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Exploring the Interplay among EFL Teachers' Organizational Climate, Leadership Readiness, and Commitment

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ABSTRACT

Educators' organizational climate, leadership readiness, and commitment are a few crucial features that clarify the efficiency of an institute. Therefore, this study explored the interplay among EFL teachers' organizational climate, leadership readiness, and commitment. To this end, 194 (97 male and 97 female) EFL teachers from different institutes in Tehran participated in the investigation by completing the Organizational Climate Inventory, the Organizational Commitment Questionnaire, and the Teacher Leadership Readiness Scale. The results of Pearson correlations indicated that there existed a significant relationship between (a) commitment and organizational climate, (b) leadership readiness and commitment, and (c) organizational climate and leadership readiness of EFL teachers. Also, the results of multiple regression showed that both organizational climate and leadership readiness of EFL instructors were significant predictors of their commitment. Additionally, the findings also showed that EFL teachers' organizational climate was the best predictor of commitment. Taking into account the findings, teacher educators are thus recommended to devise some teacher training courses focused on developing leadership skills and courses that help administrators understand how to create a positive organizational climate wherein they can support EFL teachers to gain more knowledge concerning the prominence of their leadership readiness and the beneficial influence of organizational climate on their commitment.

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1. Introduction

Organizational climate is considered a set of quantifiable work setting assets, which is either explicitly or implicitly recognized by the staff; educators, especially those who

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act within an organizational setting that basically stimulates or inspires their performance (Schneider et al., 2011). Thus, it can be stated that the organizational climate is associated with the labor setting that faces methods and approaches commenced by staff for organizational running. Consequently, concisely, the concept of organizational climate might be regarded or defined as the instructors' reflection of their labor setting. In addition, the notion of organizational climate is viewed as the extent of a person's connection with managers and other staff in the labor setting. As Hoy et al. (2002) pointed out, organizational climate is an institute's internal feature that differentiates one institute from another. It is believed that teachers' organizational climate stimulates the overall performance of the tutors and institutes (Schneider et al., 2011). As aptly asserted by Blessinger (2015), addressing teachers' organizational climate is vital to avoid a more persistent erosion of educational organization culture. By the same token, Riggle (2007) argued that it is essential to conduct further research on organizational climate in any institution since this might support the institute supervisors and institute administrators to better comprehend potential features that influence educators' and educator-oriented work efficiencies.

Another important teacher-related feature is leadership readiness, which is defined in different ways. Educators' leadership is interpreted as encompassing the recognized leadership responsibilities that EFL educators commence, which have both pedagogical and management accountabilities (Muijs & Harris, 2006). Moreover, educator leadership is considered a set of performances and rehearsals cooperatively undertaken (Salazar, 2010). The notion of teachers' leadership readiness is centrally slanted towards the associations and influences among the teachers of an institute. Since leadership readiness was presented in the 1980s, instructor leadership readiness has become recognized as an indispensable organizational constituent that can foster institute efficiency by inspiring educators (Wenner & Campbell, 2017). Leadership readiness elucidates the ways wherein teachers influence others and convince them to dedicate their paramount efforts to responsibilities that support their objectives (Eval & Roth, 2011). Nowadays, educators participate in leadership within and beyond their teaching space and institute walls and create massive influences as influencers for better-quality educational preparation (Katzenmeyer & Moller, 2009). In addition, instructors ought to cultivate active leadership to realize achievement in managerial loyalty. Teachers are supposed to have heavy-duty soft skills to accomplish superiority in teaching. As a result, the institute must train instructors to be active leaders so that modifications can be realized at the institute level of proper governance (Ranaweera & Montplaisir, 2010).

According to Oberholster and Taylor (1999), the attainment of any institute relies primarily on the employees' level of commitment. Educators' commitment is regarded as a crucial component in the education process (Crosswell, 2006). The notion of teachers' commitment lies in recognizing the objectives of the career with full exertion, bringing about a strong longing to partake in the occupation (Ferris, 2001). A low instructor commitment level reduces pupils' achievement, increases instructor nonattendance, and intensifies tutors' intentions to vividly shift from education to another profession (Singh & BillinsgleyBillinsgley, 1989). Instructors' commitment to instruction is extensively investigated due to its significant influence on several features of teaching. Instructors' commitment is understood to be a vital issue influencing institute learners' inspiration and presentation (Klassen & Chiu, 2011). Besides, studies illuminate that commitment to instruction impacts learner-educators' purpose to enter the educational career, along with job satisfaction (Tait, 2008). Additionally, Billingsley

(2004) maintained that commitment to instruction is certainly recognized as a significant aspect in establishing educator attrition.

However, regardless of the prominence attached to educators' organizational climate, leadership readiness, and commitment, the literature specifies that the low level of the aforementioned variables among teachers is a critical problem facing the career in numerous institutes and even countries. Additionally, despite a vast body of investigation regarding tutors' organizational climate, and leadership readiness (e.g., Chung, 2020; Jex & Britt, 2014; Kilincarslan, 2013; McKim, et al., 2017; Moorhead & Griffin, 2008; Oppi et al., 2020; Shah et al., 2022; Snoek, 2014; Wenner & Campbell, 2017), it appears merely a few investigations, if any, have explored the status of their potential associations with their commitment in the Iranian EFL context. Besides, if organizational climate, leadership readiness, and commitment are important to tutors and effective instruction, then it is essential to empirically examine them. Owing to the prominence of teachers' organizational climate, leadership readiness, and commitment, this study intended to explore the interplay among Iranian EFL teachers' organizational climate, leadership readiness, and commitment. Concerning the aim of this investigation, the following questions were addressed:

Research Question 1: Is there any significant association between EFL educators' organizational climate and their commitment?

Research Question 2: Is there any significant association between EFL educators' leadership readiness and their commitment?

Research Question 3: Is there any significant association between EFL educators' organizational climate and their leadership readiness?

Research Question 4: Is there any significant difference between EFL educators' organizational climate and leadership readiness in predicting their commitment?

2. Review of Literature

Different studies have been conducted on the notion of organizational climate. For instance, Fabregar (2021) investigated the association between lifelong service and organizational climate. The results indicated that the four main organizational climate dimensions had a positive association with instructors' lifelong service. Additionally, the results also showed that teachers' organizational climate strongly and significantly predicted their permanent service in the context of the Philippines. Additionally, Shah et al. (2022) concluded that teachers' organizational climate positively influenced their level of self-efficacy. They further concluded that organizational climate significantly predicted teachers' self-efficacy. In another study, Montealegre (2019) concluded that the institute climate has to be re-evaluated due to the inclination toward teaching, which is affecting the old-style perception of education and learning. Montealegre (2019) also argued that there are various features related to an organizational climate, which might impede the educator from approving the novel institute setting. Montealegre (2019) finally deliberated that the time is here and now to commence the procedure of reviving our teaching.

Different studies (e.g., Altinkurt & Yilmaz, 2011; Aslan, 2011; Greenlee, 2007; Kilincarslan, 2013; Lieberman & Friedrich, 2007) have been conducted on teachers' leadership and other relevant teacher-related variables. For example, Oppi et al. (2022) found that educators in institutes where disseminated leadership proportions were identified beyond normal assessed their leadership readiness higher. They also

concluded that educators assessed their leadership readiness higher in institutes wherein novelty and change-oriented institute principles were observed as higher than normal. In another study, Colak et al. (2014) investigated the potential link between educators' commitment levels and leadership roles in the setting of Turkey. The findings of their investigation showed that educators' commitment levels had significant associations with their leadership roles.

Various studies have examined the concept of teachers' commitment. For example, Shoaib and Khalid (2017) argued that tutors' level of commitment had a constructive association with their tutoring experience. Additionally, Shoaib and Khalid (2017) reported that male educators were less devoted to their careers than their female counterparts. Moreover, Moses et al. (2016) found no significant difference between female and male tutors concerning their commitment level. In another investigation, Shah (2012) explored the potential influence of instructors' collegiality on their commitment in the context of Pakistan. The findings showed that educators' collegiality surely influenced their level of commitment.

3. Theoretical Framework

3-1. Organizational Climate

The notion of organizational climate is considered as the connotations individuals attach to interconnected packages of involvements and understandings they typically have at work (Schneider et al., 2013). In basic terms, the climate of an organization refers to the existing impression and environment in an organization, irrespective of its traditional and historical qualifications (Moorhead & Griffin, 2008). As pointed out by Jex and Britt (2014), teachers' organizational climate has four main dimensions, i.e., leadership, organizational standards, responsibility, and rewards and recognition. The leadership dimension refers to how instructors influence colleagues to do what they seek for the institute organization. In simple terms, the leadership dimension is the capability to stimulate others to surpass their responsibilities (Jex & Britt, 2014). The next dimension is organizational standards, which focuses on institute excellence presentation and excellent construction, as well as the level to which the teachers and staff feel that the teaching institution is setting objectives for the institute and apprising the personnel. Another dimension is responsibility, which essentially refers to the level to which teachers feel that they can come to a decision and solve matters and problems in the institute without checking with supervisors continually. The last dimension is rewards and recognition, which mainly refer to the level to which instructors feel that they are recognized and remunerated for good presentations and not being overlooked, criticized, or penalized (Jex & Britt, 2014).

As asserted by Chung (2020), an institute's organizational climate basically differs from an open to a closed climate. According to Chung (2020), great self-esteem can be categorized as an open climate. In this type of climate, instructors work well together without disputing and complaining. In this kind of climate, teachers are not troubled by secretarial work or customary reports. Instructors attain a significant amount of job satisfaction, and they partake in the potential encouragement to keep the institute moving (Chung, 2020). Educators are naturally pleased to be connected with the institute. In contrast, a closed type of climate is considered an unnatural or unhealthy one, mostly described as detrimental and crippling to both the teachers and

learners (Chung, 2020). In the closed type of climate, educators are disconnected and do not work satisfactorily together.

3-2. Leadership Readiness

The notion of instructors' leadership readiness has various definitions; however, different investigators agree that instructor leadership symbolizes that the instructors have an influence farbeyond the teaching space, whether prompting the specialized improvement of their associates or contributing in policy-making or decision-making at some point (Carpenter & Sherretz, 2012; Hunzicker, 2012; Margolis & Huggins, 2012). The chief aim of educator leadership is to improve student education and accomplishment (Snoek, 2014). It is believed that there are two forms of teacher leadership, i.e., formal and informal. Notably, the first type of leadership, i.e., formal, including the department head, and counselors of the new instructors, is observable to everybody in the institute, but as aptly asserted by Frost (2008), it is not categorically about instructors sharing organizational accountability and embracing official leadership functions; rather formal leadership is around the educators' right to realize their social prospective that essentially involves partaking an impact over their own settings as well as each other. It is noteworthy that educators' leadership readiness can also be splendidly hidden in the institute, particularly when discussing the informal instructors' leadership that appears due to the instructors' self-initiative. Furthermore, those instructors who function similarly to managers habitually do not acknowledge or understand that they are essentially performing instructor leadership (Oppi et al., 2020).

Various scholars and investigators have defined the concept of leadership. For instance, instructors' leadership is regarded as a procedure by which educators independently or cooperatively uphold their coworkers' specialized improvement, cultivating education and learning practices to boost learners' knowledge (Oppi et al., 2020). Educators' leadership is influenced by numerous situations that either simplify or hinder its manifestation. Initially, the readiness to instigate leadership relies on numerous personal issues such as motivation and competence (Durias, 2010). Additionally, self-assurance is a vital feature that influences instructors' leadership readiness (Muijs & Harris, 2006). In other words, if instructors feel satisfied and self-reliant in their teaching space, have cultivated classroom proficiency, and hold and apply professional awareness and abilities in offering the most successful learning opportunities for learners, educators are more accessible for teamwork with their own colleagues (Katzenmeyer & Moller, 2009). Likewise, as asserted by Sanders (2006), those educators who are valued and acknowledged for their own careers are expected to observe educator leadership.

Investigation into teachers' leadership has acknowledged constructive impacts on educator leaders, the regulation of the institute, their associates, and the learners (DeHart, 2011). Numerous investigations have recognized the effect that active instructors' leadership might have on the accomplishment of learners and the institutes' effectiveness (Salazar, 2010). Moreover, teachers' leadership proposes that EFL educators precisely and decisively hold a dominant position in the manner in which learning organizations function and the central functions of learning and instruction (Muijs & Harris, 2006). Besides, building the capability for language institute development needs ,careful consideration of how cooperative procedures in the institutes are nurtured and improved (DeHart, 2011).

It is noteworthy that educators' leadership reflects educator agency; to be precise, educators' school-wide function is reinforced through creating associations, eradicating obstacles, and organizing resources during the course of the institute in an effort to boost learners' educational involvement and products (York-Barr & Duke, 2004). Educators who are efficacious leaders are exceptionally self-directed, take various possibilities, and perceive opportunities where other teachers might not. Furthermore, educator leaders feel appreciated in their careers and are capable of fostering supportive approaches among colleagues and learners (DiRanna & Loucks-Horsley, 2001).

3-3. Teachers' Commitment

According to Berger and Lê Van (2019), the notion of instructors' commitment is considered an inner promise or affection to the education and teaching career, stipulating the point that the instructor values and suffers connected with the occupation. Additionally, as asserted by Karatas and Gules (2010), the reality that the accomplishment of the institute is dependent on competent teachers and keeping competent educators within the institute necessitates commitment fashions this notion significant. Teachers' commitment is fundamental for the efficiency and the effectiveness of the institutes. Consequently, the real and creative operation of the educational institutes, which cultivate individuals and uninterrupted civilization, is critically reliant on educators' commitments.

According to Celep (2000), the notion of commitment is categorized into four major domains, i.e., commitment to an institute, education work, an education profession, and a workgroup. Commitment to the institute is considered as instructors' confidence and acknowledgment of the purposes and standards of the institute, teachers' determination to fulfil those purposes and standards, and instructors' intense longing to maintain their contribution to the institute. Moreover, as Celep (2000) asserted, commitment to education work is regarded as instructors' state of mind and exercises in their standard of living in the direction of their occupation, and to be satisfied with education exertion and to struggle further for execution, the paramount in the organization, and also to be satisfied with their organization. Additionally, commitment to an educational occupation is considered as teachers' perspectives on their instructional occupation. Finally, as pointed out by Randall and Cote (1991), commitment to an institute is regarded as the associate of an organization's sense of genuineness and connection with new teachers in the organization.

Numerous issues affecting educators' commitment can be stated. Teachers' commitment, with its utmost wide-ranging characterization, communicates the influence of fondness that staff experience concerning the institute. It is proposed that instructors with high degrees of commitment admit institute's objectives to a greater extent and act further than their career depiction. In addition, it is recognized that the concept of commitment fosters performance as well as job satisfaction; diminishes nonattendance and longing to resign (Selvitoplu & Sahin, 2013). It is believed that commitment is an instructor's attachment to the objectives and standards of the institute in some measure and successfully performing their responsibilities merely for the favor of the institute. In the literature, there are different investigations displaying that commitment has an impact on structural presentation in a positive manner, empowers staff to be inspired inherently, and exhibits willpower to stay in the institute. In addition, commitment diminishes job variation and absence performances; boosts job gratification and social responsibility performances (Meyer et al., 2002). Furthermore,

as Karatas and Gules (2010) noted, at institutes, instructors' high commitment creates a constructive influence on the achievement of the learners and the institute by empowering instructors to be content with their careers. Low levels of commitment might influence educators to display low occupational accomplishment.

4. Methods

4-1. Research Design

This investigation employed a descriptive-focused, i.e., ex post facto, design for the reason that no treatment was given to the teachers, and also there was no control over what had occurred to them before. As specified earlier, this study explored the relationship among EFL teachers' organizational climate, leadership readiness, and commitment. Teachers' organizational climate and leadership readiness were regarded as the predictor variables, while their commitment was considered the predicted variable. Additionally, the control variables were gender (i.e., an equal number of females and males, academic degree (i.e., MA), context (i.e., language institutes), teaching experience (i.e., no less than seven years), and age (i.e., within the age range of 30 to 42).

4-2. Participants

In this study, 194 EFL teachers within the age range of 30 to 42 (Mage= 36), who were principally selected based on accessibility and convenience sampling. An equal number of female (n=97), and male (n=97) teachers participated in the present study. It is worth mentioning that all the participants hold an MA in TEFL and had no less than seven years of teaching experience. Notably, the participants were native Farsi speakers, and they taught English at different accredited language institutes in Tehran.

4-3. Data Collection Instruments

The following instruments were applied:

4-3-1. Organizational Climate Inventory (OCI)

The English version of the OCI developed by Abu-Saad and Hendrix (1995) was administered. This instrument comprises 17 five-point Likert-scaled items. The OCI includes five main dimensions, namely, school facilities, reward system, principal leadership, intimacy and warmth, and autonomy and decision-making. The EFL teachers completed the OCI in about 15 minutes. Abu-Saad and Hendrix (1995) stated that the OCI had a high-reliability index, i.e., 0.88. As for its validity, the OCI was reported to have an acceptable content and construct validity (Abu-Saad & Hendrix, 1995). In this study, the OCI reliability was 0.90.

4-3-2. Teacher Leadership Readiness Scale (TLRS)

The English version of the TLRS developed by Katzenmeyer and Moller (2009) was applied. This instrument consists of 25 five-point Likert-scaled items. The TLRS includes four main dimensions, namely, the necessity to improve the teaching process, willingness to devote time and energy, understanding and thoughtfulness towards others, and the necessity to be appreciated as an expert. The EFL teachers completed the TLRS in about 20 minutes. TLRS was found to have a high-reliability index, i.e., 0.83

(Katzenmeyer & Moller, 2009). The TLRS had a high level of validity as measured by Katzenmeyer and Moller (2009). The TLRS reliability, in this study, was 0.88.

4-3-3. Organizational Commitment Questionnaire (OCQ)

The English version of the OCQ developed by Celep (2000) was applied. This instrument includes 28 items. This instrument assesses four main constituents, i.e., commitment to a workgroup, teaching work, school, and the instruction profession. The EFL teachers filled out the OCQ in about 25 minutes. OCQ was found to have a high reliability index, i.e., 0.97 (Celep, 2000). As for its validity, the OCQ was reported to have acceptable content and construct validity (Celep, 2000). The OCQ reliability, in this study, was 0.92.

4-4. Data Collection Procedure

The data were collected from different accredited language institutes in Tehran. Initially, the EFL tutors were primarily selected via convenience and availability sampling, and their informed consent to take part in this investigation was obtained. Next, the EFL teachers were originally enlightened about the aims of the investigation and guaranteed anonymity as well as confidentiality. Afterward, the three instruments, i.e., the OCI (Abu-Saad & Hendrix, 1995), the TLRS (Katzenmeyer & Moller, 2009), and the OCQ (Celep, 2000) were given to the participants. The EFL teachers filled out the above-mentioned instruments in an hour.

4-5. Statistical Analyses

Concerning the first three questions, three separate Pearson Correlations were run. Concerning the fourth question, multiple Regression analysis was applied.

5. Results

The mean (M) and standard deviation (SD) for EFL teachers' organizational climate, leadership readiness, and commitment are depicted in Table 1 below.

Table 1
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organizational Climate	194	32.00	69.00	53.685	8.770
Leadership Readiness	194	78.00	125.00	109.747	10.896
Commitment	194	67.00	136.00	106.097	15.987

As displayed in Table 1, the M and SD for teachers' organizational climate were 53.68 and 8.77, for leadership readiness *M*= 109.74 and *SD*= 10.89, and for commitment *M*= 106.09 and *SD*= 15.98.

With the aim of checking the normality of the distributions, the Kolmogorov-Smirnov test was run (see Table 2).

Table 2
Tests of Normality

	Kolmogorov-Smirnov			**Shapiro-Wilk**		
	Statistic	df	Sig.	Statistic	df	Sig.
Organizational Climate	.062	194	.200*	.986	194	.347
Leadership Readiness	.089	194	.068	.975	194	.074
Commitment	.053	194	.200*	.989	194	.562

As exhibited in Table 2, the Sig. values for the scores of organizational climate, leadership readiness, and commitment were above the critical value (.05). Consequently, the normality of distribution for the abovementioned scores was confidently confirmed.

A Pearson Correlation was utilized to answer the first question (see Table 3).

Table 3

The Association Between Organizational Climate and Commitment

		Commitment
Organizational Climate	Pearson Correlation	.514**
	Sig. (2-tailed)	.000
	N	194

As illustrated in Table 3, EFL teachers' organizational climate was significantly related to their commitment ($r= 0.51$, $p<0.05$, $n=194$).

Another Pearson Correlation was applied to answer the second question (see Table 4).

Table 4

The Association between Leadership Readiness and Commitment

		Commitment
Leadership Readiness	Pearson Correlation	.503**
	Sig. (2-tailed)	.000
	N	194

As demonstrated in Table 4, EFL teachers' leadership readiness was significantly related to their commitment ($r= 0.50$, $p<0.05$, $n=194$).

Another separate Pearson Correlation was used to answer the third question (see Table 5).

Table 5

The Association between Organizational Climate and Leadership Readiness

		Leadership Readiness
Organizational Climate	Pearson Correlation	.577**
	Sig. (2-tailed)	.000
	N	194

As shown in Table 5, EFL teachers' organizational climate was significantly related to their leadership readiness ($r= 0.57$, $p<0.05$, $n=194$).

Additionally, a multiple regression was used to answer the fourth question (see Table 6).

Table 6
Regression Output

	Commitment		
	Beta	t	Sig.
Organizational Climate	.335	4.616	.000
Leadership Readiness	.309	4.258	.000
R^2	.328		
F	46.551		

As designated in Table 6, EFL teachers' organizational climate and leadership readiness significantly predicted their commitment. In addition, based on β and t values, EFL teachers' organizational climate was found to have the largest β coefficient ($\beta = 0.33$, $t= 4.61$, $p = 0.00$) for their commitment.

6. Discussion

This investigation explored the interplay among EFL teachers' organizational climate, leadership readiness, and commitment.

Concerning the first question, the result of the Pearson correlation indicated that EFL teachers' organizational climate was significantly correlated with their commitment. Hence, it can be discussed that a higher level of EFL tutors' organizational climate will essentially bring about a higher level of their commitment. Moreover, as pointed out by Raza (2010), an organizational climate displays that the educators' encouragement and admiration for themselves, dedication to learners' accomplishments, and trust in their own capabilities should delineate some degrees of educators' commitment. In the same way, teachers' commitment is regarded as a critical aspect in influencing and inspiring administrative products. Teachers' commitment is also supposed to be crucial for organizational quality, efficiency, and enactment. High commitment among teachers shapes the imminent realization of institutions as well as instruction (Huberman, 1993). Additionally, tutors' commitment to the institute is assumed to control their organizational climate, work presentation performance, along with learner achievement (Chughtai & Zafar, 2006). The findings are in agreement with those of various investigations (e.g., Chan et al., 2008; Chung, 2020; Ebrahimi & Mohamadkhani, 2014; Hosseini & Talebian Nia, 2015; Sezgin, 2010; Taravian, 2006), who reported the link between tutors' organizational climate and commitment.

To examine the second question, a Pearson correlation was also applied. The result indicated that EFL teachers' leadership readiness was significantly correlated with their commitment. Hence, higher EFL tutors' leadership readiness will principally lead to a higher level of commitment. This finding might suggest that instructors with more expectations and insights into teacher leadership readiness have higher commitment levels. Consequently, the tutors' cooperation with coworkers, partaking in dynamic roles in teaching procedures, and donating to the improvement of the institute will similarly enhance their level of commitment (Wahlstrom & Louis, 2008). Furthermore, as asserted by Kim and Lee (2020), instructors should improve their effective leadership

readiness to undertake accomplishment in administrative commitment. They ought to have durable soft skills and capabilities to attain superiority in schooling. Accordingly, the institute organization has to organize educators to be successful leaders with the aim of applying modifications at the good authority institute level. Moreover, the link between tutors' leadership readiness and commitment can be justified by the fact that leadership is every so often illustrated as the capability to recruit, organize, and stimulate others to utilize their capabilities and incomes for an assumed reason, and as a result, enrich their commitment (York-Barr & Duke, 2004). The results support the findings of various research investigations (e.g., Colak et al., 2014; Kim & Lee, 2020; Ozdemir et al., 2020), who reported a significant link between tutors' leadership readiness and commitment.

With reference to the third question, the result of the Pearson correlation showed that EFL teachers' organizational climate was significantly associated with their leadership readiness. As a result, a higher EFL tutor's organizational climate will essentially result in a higher level of leadership readiness. Organizational climate is regarded as an atmosphere in an institute fashioned by the dominant patterns of interpersonal associations, which originates from the association between educators and other educators or permits the association between instructors and leaders to shape a form of leadership in fulfilling leadership purposes (Ngalimun, 2017). Additionally, the headmaster as a leader must be capable of making the best use of the organization of the institute's organizational climate to facilitate settings that are helpful so that educators are content at work (Ngalimun, 2017). Furthermore, it was proclaimed that the notion of leadership readiness denotes that educators embrace a principal situation in the ways institutes function in addition to the central purposes of education and learning. Along these lines, educators are bestowed the authority to support and generate a constructive setting in the institutes. Accordingly, tutor authorization via acceptance of leadership readiness typically becomes a vital feature of organizational climate (Harris & DeFlaminis, 2016). The result of the third question is in proportion to those of Kilinç (2014), who found that the examined teacher organizational climate had a significant relationship with their leadership readiness. Moreover, the finding of the third question supports those of Shanti et al. (2020), who reported a significant link between tutors' organizational climate and leadership.

Regarding the fourth question, the results of multiple regression indicated that EFL teachers' organizational climate and leadership readiness significantly predicted their commitment. The findings also indicated that EFL tutors' organizational climate was the strongest significant predictor of their commitment. Hence, it can be discussed that organizations like institutes need to pay essential consideration to generate a positive work setting or climate, which enriches commitment and organizational faithfulness as part of teachers' enduring service in the institute (Chandrasekar, 2011). One potential explanation might be that teachers in the setting of Iran have high work-life balance, teaching space organization, curriculum distribution capability, and teaching space organization issues that directly affect their commitment to instruction (McKim et al., 2017). Additionally, Celep (2000) avowed that personal features of the staff, institute structure, job features, organizational climate, and organizational developments affect instructors' commitment to the institute. The organizational climate and classroom life quality are defined by different features, one of which is teachers' faithfulness and commitment to their career and teaching activities (Epstein & McPartland, 1976). Likewise, Angella and Dehart (2011) asserted that the commitment of teachers is

influenced by their leadership roles that empower instructors to actively participate in instruction and decision-making developments. The findings in this respect are in agreement with Bahrami et al. (2016), who argued that instructors' organizational climate significantly predicted commitment. Likewise, the findings of the last question are also congruent with those of Othman and Kasuma (2016), who found that educators' organizational climate was a significant predictor of commitment. Additionally, the results are also in line with those of Smith (2009) and Chung (2020), who concluded that organizational climate was the most significant predictor of educators' commitment.

7. Conclusion

This study scrutinized the interplay among EFL teachers' organizational climate, leadership readiness, and commitment. It was concluded that EFL teachers' organizational climate was significantly correlated with their commitment. Furthermore, EFL teachers' leadership readiness was significantly correlated with their commitment. Additionally, teachers' organizational climate was significantly correlated with their leadership readiness. In addition, although both organizational climate and leadership readiness significantly predicted EFL teachers' commitment, the findings showed that EFL teachers' organizational climate was the best significant predictor of their commitment.

It was found that EFL teachers' organizational climate, leadership readiness, and commitment were significantly related to each other. Consequently, the findings might suggest that institute superintendents or administrators should try to identify different ways through which EFL teachers' organizational climate, leadership readiness, and commitment are enhanced. Besides, to help EFL teachers develop their leadership readiness and commitment, producing a curriculum that supports leadership readiness and commitment and fosters EFL teachers' organizational climate becomes critically significant. Additionally, institute superintendents or administrators have to initiate greater accountability in promoting teacher organizational climate and leadership readiness, besides setting higher standards in educational accomplishment. Such transfers will gradually but progressively nurture and enrich superior commitment among EFL educators. Moreover, teacher educators can devise some teacher training courses wherein they can support EFL teachers to gain more knowledge concerning the prominence of their leadership readiness and the beneficial influence of organizational climate on their commitment. Institute managers are required to cultivate a climate in which their instructors believe they are truly supported as well as backed by their superintendent, plus that their manager will essentially provide for their educators. Institute managers should also afford an occasion for educators to cultivate community understanding. Institute managers have to delve into all aspects of issues and admit that the fact that extra attitudes exist. Hence, they are duty-bound to implement a more malleable executive procedure, familiarizing performances that exhibit a more communal process. For instance, the contribution of educators in parental contribution happenings, situation replacements in attaining higher objectives in the course of study, or corrective circumstances regarding learners. Such changes are crucial for the reason that educators' immersion in policymaking is interrelated to their devotion (Douglas, 2010). Moreover, the chief implication for educators is the need to attach importance to the value of organizational climate, leadership readiness, and commitment in their careers. Higher levels of the organizational climate, leadership readiness, and

devoutness among educators can correspondingly produce constructive results, comprising high learner accomplishment and institute presentation (Tatlah et al., 2011). It is believed that committed educators bring to bear greater exertions for their institutes and are willing to take accountability for the accomplishment of institutes (Ketchand & Strawser, 2001).

Bearing in mind the limitations of the instruments, additional studies are suggested to commence some qualitative instruments, such as observation and interviews, to intensify the rationality and trustworthiness of the interpretations and conclusions. The participants were delimited to EFL teachers from institutes only. Thus, further study can be done on EFL teachers in public schools and universities, and recognize whether they conceivably yield comparable outcomes. Extra investigation could include other important variables, such as managerial sustenance. The role of institute supervision and manager headship had a crucial role in maturing, upholding, and improving leadership readiness and organizational climate among teaching staff, along with affecting their commitment (Chance & Segura, 2009; Tatlah et al., 2011).

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Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this paper.

Disclosure of AI Use in Manuscript Preparation

During the preparation of this manuscript, the author did not use any AI tools. She accept full responsibility for the accuracy, integrity, and originality of the final work.

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