to think inner peace are these: A system to provide individuals, who are aware of the importance of education, and also who have interests and abilities that this profession requires, with preference of teaching profession should be established, teachers and administrators should be supported financially and education should not be politicized etc.

Discussion and Results

It can be concluded that the teachers' abstaining from sacrificing of their private times can stem from themselves, their administrators, social point of view and education system. Also, teaching practice, observations conducted at schools within the context of seminar activities at schools etc. and interviews with teachers and administrators seem to support this result.

Proposals were made to teachers, administrators and education system about making teachers perform more commitment from their special times. (From Arthea transferred by Tatar, 2004) listed the immeasurable features of effective teacher as follows: He has a sound moral character; and he desire to teach; and he is sensitive and patient; and he has a high self-confidence; and he is energetic, empathic and warm; and he is willing; and he determines high targets for him and his students; and his insight is powerful; and he works efficiently; he is proud of what he conducts etc. Such properties raised by Arthea (2000) that effective teachers should have a moral character, be sensitive and patient, energetic, be empathetic and warm, work efficiently are consistent with our study results. Factors affecting the professional commitment level of teachers are love of profession, making effort, appreciating, social status and compulsion. Therefore, these factors should be taken into consideration in order to increase teachers' professional commitment. Cemaloğlu (2002) stated that there should be confidence between teachers and administrators in forming clear and honest relation network at school. Güner (2006) reported that these variables do not only predict teachers' personal traits and their teaching attitudes but also their organizational commitment. Schaufeli, Bakker and Salanova (2006) expressed that effort; commitment, sacrificing and professional efficiency dimensions form the dimensions of high commitment. Zöğ (2007) said that there is a positive relation between teachers' organizational commitment levels and their job satisfaction. Çelik (2008) and Eroğlu (2007) reported that there is a relation between education administrators' management models and teachers' commitment to profession. Karagöz (2008) stated that there is a meaningful relation in positive direction between emotional commitment of teachers' organizational commitment scale and continued commitment, one of the normative commitment dimensions and with all factors belonging to administrators' ethical leadership roles. Why teachers do not undertake responsibilities can be concluded the result originating from teachers, administrators, school culture and climate, education system and social perspective. In a study conducted by Korkut and Hacıfazlıoğlu (2011), the items that appear to have the lowest in the measurement tool are: "The successful teachers are awarded both financially and spiritually", and "school administration is interested in not only teachers' working at school but also their social life", "there is a competition among teachers working in the same school about professional issues", "the faults that teachers do in their job are accepted with tolerance", and" every teacher carries out his job away from strict control." These results coincide with our results.

Proposals are made to teachers and administrators and school culture and climate about making teachers undertake more responsibility. Ingersoll (2007) emphasized that there is an imbalance between empowerment and responsibility in the teaching profession; so he made this description for teachers: "Individuals with low power, but high responsibilities". The reason for teachers taking fewer responsibilities is that they feel that they are less powerful. Altınkurt, Türkkaş, Anasız and Ekinci (2016) found that teachers' organizational citizenship behaviours are above middle level, and that the study results that they found that teachers have willing efforts to undertake responsibilities remaining out of their mission description, and that they give support to activities to increase organizational performance. These results coincide with what we have found. It is evaluated that the execution of the abovementioned proposals by authorities will provide teachers with undertaking more responsibilities.

It can be concluded that teachers are less concerned with their inner peace, stemming from teachers, administrators, and school culture and climate and education system. One of the reasons that teachers are concerned with inner peace can be attributed to psychological restlessness at school. Within this context, Yaman, Vidinlioğlu and Çitemel (2010) found that teachers are exposed to multiple psychological violence by administrator, teacher, student and parents at the workplace. The fact that teachers are exposed to violence by administrators was found by (Ekşici, 2009; Gündüz and Yılmaz, 2008; Yaman, 2010), and that they are exposed to psychological violence by their colleagues was expressed by Işık, 2007; Hubert and Veldhoven, 2001). Moreover, teaching practice, within the context of seminars at schools etc. and observations carried out at schools and interviews made with teachers and administrators confirm this result.

Proposals for teachers, administrators and education system about making teachers think about inner peace more are suggested. Arthea (2000) listed the immeasurable features of a teacher as follows: He has a sound moral character, he desires to teach, he is sensitive and patience, he has a high self-confidence, he is energetic and warm, he is willing to determine targets for him and for his students, his insight is strong, and he works efficiently, and he is proud of what he has done etc. Zöğ (2007) stated that there is a positive relation between teachers' organizational commitment levels and job satisfaction. All these results coincide with the results we have found. The fact that suggestions taking place in this study are fulfilled by the authorities is evaluated that inner peace can be considered more by teachers.

When the study results were evaluated as a whole, it can be concluded that there are reasons for teachers to make less sacrifice of their private times, to avoid taking responsibility and to think less about inner peace, which originates from teachers, administrators, school climate and culture, social point of view and education system. It is witnessed that suggestions are made to teachers, administrators and education system that teachers should sacrifice more their private times, and take more responsibility and prioritize inner peace more. Briefly, it can be said that a multidimensional evaluation and analysis was carried out both for the causes of the problems and for the solution suggestions.

Suggestions

The following suggestions are developed within the context of the study carried out.

Service training can be given and projects can be developed to make teachers undertake more responsibility; and to provide them with a paradigmatic change with the help of administrators, constructors of education system and educators of community.

A novel system, in which people with suitable personality, interest, skills and wish for teaching profession are chosen, can be developed in order to ensure the teachers to sacrifice more of their private times.

Service training activities, in which present active teachers can be equipped with abovementioned values, can be arranged in bringing up teachers with universal, moral and national features so that teachers can think about their inner peace more.

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