

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**LEVEL OF ORGANIZATIONAL COMMITMENT OF SPECIAL
EDUCATION TEACHERS OF SECONDARY EDUCATION**

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POSTGRADUATE
THESIS

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ABSTRACT

It is a fact that in recent years organizational commitment of teachers is one of the most powerful factors related to their work and this is observed because it is a decisive variable for their performance in the context in which they serve but also for the relationship they develop with their students. Particularly, in the case of special education and training teachers, organizational commitment positively affects the difficult task of engaging with children with Special Educational Needs that they are called upon to accomplish.

The purpose of this study is to investigate the degree of organizational commitment of Special Education teachers of Secondary Education working in public education structures and the influence of certain factors such as gender, age, years of service, level of education and the structure in which they serve. The Organizational Commitment Questionnaire (OCQ) of Mowday, Steers and Porter (1979) was used to measure organizational loyalty. The survey carried out was attended by 53 special education teachers working in Special Education structures Secondary Education and an analysis of the results showed that the teachers who participated in the research show relatively positive levels of organizational loyalty.

Keywords: Organizational Commitment, models of organizational commitment, special education teachers, special education structures of secondary education

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