

Le contact avec les deux langues permet à ces jeunes de développer à la fois un bi-plurilinguisme et une identité assujettie à une double appartenance. En effet, le rapport avec la famille, les groupes de paires, l'école et le pays d'origine des parents permet à ces jeunes d'avoir un répertoire verbal mixte et hétérogène.

le développement du répertoire verbal dépend, d'une part, du facteur spatial et de celui temporel et, d'autre part, des événements qui sollicitent une alternance codique où sont prises en considération les solutions adoptées et adaptées au niveau de la famille comme la conservation ou non de leur langue maternelle au détriment de langue du pays d'accueil et l'emploi alterné des deux langues.

De ce qui précède, il convient d'affirmer que les situations dans lesquelles les langues parlées entrent en contact varient selon les différentes situations de la vie quotidienne auxquelles les jeunes immigrés sont confrontés.

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Pratiques langagières en contexte d'immigration

De manière générale, nous pouvons définir les pratiques langagières comme :

L'ensemble des pratiques liées au langage mettant en jeu des formes linguistiques variées, déterminées par des facteurs d'interrelation à la fois sociale et verbale, comme les situations de communication, les fonctions du langage, les attitudes énonciatives. (ROMAIN & TREIGNIER, 1985 : 5-6)

Dans la continuité de cette idée, Bernard GARDIN, Daniel BAGGIONI et Louis GUESPIN (1980) supposent aussi que la notion de « pratique langagière » a un rapport étroit avec les « pratiques sociales ». En effet, étudier les pratiques langagières c'est aussi étudier l'identité sociale du sujet parlant et la manière dont il la représente. Chaque sujet parlant est donc : « Le lieu de stratégies particulières, résultat de son histoire personnelle et de son parcours conversationnel » (DELAMOTTE-LEGRAND, 1991 : 133). Il est aussi considéré comme : « Le lieu de compétences langagières collectives correspondant à celles de divers groupes sociaux dans lesquels il est inséré » (ibid.)

Cette vision de l'interaction langagière signifie clairement que c'est la personnalité sociale de chaque sujet parlant qui dévoile l'interaction. Effectivement, les locuteurs négocient, dans chaque interaction, leurs rôles et les formes de conduites langagières qui fournissent des informations indexicales sociales et psychologiques et marquent l'appartenance au groupe social. S'inscrivant dans cette optique, Pierre BOURDIEU (1980a) propose la notion d'habitus et la considère comme responsable de l'introduire l'histoire sociale dans l'analyse des pratiques langagières.

L'objectif ici est de relever le problème du contact de langues tel qu'il est vécu par les jeunes issus de l'immigration maghrébine, autrement dit dans les confrontations langagières quotidiennes. Les parents, en contexte d'immigration, sont toujours en situation de diglossie, c'est-à-dire en rapport avec les locuteurs de la langue maternelle ou officielle. La diglossie en question est définie par Charles A. FERGUSON (1959) comme la coexistence de deux langues différentes dans une situation sociétale ; chacune des deux langues possède un usage différent de manière à ce que l'une servant à des emplois élevés (high speech), et l'autre à des emplois quotidiens (low speech).

De la sorte, nous signalons que les parents immigrés mènent une vie quotidienne à cheval sur deux univers, celui du travail et celui de la vie familiale, d'où la notion de la dichotomie linguistique qui consiste à mêler deux codes linguistiques ; à savoir la langue maternelle utilisée au sein de la famille et un langage du pays d'accueil réservé à la vie publique. Toutefois, nous signalons que cette diglossie n'est jamais fixe ; elle est changeante, car les enfants de chaque famille introduisent la langue du pays d'accueil alors que les parents maintiennent la relation entre leurs enfants et la langue des origines. A ce titre, BERNARD PY (1986 : 18) affirme que cette situation est : « L'un des principes qui fondent la diglossie familiale »

Les jeunes issus de l'immigration maghrébine ont donc une histoire sociale démelable et insérée dans un réel « complexe diglossique » (GARDY, 1985 : 61). Cette situation est caractérisée par la coexistence de plusieurs langues et usages, en particulier le français et les langues des origines à savoir l'arabe algérien, celui marocain, celui tunisien et le berbère. On constate que la réalité linguistique est instable et mouvante. De surcroît, elle se généralise également aux jugements de valeur que l'on porte sur la situation linguistique.

Conclusion

En guise de conclusion, les jeunes issus de l'immigration maghrébine sont nés dans un contexte où ils sont en contact avec deux langues ; la première a un rapport avec la culture d'origine des parents et la deuxième est relative à leur vie quotidienne dans le pays de naissance.

Ces cours, généralement imposés par les parents et mal acceptés par les enfants, n'ont pas donné de bons résultats du point de vue linguistique dans la mesure où ils sont soit proposés dans un lieu très loin de la maison soit pendant les week-ends et vacances. Mais dans autre point de vue, il faut dire que, quel que soit le degré de réussite de cet apprentissage, ces cours permettent à la fois à ces enfants d'entrer en contact avec la norme standard de la langue d'origine dont les pratiques familiales sont généralement assez éloignées et de considérer la langue d'origine comme une langue et non pas comme un argot à usage strictement familial.

La terre natale

Nous commençons par affirmer que son importance diffère d'une communauté à une autre et d'une famille à une autre. Dans le domaine de l'acquisition des langues, la terre natale est considérée comme une « instance de réactivation » pour les pratiques langagières pour les enfants qui s'y rendent fréquemment. En ce sens, on appelle « instance de réactivation » parce que les enfants ont la possibilité d'enrichir les compétences acquises au sein de la famille par la confrontation avec un nombre varié d'interlocuteurs et de situations.

Toutefois, pour les enfants qui fréquentent rarement leur terre natale, les séjours distancés engendrent chez eux une sorte de souvenir ambigu. Par contre, si les séjours se présentent comme un retour aux sources, ils sont pour beaucoup d'enfants une occasion de fréquents conflits familiaux qui ont pour résultat l'usage délibéré du français comme procédé de divergence.

De ce qui précède, la famille, le groupe de pairs, l'école et le pays d'origine fixent chez les jeunes issus de l'immigration un ensemble de compétences cohérentes où les codes obéissent à une certaine répartition fonctionnelle (on attribue différents parlers aux différents usages).

Dans le prolongement de ce qui vient d'être développé, il est à noter que le sujet multilingue est doté d'une compétence communicative originale lui permettant d'utiliser différents registres de son répertoire langagier au sein du même discours. Cela se manifeste surtout lorsque l'échange est effectué entre des sujets tous multilingues comme le cas où tous les membres sont de la même famille. C'est cette situation qui permet d'obtenir un discours mixte caractérisé par un parler bilingue.

Interaction, acquisition et développement des répertoires verbaux

Comme le soulignent Rémy PORQUIER & Bernard PY, le contexte et la dimension socioculturelle sont d'une grande importance dans le domaine de l'acquisition des compétences langagières, dans la mesure où :

Dans le cas d'acquisition en milieu social, on a affaire à une extrême diversité de configuration, parmi lesquelles les dimensions socioculturelles (communautés ethniques et culturelles d'origine et d'insertion, pratiques culturelles et religieuses, activité et statut professionnels, etc.) et psycho-sociales (attitudes, motivation, représentations) ainsi que l'âge et les situations personnelles et familiales, ne sont pas a priori préétablies ni cernées ou regroupées par quelque cadre institutionnel. (Porquier & Py, 2004 :53)

Cette situation de communication est caractérisée, d'une part, par la divergence et la convergence de deux codes et, d'autre part, par les formes mixtes qui en sont le résultat. Partant du principe que l'approche communicative précise que l'acquisition d'une langue se fait à travers les échanges, on peut considérer que l'usage varié (asymétrique) des deux langues ou les deux en même temps nous conduit forcément à des compétences communicatives bilingues. Le sujet parlant qui est en situation de contact avec une autre langue est un futur bilingue et ceci peu importe le degré de compétence qu'il a et la nature de son répertoire langagier.

exigences de différentes situations de communication formelles ou informelles dans lesquelles se trouve un locuteur.

La famille immigrante

Elle constitue un lieu d'interactions verbales complexe. La multiplicité des échanges adulte-enfant résulte de la structure nucléaire de la famille. Dans le contexte culturel maghrébin, la famille est très souvent nombreuse (un grand nombre d'enfants). Ceci explique l'importance des relations entre les enfants de la même famille.

De fait, la famille est considérée comme un « milieu d'apprentissage réciproque ». Bien entendu, les parents qui s'installent en France ne sont pas capables, ne serait-ce qu'au début, de préparer linguistiquement leurs enfants aînés à la vie sociale extérieure. Ces enfants apprennent tout seuls le français. Ils jouent le rôle de « médiateurs linguistiques » parce qu'ils le ramènent chez eux et l'enseignent, de manière directe ou indirecte, à leurs parents et à leurs frères et sœurs plus jeunes qu'eux. Cette situation permet d'homogénéiser les pratiques langagières familiales et fait apparaître « un parler vernaculaire intra familial », c'est-à-dire un code mixte caractérisé par le mélange de deux langues. De la sorte, la Famille s'avère un milieu propice à l'apprentissage d'une langue ?

L'impact environnemental sur le parler

L'impact du groupe de pairs sur la nature du parler qu'utilise l'individu dans une situation de communication fait qu'il est une instance dont l'importance est d'une grande valeur. La plupart des enfants issus de l'immigration ou presque tous apprennent le français en s'intégrant dans un groupe d'enfants du même âge (« J'ai appris le français en allant jouer en bas »). Ces groupes dits pluriethniques sont considérés comme un milieu d'échange privilégié où se nouent de différents rapports qui font que le parler des jeunes se caractérise par la diversité et l'hétérogénéité que dictent la situation et le milieu dans lesquels évolue l'interlocuteur. A ce titre, plusieurs travaux ont montré que le parler des périphéries urbaines est différent de celui des groupes semi-ruraux de sorte que le premier est proche de l'argot du type « verlan » tandis que le deuxième est influencé par les différentes langues d'origine. Toutefois, nous notons que les membres du même groupe ethnique peuvent, dans certaines situations, aller à l'encontre de l'homogénéité linguistique. Cette situation s'installe lorsqu'ils préfèrent de recourir à la langue d'origine afin d'empêcher les membres appartenant à d'autres groupes ethniques de comprendre ce qu'ils disent.

Le milieu scolaire

Didactiquement et scientifiquement parlant, l'école est le milieu naturel et fondamental de l'apprentissage de la langue. Cette assertion n'exclut nullement le rôle des familles qui s'investissent dans l'éducation et la formation de leurs enfants. Généralement, les familles migrantes éprouvent une certaine hésitation envers le choix de leur langue d'origine comme langue vivante s'ils doivent bien sûr la choisir au détriment d'autres disciplines tout en sachant l'importance de ces dernières par rapport à l'avenir de leurs enfants. La langue anglaise est à ce titre un exemple édifiant. En revanche, l'apprentissage de la langue d'origine devient recherché si son enseignement n'entre pas en compétition avec d'autres langues.

Les problèmes particuliers que rencontre un enfant issu de l'immigration ne doivent pas être perçus comme une organisation différente du répertoire linguistique. Les difficultés à passer d'une composante à l'autre ne doivent non plus être considérées comme un déficit. C'est pourquoi l'école doit prendre en considération les langues d'origines des enfants issus de l'immigration, car la plupart de ces enfants déclarent avoir suivi des cours parallèles au sein des consulats de leurs pays d'origines. Notons que la fréquentation de ces cours dépend de chaque communauté à laquelle l'enfant appartient.

C'est pourquoi, il attire l'attention sur l'aspect attentif et conscient de l'acquisition (KRASHEN, 1986).

Dans cette perspective, nous notons la présence de nombreuses recherches traitant de la problématique de l'acquisition des langues dans le milieu naturel (VERONIQUE, 1992). Signalons dans ce contexte que l'acquisition des langues chez les adultes migrants établis dans des pays industrialisés a fait l'objet de beaucoup de recherches qui conditionnent la réussite de l'intégration sociale par l'apprentissage de la langue du pays d'accueil. Ce besoin social a orienté les recherches vers la mise en œuvre des méthodes pédagogiques capables de fournir des solutions aux problèmes rencontrés dans ce cas de figure.

En effet, nous constatons, depuis les années 70, l'émergence de travaux sur les pratiques langagières en milieu naturel. Cet intérêt est motivé par des considérations théoriques de natures didactiques et sociolinguistiques. Sur le terrain de recherche, la pertinence de ces travaux a permis une mise en relief de différentes conceptualisations liées à l'acquisition-apprentissage et à d'autres phénomènes en rapport avec la didactique des langues et la sociolinguistique. C'est donc le milieu naturel qui favorise la recherche et qui permet d'analyser des questions en rapport avec l'acquisition et l'appropriation d'une deuxième langue par les apprenants ou les migrants. Rémy POQUIER explique cette importance par la nature de la recherche dont les stratégies de communication sont aussi authentiques que variées :

La diversité des stratégies envisagées, ainsi que la prégnance des situations de communication, exigent que la recherche en ce domaine s'oriente vers l'observation des situations authentiques et non seulement de situations expérimentales ou institutionnelles dont le caractère factice exclut le plus souvent d'authentiques stratégies de communication, au profit de stratégies scolaires. (POQUIER, 1979 : 49)

L'acquisition d'une langue étrangère en milieu naturel et donc considéré comme champ de recherche qui se situe au carrefour de plusieurs disciplines telles que la didactique des langues, la psycholinguistique, l'ethnographie de la communication, la sociolinguistique interactionniste, etc.

Les travaux réalisés par Daniel VERONIQUE (1992), Jo ADITTY & Marie-Thérèse VASSEUR (1999) sur l'apprentissage et l'acquisition des langues montrent des ruptures épistémologiques variées qui ont certes conduit à de nouvelles et fécondes perspectives de recherches, mais qui attestent que le chemin qui reste à parcourir est à la fois long et pénible.

Étapes de construction du répertoire verbal

L'acquisition du répertoire verbal et sa constitution est une question à laquelle se sont intéressés beaucoup de chercheurs. Les résultats auxquelles se sont arrivées les recherches montrent que le répertoire verbal est construit à partir du contact de quatre instances qui jouent un rôle essentiel : la famille, le groupe de pairs, l'école et le pays d'origine des parents. Nous notons que l'importance de ces instances dépend des sujets. La compétence linguistique des sujets en situation de multilinguisme a fait l'objet de plusieurs travaux. Les chercheurs ont procédé à la comparaison des productions langagières des bilingues avec celles de sujets monolingues (BENVENISTE, 1980).

Dans ce sillage, GROSJEAN (1982) affirme que plusieurs recherches ont prouvé, de manière convaincante, que le sujet mis en contact avec plusieurs systèmes linguistiques développe un ensemble de compétences original qui n'est pas une simple superposition de plusieurs systèmes.

Selon cet auteur, cet ensemble de compétences, constituant le répertoire verbal du locuteur, doit être appréhendé dans sa globalité. Il est vrai que le répertoire verbal constitue un tout linguistiquement hétérogène, mais il reste néanmoins organisé de manière à satisfaire les

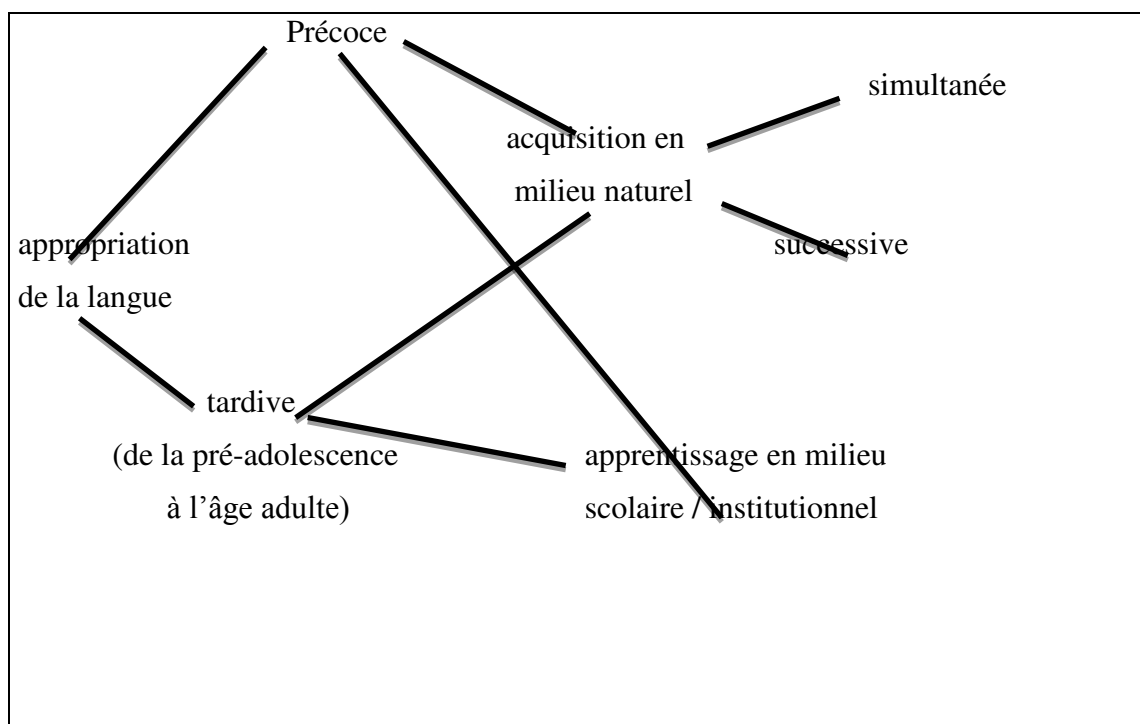


Figure 1 : Modalités d'acquisition des langues, schéma adapté de G. LÜDI et B. PY (2003[1986])

Ce schéma permet de constater que George LÜDI et Bernard PY parlent d'abord de la période d'acquisition des langues puis des modalités d'acquisition, d'où les clarifications suivantes :

- Le bilinguisme précoce est le plus souvent relatif à l'acquisition simultanée ou successive des langues en milieu naturel pendant l'enfance et avant la l'âge de la scolarisation. Il peut également être relatif à l'apprentissage en milieu scolaire.
- Le bilinguisme tardif, quant à lui, est relatif à l'acquisition d'une langue en milieu naturel, c'est le cas des séjours linguistiques à l'adolescence, l'apprentissage à l'âge adulte au contact des paires lors d'une expatriation. Il peut aussi être relatif à l'apprentissage des langues en milieu scolaire ou en milieu institutionnel : enseignement supérieur, cours de langues en entreprise, en école privée par exemple.

En nous basant sur ce qui a été dit plus haut, nous nous sommes posée la question suivante : comment les répertoires verbaux des jeunes issus de l'immigration se développent-ils ?

Notre recherche se fonde sur l'hypothèse que le milieu où vivent ces jeunes favoriserait l'acquisition de deux ou plusieurs langues : la langue du pays d'accueil et la langue d'origine de leurs parents ce qui donne lieu à des pratiques langagières caractérisées par le recours à l'alternance codique.

Acquisition naturelle d'une langue

L'interactionnisme a permis l'émergence de nouveaux modèles d'acquisition dans les milieux naturels et guidés. Wolfgang KLEIN (1989) explique que l'acquisition naturelle se développe naturellement grâce à la communication quotidienne. L'apprentissage est stimulé par la réorganisation, la reformulation et l'amélioration des acquis. Dans ce type d'acquisition l'apprentissage n'est pas guidé de manière systématique, il est réfléchi ce qui permet à l'apprenant de réussir sa communication. Il ajoute que l'objectif ultime du sujet parlant est d'assurer le succès à sa communication en essayant de comprendre et de se faire comprendre.

DE LA PROBLEMATIQUE DES PRATIQUES LANGAGIERES EN CONTEXTE D'IMMIGRATION

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ملخص:

يتطرق هذا المقال إلى الخصوصيات اللغوية لأبناء الجالية المغاربية وخاصة الجزائرية. الظاهر في خطاب الفئة السالفة الذكر هو ازدواجية اللغة حيث يزوج المتكلم بين لغة الأرض التي ولد وترعرع فيها وخاصة لغة النظام التربوي ولغة الوسط الطبيعي أو العائلي ونعني بها لغة أرض الأجداد التي يتعلمها في المنزل مع الوالدين وبقية أفراد الأسرة وحتى في الشارع مع أقرانه من الجالية المشار إليها سلفا. وعليه، فإن الدراسات تعتبر ازدواجية اللغة هاته عاملا أساسيا في صقل وتكوين الهوية الاجتماعية واللغوية لهؤلاء الأفراد.

الكلمات المفاتيح:

الممارسات اللغوية، الهجرة، الهوية، السجل اللغوي، الوسط الطبيعي، الوسط التربوي.

Résumé

Dans le contexte migratoire, les pratiques langagières des jeunes issus de l'immigration sont caractérisées par la présence de deux langues : il s'agit de la langue du pays où ils vivent et la langue d'origine de leurs parents. Cette pratique permet la reconfiguration du répertoire verbal de ces jeunes ainsi que la reconstruction, d'un côté, de leur identité sociale et, de l'autre côté, de leur identité linguistique.

Mots-clés : pratiques langagières, immigration, répertoire verbal, identité, le milieu naturel, le milieu scolaire.

Introduction

En matière des pratiques langagières plurielles, George LÜDI et Bernard PY (2003 [1986] : 9) ont proposé un schéma du mode d'acquisition des langues à l'âge où une deuxième langue est intégrée dans le répertoire langagier. En se référant à la combinaison des axes d'apprentissage scolaire et d'acquisition en milieu naturel, cette question permet d'obtenir un système qui facilitera la compréhension de l'apprentissage « précoce » et « tardif » d'une deuxième langue.

L'objectif de ce schéma consiste à différencier clairement le mode d'appropriation d'une langue en milieu naturel de celui en milieu scolaire. Toujours selon ce schéma, le bilinguisme simultané s'explique par l'acquisition de deux langues ou plus en même temps par un jeune enfant (dès sa naissance). A titre d'exemple, nous citons les enfants nés d'une famille dont les parents sont bilingues et pratiquent la stratégie « une personne – une langue ». Contrairement à cette situation de mixité linguistique, le bilinguisme successif consiste à apprendre une deuxième langue ou plus quelque temps après la première langue. , et ce pendant la période d'acquisition du langage. Ces deux types peuvent coexister au sein d'une fratrie (BOULET, 1997)

- ¹¹ Eldon S. Hendriksen (1965): Accounting Theory, HOMEWOOD, U.S.A, p 8.
- ¹² Idem.
- ¹³ Vidya N.Awashi, Erwin Stachelin, Ibid, p 89.
- ¹⁴ Samanthi Senaratne (2011) : "The role of ethics in accounting", Chartered Institute of Management Accountants CIMA, U.K. <http://www.cimaglobal.com/Thought-leadership/Newsletters/Regional/The-CIMA-Edge-South-Asia-and-Middle-East/2011/July--August-2011/The-role-of-ethics-in-accounting/> (24-07-2016).
- ¹⁵ Ahmed Riahi Belkaoui (2002) : accounting theory 3th edition, South-Western, Australia, p 114.
- ¹⁶ Idem.
- ¹⁷ William A.Paton, A.C.Littleton (1940): an introduction to corporate accounting standards; American accounting association, p 2-3.
- ¹⁸ Norton M. Bedford (1965): Income determination theory- an accounting framework; Addison Wesley Publishing company; ch 2; p 20-23.
- ¹⁹ Michel Capron (2000): la comptabilité social et sociétal; encyclopédie de comptabilité, contrôle de gestion et audit; sous la direction de Bernrad colasse; economica; France; p 410.
- ²⁰ Larry O'connor (2006): Empirical research in social and environmental accounting- a meta review; Australia; p 9.
- ²¹ Ibid, p 9-10.
- ²² Michel Capron, ibid, p 410.
- ²³ Michel Capron, ibid, p 410.
- ²⁴ Kaya Ugur, YalYa Hilmi Erdogan; Kaya Ugur, YalYa Hilmi Erdogan (November 2007):Remembering thirty five years of social accounting-A Review of literature and practice; presented at The Balkan countries- 1st international conference on accounting and auditing; in Turkey (8-9 March 2007); published in MPRA; N 3454; p 5.
- ²⁵ Larry O'Connor, op.cit; p 11.
- ²⁶ United Nations Conference on Sustainable Development (20-22 June 2012), Rio +20, "the future we want", Rio de Janeiro, Brazil, p. 1.
- ²⁷ Kaya Ugur, YalYa Hilmi Erdogan; op.cit; p 6.
- ²⁸ Larry O'Connor; Op.cit, p 11.
- ²⁹ Kaya Ugur, YalYa Hilmi Erdogan; op.cit; p 6-7.
- ³⁰ Michel Capron; op.cit; p 410.
- ³¹ Larry O'connor; Ibid; p 14.

- The emergence of many studies that care about determining the degree of CSR accounting capacity to lead the change in corporate;
- The significant increase in the number of studies done out of North America.³¹

5. The Summary of 36 Year from the Empirical Research in CSR Accounting

As a deduction, the development of the empirical research on the CSR accounting from 1970 to 2006 was characterized by:

- The number of studies was 240;
- 75% of studies were done in the western industrial countries;
- The CSR reporting practices are significantly less developed in the developing countries in comparison with the developed ones;
- The reporting on CSR is a socio-political practice.

Conclusion:

This research aims to highlight the relationship between CSR and accounting, and showing the position of CSR in this latter. Besides that, it follows the development of the empirical research in CSR accounting from its start in 1970 to 2006, depends on the available informations and references. Therefore, we arrived to conclude the next results:

- The CSR accounting is the reaction of the accounting thought towards the development happened in the economic environment, and its responsiveness for the new requirements of these developments;
- The CSR accounting is an autonomous branch completes the financial accounting, and respect the specificity of the social activities;
- The CSR reporting practices are affected by the socio-political sphere;
- There is a positive relationship between CSR reporting practices and the development degree of countries;

Footnotes:

¹ Archie B CARROLL, Corporate Social responsibility: evolution of a definitional construct, Business Society, USA, vol. 38, n° 3, 1999, p 286.

² Taher Mohcen el Ghalebe, Saleh Mahde el Amere (2005): Social responsibility and business ethics-business and society; Dar Wael publishing, 1st edition, Jordan, p 48.

³ Taher Mohcen Mansour El Ghalebe, and Salah Mahdi Mohcen El Amere Idem.

⁴ World Business Council for Sustainable Development, corporate social responsibility, WBCSD Publications, p3.

<file:///C:/Documents%20and%20Settings/PC/Mes%20documents/Downloads/MeetingChangingExpectations.pdf> (03/07/2013)

⁵ Gray, R. "The Social Accounting Project and Accounting Organizations and Society", Privileging Engagement, Imaginings, New Accountings and Pragmatism Over Critique?» Accounting Organizations and Society, Vol. 27, p293-331.

⁶ Mobley.S.C (1970): "the challenges of social-economic accounting"; The accounting review; vol 45; n 4; October; p 762.

⁷ Gray, R., Owen, D., and Maunders, K. (1987): Corporate Social Reporting – Accounting & Accountability, Prentice-Hall, UK.

⁸ Sajade Gholami et al (2012): "Social responsibility accounting from the theory to practice"; Journal of basic and applied scientific research ; Vol 2; n 10; Iran; p 2.

⁹ Abbas Mahdi El Shirazi (1990) : Accounting theory, 1rs edition, Dar El Salasil publishing, Kuwait; p 349.

¹⁰ Vidya N.Awashi, Erwin Stachelin (1995):" Ethics and management accounting-Teaching note for a video case, the order: a progressive disclosure vignette", Journal of accounting education, vol 13, U.S.A, p 87-88.

- The depth of studies compared to those published in the 70s, and the mutation from the phase of describing what do the corporates disclose, to the phase of seeking by the quality, the materiality and the drives of the corporates social disclosure practices²⁵.

3. The Period of 90s

After the recession that prevailed research accounting relating to CSR during the 80s, the research movement re-invigorated in the 90s, and the debate about the corporates social responsibility re-emerged again. This was for the following reasons:

- The “Rio Earth Summit” in 1992 in Brazil that aimed to help the governments to rethink in the meaning and ways of the economic growth, enhancing the social justice and protecting the environment²⁶. It emphasized on many points like stopping the destruction of natural resources, reducing the pollution. These points are considered as a direct threat to the corporates interests that swelled during the 80s;
- The increase in both the incidence and size of CSR reporting in the middle of 90s, and the emergence of stand-alone environmental reports;
- The domination of the environmental information on the CSR reports that prepared by the corporates.

The period of 90s knew a large involving for the environmental issues in the accounting field, that led many researchers to consider the “environmental accounting” as an independent branch in parallel with “social accounting”.²⁷

So, the studies done on “CSR Accounting” in the 90s, are characterized by:

- The significant increase in the number of studies published in the academic journals interested by accounting, with the estimation of 66 study, 43 of them were about the environmental issues;
- The belief of many researchers by the independence of “environmental accounting”;
- The increase in the quality and depth of studies for the aim of developing of the current accounting, and that was evidenced by 3 factors:
 - The emphasis of explaining the practices of CSR reporting;
 - Taking into account the contextual factors while analysis;
 - The care about explaining the results by using the theory.²⁸
- The diversity of the measurement methods used to measure the elements published in the social reports.²⁹

4. The Period From 2000 to 2006

This period witnessed a huge increase in the number of studies, almost of the double of what was done in the all the previous decade.

In this phase, the researchers took attention from the integration between the both fields of environmental accounting and social accounting, which often represent common problematics and methodologies. Therefore, the researchers incorporated them under the term “CSR Accounting”.³⁰

We can summary the main characteristics of this period by:

- The adoption of the term “CSR Accounting” to express all the environmental and social concerns;
- The significant increase in the number of studies done about the CSR accounting which is estimated by 132;
- The depth and expansion of studies in the field of CSR accounting, in the term of:
 - The increases in the number of studies seek to explain the reporting practices;
 - The increases in the number of studies seek to investigate the faithfulness of CSR reporting practice;

- Creating new measuring methods able to measure the corporates commitment to their social responsibilities;
- Extending in disclosure and showing the social costs and benefits;
- Extending in disclosure to meet the needs of the non-traditional users;
- Extending in disclosure to show the amount of intangible assets as much as possible.

II. The Development of The Empirical Research in CSR Accounting

In this section, we try to discuss the side of the empirical scientific research in CSR accounting after presenting the conceptual side in the first section.

The empirical scientific research in CSR accounting started in the 70s of the 20th century until now, although the practices of the social disclosure started in the 60s in the U.S.A¹⁹ because of the calls and pressures practiced on corporates to give informations about their commitments in CSR.

To show how do the empirical research be developed, we will divide the period from 1970 to 2006 to decades and we will highlight the characters of each decade.

We will stop in 2006, because of the lack of informations about the period after.

1. The Period of 70s

The number of the studies have done about CSR accounting and published during this period was 26, 18 of them were based upon data gleaned from the annual reports of US based companies, although there was evidence of corporate social reporting in the United Kingdom, Germany, Sweden and Australia²⁰.

These studies were characterized by the following:

- The exploratory nature, as it focused on how to measure and disclose the environmental and social issues in the annual reports;
- The non-existing of any theoretical framework, and using the public available data for the analysis, without any direct contact with the concerned corporates²¹;
- The use of the term "Social Accounting" to express this new accounting branch;
- The CSR accounting practices were orientated just towards two dimensions of CSR, which are human resources and consumer²².

2. The Period of 80s

This period signaled a geo-political shift in U.S.A and U.K, by opening the economy, creating the competitive markets and embracing of small governments and deregulation.

Depend on Patten, this shift has affected the CSR subject, and due to decrease the intention of debate about the corporates social responsibilities, which is reflected on the run-down of corporates social responsibility reporting.

This period has characterized by the increase of environmental awareness and the development of environmental management systems, and the protection of environment became one of the most important concerns for the industrial countries²³.

This awareness has affected the accounting studies, which adopted the term of "Social Environmental Accounting" instead of "Social Accounting", to show the importance of this dimension in comparison with the others²⁴.

According to previous, we can summary the main characteristics of the period of 80s as follows:

- The decrease in the number of CSR accounting published studies, which was 16, compared to 26 study in the 70s;

- Well use the ethical standers for accountants in the analysis of the issues and taking the appropriate procedures;
- Help the accountants to play their proactive role to enhance the ethical values inside of corporate.¹⁰

The ethical approach places emphasis on the concepts of fairness, justice and truth, which are real in themselves, and no one can refuse them as social values¹¹.

“Fairness” means that the accounting data should be unbiased and impartial, without serving special interests. “Justice” refers to the equitable treatment to all the stakeholders. “Truth”, means that the financial statements are accurate and without misrepresentation.¹²

The ethical approach is composed from three primordial theories: utilitarianism theory, justice theory and rights theory. Depends on these theories, the ethical behavior should enhance the principle of “providing the best for the most, as possible”.¹³ Therefore, we assess the quality of decisions according to these three theories:

We have already explained the meaning of the term “justice”, so, the good decision is that on which deals with all the stakeholders as equal without any priorities. For the utilitarianism theory, the ethical alternative is the one that maximizes good consequences over bad consequences.

The theory of rights stems from the belief that people have an inherent worth as human beings that must be respected. Therefore, according to this theory, a good decision is one that respects the rights of others.¹⁴

3.2 The Sociological Approach

As indicated earlier, the sociological approach is one of the approaches contributing in CSR accounting founding. Actually, it is an ethical approach that centers on social welfare. In other words, accounting principles and techniques are evaluated for acceptance after considering all effects on all groups in society. Thus within this approach we would need to be able to account for a business corporate effect on its social environment.

Therefore, according to this approach we should measure the positive and the negative impacts of the corporate activities and considering them as a part from its accounting concerns, and publishing them in its financial statements.¹⁵

It may be difficult to identify a strict application of the sociological approach in accounting theory construction, and that due to the problems associated with determining acceptable “social values” for all people and with identifying the information needs of those who make welfare judgments.¹⁶

We can clarify the effects of the social values on the accounting objectives depends on Paton&Littleton. The researchers see that the corporate is social organization has the responsibility to take into account the public interests while planning the investments, that means that the responsibility of an accountant is to show the success of the administration to achieve the biggest possible social returns from the investments. That is why the accounting should come out from the narrow framework of market, which is based on just the financial indicators.¹⁷

Bedfor also says that the concept of income, which should be adopted from the accountant is the concept that orientates the investors towards the social objectives. Thus, the choice between the accounting principles must be based on the degree of coherent between the income standards and the aim of social welfare.¹⁸

The sociological approach has deeply affected the accounting thought, that due to the emergence of new requirements and problematic like:

In order to cover the corporate global performance, researchers see that we should develop the rules, knowledge and skills that we have in the financial accounting, by the way which helps in measuring the CSR, and publishing the social informations in the same financial statements.

Second Trend: CSR accounting encompasses the other branches of accounting

The main idea for this trend is, CSR accounting is interested by the whole society point of view, so, it is necessary to redefine accounting and build new concepts compatible with welfare economics ideas, that makes the present accounting a part from the global framework which is CSR accounting. In this regard, CSR accounting is concerned by collecting, recording, reporting all the financial and non-financial effects arising from the corporate activities.

Third Trend: CSR accounting is an independent accounting branch

It means that CSR accounting is a branch from accounting, like costs accounting, financial accounting, and managerial accounting.

*If we focus on these three trends, we find that the three may be criticized; the first one considers CSR accounting as a part from the financial accounting. This is an acceptable idea, but showing the social informations side by side with the financial ones, is not coherent, because of the specificity of the social items.

For the second trend, which considers the CSR accounting as the vast framework that encompasses the present accounting, I think this is overstated, the CSR accounting is the result of the development happened in the stockholders concept that has a large view for the financial statements users. And depends on this, financial statements users categories do not stop at the shareholders, government and the parts that has a direct relationship with the corporate, but they exceed them to the society as whole.

Third, showing the CSR accounting as an independent accounting branch, is not incontrovertible, because the objective of the both of financial and CSR accounting is to meet the needs of users, regardless than if they are internal or external, which makes them integral; unlike the management and costs accounting which aim to help administration in the decision making process.

As a researcher, I see that there is another trend to research, which is a combination between the first and the third trend. It means, we consider the CSR accounting as an extend for the financial accounting, which is autonomous, by taking in account the specificity of the social elements, developing measurement methods that are able to measure the social effects with reliability and publishing the social informations in separate reports, to avoid the confusion and enhancing the understandability of statements.

Because, the financial reports show and explain the financial gains of corporate, while the social reports show the social advantages that the society generate from the corporate commitment of its social responsibility.

3. Accounting Approaches Contributing in CSR Accounting Founding

There are two important approaches helped in the founding of CSR accounting: the Ethical approach and the Sociological approach.

3.1 The Ethical Approach

The accounting literatures emphasize the necessity of integration the "Ethics" in the accounting formation. Therefore, instead of having only to consult the ethical codes and other relevant regulations, it is necessary to discuss the ethical issues at the level of: politics, behaviors, management and accounting institutions.

That will help in showing how to:

increasing its quality, conducting surveys to know the consumer suggestions and opinions about the product...

D. Preservation of the Environment: includes various efforts to reduce the negative impacts of the corporate's activities on the environment; such as rational consumption of energy and natural resource; the use of reducing pollution devices, waste disposal properly...

We see that Gray classification is simple, clear and inclusive for the various axes of corporate work, which makes it easy to understand and apply.

2. The Definitions of CSR accounting and the Research Trends In

2.1 The CSR accounting Definitions

Mobley Definition (1970)⁶: "Social accounting refers to the ordering, measuring and analysis of the social and economic consequences of governmental and entrepreneurial behavior. So defined, social accounting is seen as encompassing and extending present accounting. Traditional accounting has limited its concern to selected economic consequences, whether in the financial, managerial, or national income areas. Socio-economic accounting expands each of these areas to include social consequences as well as economic effects which are not presently considered."

Depends on this definition, Mobley sees that the social accounting is wider than the present accounting.

Gray Definition (1987)⁷: "Communicating the social and environmental effects of organizations' economic actions to particular interest groups within society and to society at large. As such it involves extending the accountability of organizations (particularly companies), beyond the traditional role of providing a financial account to the owners of capital, in particular, shareholders."

We can notice that Gray distinguishes between social and environmental activities, because of the big importance of the environmental dimension in comparison with the other dimensions, and he sees that the emphasis given for CSR will extend the accountability of corporates, which are required to give informations about their social and environmental activities.

McNamara Definition (1999)⁸: "Social accounting is part of the knowledge of accounting and reporting that aims to measure the social effects (social costs and benefits) arising from the business unit's activities".

This definition draws attention to the both parts of social effects, which are costs and benefits, and it focuses on the idea of applying the same rules that we use in the present accounting, on the social accounting.

Procedural Definition

We suggest the next definition for CSR accounting:

"CSR accounting is a part from the whole information system, aims to complete the lack of the present accounting outputs, by producing informations that show the corporates efforts in CSR."

We mean here that CSR accounting is a part from the present accounting, which has its specificity, and helps in giving a global vision about corporates activities and performance.

2.2 The Research Trends in CSR Accounting

There is no consensus between accounting researchers about what is CSR accounting, and in this side, we find three major trends⁹:

First Trend: CSR accounting is a part from the financial accounting

awareness degree prevailed there, which is related in turn to the economic development degree, education level and the mainstream culture in society.

Usually, there is a low level of awareness in the developing countries in comparison with the developed ones, and that may lead to build a narrow expectations do not include all the elements and dimensions of corporate social responsibility, which give opportunity for the corporates working in this countries to evade their responsibilities.

Holmes Definition³ (1976): he sees that CSR is «The commitment of the business organization towards the surrounding society. This commitment is translated into the participation at multiple social activities such fighting poverty, improving health care services, combating pollution, creating new job opportunities, solving the problem of housing and improving the transportation system,"

This Definition is more sophisticated, précised and compacted than its predecessors, and it shows the ethical and environmental aspects of corporate social responsibility.

World Business Council for Sustainable Development Definition⁴(1998): is "Corporate social responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large. ".

We remark here the confirmation on the ethical aspect of corporate work.

Procedural Definition

From all what we have seen above, we could give the following definition of corporate social responsibility:

"CSR is a semi-voluntary strategic commitment by the corporate, in line with the ethical values prevailing in the communities, and aims to achieve the welfare of society by working on 4 dimensions: community, human resources, consumer and environment."

We have used the term "strategic" in this definition to show the need to overcome the traditional idea about corporate social responsibility, which looks at it as mere charity, but rather it represents a work policy and an element of the corporate strategy. This definition focuses on the term "semi-voluntary", because we find many laws, local and global initiatives that make the commitment to some social responsibility elements imperative for corporates, so, these elements lose their voluntary status. The term "welfare of society" is used hereto include all the initiatives launched by the corporates, of all types and fields, whether voluntary or mandatory.

1.2 Dimensions of Corporate Social Responsibility

The classifications of corporate social responsibility dimensions are multiplied, from researcher to another and from organization to another, depending on the interest of each hand and the objectives of this classification. Among them, we find Gray classification, which is based on the corporate current circumstances, where he deduced 4 dimensions for CSR⁵:

a. The Relationship with the Community: it includes all the activities that affect the various segments of society, and contribute to its well-being; such as: supporting charity and cultural associations, supporting people with special needs...

B. The Relationship with the Human Resources: it means the social activities related to human resources, which effectively contribute to achieve the corporate objectives; and consist principally of the corporate strategy to keep their human resources, increase their level and improve work and life circumstances.

C. The Relationship with the Consumer: For each what the corporate does, in order to achieve the consumer satisfaction and attraction, through the continuous work on product development,

and reporting of these effects, and these theoretical efforts need to be supported by empirical studies that should develop to reflect the reality of CSR accounting practices. That is what pushed us to redact our research problematic question as follows:

What is the CSR accounting position in the accounting thought? And what is the development path of the empirical research in this field?

Sub-Questions:

- What is the CSR?
- What is the Ethical Approach?
- What is the Social Approach?
- What are the main characteristics of each period from the empirical research development path?

Significance of Research:

The significance of this research comes from the large demand of social informations which due to huge impact of CSR in the accounting thought, and by consequence, the development of the empirical research.

Purpose of Study:

This research aims to:

- Explain how did the CSR enter to accounting;
- Show the development of the empirical studies in relationship with CSR accounting and the development of term from 1970 to 2006;
- Orientate the researchers while preparing researches about CSR accounting by showing the development path, the main points discussed, the quality of researches...

I. CSR Accounting position in the Accounting thought

1. What is Corporate social responsibility "CSR"?

1.1 The Definitions of Corporate Social Responsibility

The definitions given for corporate social responsibility keep pace with the phases of concept evolution, and that justifies the absence of any definition for CSR till the 60s, because, before this time, there were no real concept for CSR, and what we found was just the beginning of awareness and understanding of the social side of corporates responsibilities. Which means that the period before the 60s has been concerned with the construction of the concept of CSR and how to draw attention to, and it did not evolve to the point of putting definitions.

We have here a set of definitions given for CSR:

Drucker Definition¹ (1970): he sees that corporate social responsibility is

"The commitment of the business organization toward the society."

We note that this definition is broad and does not determine neither CSR dimensions nor the commitment nature (voluntary or mandatory).

Strier Definition²(1979): considers the social responsibility as

«Society expectations to the organization initiatives in the different dimensions of the social responsibility of organizations towards society»;

We can see that this definition has referred to the existence of different dimensions of corporate social responsibility, but without mentioning them. We note also that the use of the word "expectations" seems inaccurate, because society expectations are built on the basis of the

CSR ACCOUNTING POSITION IN THE ACCOUNTING THOUGHT AND THE DEVELOPMENT OF THE EMPIRICAL RESEARCH IN THIS FIELD.

موقع المحاسبة عن المسؤولية الاجتماعية في الفكر المحاسبي

وتطور مسار البحث الميداني فيها

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Abstract : The CSR represents today one of the main concerns of the corporates, and its effects touched even the accounting domain, and that was reflected on the new accounting approaches established, for the aim of providing informations about the corporates commitment to their social responsibilities. In the same context, the empirical research in the CSR accounting witnesses a big development in quality and quantity, and we have make a historical presentation for the development of the empirical research in CSR accounting during the period 1970-2006, and showing the main characteristics. Key words: CSR Accounting, empirical research, social informations, development.	الملخص: تطورت المسؤولية الاجتماعية عبر الزمن لتصبح من أهم انشغالات المؤسسات في عصرنا الحالي، وقد تجاوز مدى تأثيرها الجانب الاقتصادي ليمتد إلى الفكر المحاسبي، الذي استحدث عدة مداخل محاسبية من أجل التمكن من توفير معلومات عن الأداء الاجتماعي للمؤسسات ومدى مساهمتها في تحقيق رفاهية المجتمع؛ كما تشهد الساحة البحثية تطوراً كبيراً في كم ونوع الدراسات المنجزة في هذا الموضوع، وقد قمنا بعرض تاريخي لتطور البحوث الميدانية الخاصة بالمحاسبة عن المسؤولية الاجتماعية منذ 1970 إلى 2006، وإبراز أهم مميزاتهما. الكلمات المفتاحية: المحاسبة عن المسؤولية الاجتماعية، البحث الميداني، المعلومات الاجتماعية، التطور.
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Introduction:

The corporate success today is related by the corporate capacity to innovate and create. So, it should develop its vision to the surrounding environment, and try to keep contact and build good relationships with it. That will enhance the corporate market location and reduce the risk rate. The CSR is considered as the entrance that helps the corporate to realize these aims.

For the aim of getting information about corporate relationship with its surrounding environment, there were a lot of calls and requirements stimulate the corporates to disclosure informations about their social activities and performances.

As a responsiveness for these calls, and because “ accounting” represents the corporate information system which is responsible to meet these needs, the main international accounting organizations added “the public” as one of the financial statements users, and the accounting thought was oblige to develop and extend to find position for the social effects in the accounting theory, and that what we call it CSR Accounting.

The accounting researchers and thinkers work to involve the social effects by developing the theory and building new research approaches and methods that help in the recording, measuring

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- ²² Mortatha Djabbar Ennouri ;Madiha Abbass Khalaf :The effect of tension levels on the organizational commitment ,*The journal of Administration and Economics* ,N°36 ;2013.
- ²³ Hester Hulpia and Geert Devos Hildeand Van KEER : The Influence of Distributed Leadership on Teachers' Organizational Commitment: A Multilevel Approach, *The Journal of Educational Research*, 103:40–52, 2010
- ²⁴ Verse 4,surat al balad,the noble quran
- ²⁵ Farouk Abou Falia,Essayed Mohamed AbdelMadjid :organizational behavior in managing educational institutions,dar,al massira,jordan,2005,P317

The organizational commitment

The organizational commitment component	Items	Agree	Not sure	disagree
The affective commitm	I will be very happy to spend the rest of my life in this middle school			
	I enjoy discussing my school with people outside it			
	I really feel as if this school's problems are my own			
	I do not feel emotionally attached to this middle school			
The continuance commitment	It would be very hard to for me to leave my school			
	Too much in my lifelife would be disrupted if i decided i wanted to leave my school			
	I feel that i have too few options to consider leaving my school .			
	One of the major reasons i continue to work for this school is that leaving would require considerable personal sacrifice another school may not much the overall benefitsi have here .			

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³ Erik Lundvist : burnout among swedish sport coaches! ;thesis january 2015p5

⁴ <http://wilmar.schaufeli.nl> C .Maslach , Michael P.Leiter ,Wilmar Schaufeli.nl;chapitre 5,2008p90

⁵Look <http://wilmar.schaufeli.nl> et al 2008

⁶ Erik Lundvist,Ibid,p5

⁷ Arie Shirom and Samuel Melamad :Acomparision of the construct validity of two Burnout Measure in two groups of professionals ,Iternational Journal of sress management ,2006,p179

⁸ See Erik Lundvist2015

exhaustion			
The cognitive weariness	2,03	0,800	39,40

Table (6) shows the means of the three components of organizational commitment

The component of commitment	means	Sd
Affective commitment	2,03	0,800
Continuance commitment	2,40	0,632
Normative commitment	2,35	0,736

Questionnaire

The title :The relationship between the Burnout and the Organizational commitment

The teachers of middle school of ain elkebira as model

The personnel characteristics

The sex : male () ,female ()

The age :

The tenure :

The brnout Component	The items	always	sometimes	Rarely
Physical fatigue	I feel tierd			
	I have no energy for going to school in morning			
	I feel drained			
	I feel fed up			
	I feel like my batteries are dead			
	I feel burned out			
Cognitive weariness	My thinking process is slow			
	I have difficulty thconcentrating			
	I feel i am not thinking clearly			
	I have difficulty thinking about complex things			
The emotional exhaustion	I feel i am unable tobe sensitive to the needs of the colleagues and pupils			
	I feel i am not able of investigating emotionally in colleagues and pupils			

this end appears in the results of schools, so the managers have to improve the conditions of working by decreasing the number of pupils ,and setting the time programation by sharing the point of views about every one concerned .

5. « Working for building good relationship between the members of group ,and providing the helpfull ways which led to improving the psychological and physical health and reducing the level of pressures « ²⁵.

The annex

Table (1)shows the distribution of teachers accoding the schools

The school	Bouriashi al arbi	Taboush	Shlali tayeb
Total number	43	36	30
Sample	14	13	13
Percentage of sample about each school	32 ,56%	36,11%	43,33%
The total number of teachers in the three schools	109		
The percentage of the sample according the total number of the three schools	36,70%		

Table (2) shows the distribution of sample according the sex

The sex	Masculin	feminin	Σ
Fi	13	27	40
%	32,5	67,5	100

Table (3) shows the distribution of the sample according the age

The age	25-30	30-35	35-40	40-45	45-50	50-55	Σ
Fi	3	12	13	1	10	1	40
%	7,5	30	32,5	2,5	25	2,5	100

Table (4)shows the distribution of sample according the tenure

The tenure	1-5	5-10	10-15	15-20	20-25	25-30	30-35	Σ
Fi	4	10	9	5	6	5	1	40
%	10	25	22,5	12,5	15	12,5	2,5	100

There is consensus between the teachers of the three school about the main principes of the educational so although the difficulties that meet them they try to be committed to the ir schools

Table (5) shows the means ofthe three component of burnout

	Means	Sd	CV
The physical fatigue	2,28	0,800	35,08
The emotional	2,10	0,871	41,47

certainly created man from hardship »²⁴, so we will not wait for an easy life in what ever we live. The function of teaching is one of the most difficult work, which needs the resources of the teacher like his intellectual capacity and physical capacity and his psychological force which makes the process of teaching in its suitable state. So the teachers invested all their resources for reaching their goals (make the information reached by the pupils).

- The level of the organizational commitment through the three components was high in both of continuance and normative, and medium in the affective commitment.

The high level of continuance commitment explains the big efforts that made from the teachers in one side and the weak selling capacity of this category of function because of the economic reality, and the lack of good alternatives on the other side.

The high level of normative commitment, returned to the message of teacher, this message represents a moral bound that saves this work. Indeed the normative commitment is a sensible component that is necessary for any organization and especially of the schools,

The medium level of affective commitment explains the lack of feeling of attachment to the schools which may be returned to the troubled life of the teachers, out of the schools.

- There is a medium negative relation between the affective commitment and the three components of burnout, this explains that the burnout affects the degree of feeling part from the school. and this result agrees with the results of the study of Mortadha and Nada (2013)
- There is a high positive relation between the PF and the CC, and a medium positive relation between the EE and the CC, and a weak positive relation between the CW and the CC which explains the exhausting function, which needs the big efforts from the teachers, and this makes the teachers committed to their work by a link of calculation and the norms, and by the time their resources will be decreased. and we believe that the continuance commitment
- There is only a weak negative relation between the EE and the NC, which explains that the feeling of no desire of making relation with the others at school –as an aspect of burnout- can affect weakly the feeling of responsibility toward the school. but in general we remark that there is a very weak relation between the burnout and the normative commitment, and this is a good sign for the interest of school and especially for the pupils
- The teacher needs three types of power (the physical power, psychological power and cognitive power), the lack of one of them affects his role, and this makes the organization disfunctioned. because the individual cannot separate his self from the environment, where he interacts.

The recommendations :

Starting from the results of the study, some recommendations, ought to be given at the end :

1. The burnout harms the teachers' professional life, and their life in general, so they must give themselves their right of resting, by the planning of a picnic for their families, this can make them feeling better.
2. The physical fatigue can be taken out by sleeping or staying at home. but the cognitive weariness and the emotional exhaustion needs more than that, it needs spiritual treatment and only the noble Quran can do this.
3. The burned teacher should avoid staying with pessimistic and dispirited person who has a great deal of complaining, because he affects him negatively
4. The schools managers have to know that level of commitment of their staff is determined by the situation of them, which influences their health in different ways, and

The table (13) shows the relationship between the cognitive weariness and the normative commitment

Cognitive weariness	Normative commitment						Σ		Sd
	weak		medium		high			M	
	F	%	f	%	f	%			
Weak	1	8,33	3	25	8	66,67	12	2,58	0,669
Medium	2	13,34	5	33,33	8	53,33	15	2,40	0,737
High	3	23,08	6	46,15	4	30,77	13	2,08	0,760
Σ	6	15	14	35	20	50	40	2,35	0,736

Pearson	Sig	N
-0,277	0,084	40

H9 :There is negative relationship the between the emotional exhaustion and the normative commitment,which means the normative commitment increased when the emotional exhaustion decreases.

Returning to the findings we remark that there is significant weak correlation between the two variables ,and this what is confirmed by pearson correlation (0,416) .the mean of normative commitment among the weak emotional exhaustion teachers was 2,77, and among the medium emtional exhaustion teachers was 2,30, and among the third category was 2,06.

Table (14) shows the relationship between the emotional exhaustion and the normative commitment

Emotional exhaustion	Normative commitment						Σ	M	Sd
	weak		medium		high				
	F	%	f	%	f	%			
Weak	0	0	3	23,08	10	76,92	13	2,77	0,439
Medium	1	10	5	50	4	40	10	2,30	0,675
High	5	29,42	6	35,29	6	35,29	17	2,06	0,827
Σ	6	15	14	35	20	50	40	2,35	0,736

Pearson	Sig	N
-0,416	0,008	40

There is only significant negative weak relationship between the EE and NC,and no significant relation between the other two component of burnout and the NC

The general results :This study tried to investigate the level of the burnout and the organizational commitment in one side ,and to recognise the relation between the component of burnout and the organizational commitment in the other side .

- the level of burnout component was generally medium ,and the physical fatigue took the important one (returning to the means values) ,thus the human being was created from hardship and this what appeared in the noble quran . by the name of god « we have

commitment .and the teachers who have a medium emotional exhaustion ,their mean was 2,20and 0,789 of standard deviation .and the teachers who have high emotional exhaustion have high continuance commitment by mean of 2,71and 0,632of standard deviation ,and 70,59% of them have ahigh continuance commitment.and the pearson correlation was 0,41wich mean explain the medium relationship ,and this relationship was significant .

Table (11) shows the relationship between the emotional exhaustion and the continuance commitment

Emotional exhaustion	Continuance commitment						Σ		
	weak		medium		High				Sd
	F	%	F	%	f	%		M	
Weak	1	7,69	9	69,23	3	3,08	13	2,15	0,555
Medium	2	20	4	40	4	40	10	2,20	0,789
High	0	0	5	29,41	12	70,59	17	2,71	0,470
Σ	3	7,5	18	45	19	57,5	40	2,40	0,632

Pearson	Sig	N
0,41	0 ,008	40

There is a high positive relation between the PF and CC and weak positive relation between the CW the CC ,and medium positive relation between the EE and the CC

H7 There is a negative relationship between the physical fatigue and the normative commitment.which mean that the normative commitment may increase by the decrease of the physical fatigue .

And according to the findings, there is no significant correlation between the two variables .and this is what shown by the level of significance (0 ,134).

Table (12) shows the relationship between the physical fatigue and the normative commitmentwhich mean

Physical fatigue	Normative commitment						Σ		
	Weak		medium		High				Sd
	F	%	f	%	f	%		M	
Weak	0	0	5	50	5	50	10	2 ,50	0,527
Medium	0	0	3	33,33	6	66,67	9	2,67	0,500
High	6	28,57	6	28,57	9	42,86	21	2,14	0,854
Σ	6	15	14	35	20	50	40	2,35	0,736

Pearson	Sig	N
-0,241	0 ,134	40

H8 :There is negative relationship between the cognitive weariness and the normative commitment ,which means when the cognitive weariness increases the normative commitment decreases .and according to the findings ,there is no significant correlation between the variables.

have high continuance commitment ,while the teachers who feel a weak fatigue are weak continuance committed .

Table (10) show the relationship between the physical fatigue and continuance commitment

Physical fatigue	Continuance commitment						Σ			
	weak		Medium		High					
	F	%	F	%	F	%		F%	M	Sd
Weak	3	30	5	50	2	20	10	25	1,90	0,738
Medium	0	0	8	88,89	1	11,11	9	22,5	2,11	0,333
High	0	0	5	23,81	16	76,19	21	52,5	2,76	0,436
Σ	3	7,5	18	45	19	47,5	40	100	2,40	0,632

Pearson	Sig	N
0 ,603	0 ,000	40

H5 : there is a significant positive relationship between the cognitive weariness and the continuance commitment :which mean that when the cognitive weariness increases the continuance commitment increases also; the teachers who have problems of concentration and difficulty in thinking have a strong continuance commitment .

In our study we found that the means of continuance commitment increase from the weak weariness cognitive to the high cognitive weariness of teachers (2 ,08) ,(2,47),(2,62), the pearson correlation shows the weak positive relationships and that's significant .

Table (11) shows the relationship between the cognitive weariness and continuance commitment

Cognitive weariness	Continuance commitment						Σ			
	Weak		medium		High					Sd
	F	%	f	%	F	%		F%	M	
Weak	2		7		3		12	30	2,08	0,669
Medium	1		6		8		15	37,5	2,47	0,640
High	0		5		8		13	32,5	2,62	0,506
Σ	3		18		19		40	1 00	2,40	0,632

Pearson	Sig	N
0,334	0 ,035	40

H6 : there is a significant positive relationship between the emotional exhaustion and the continuance commitment :which means that when the cognitive weariness increase ,the continuance commitment increase also .The teachers who have problems of being sympathetic with their colleagues ,and can't interracte with their pupils ,they may have increasingly continuance commitment with their school .and the findings prove this hypothesis by revealing a significant positive medium relationship between these variables .

The teachers who have a weak emotional exhaustion , their mean of continuance commitment was 2,15and 0,555 of standar deviation,and 3,08% of them have a weak continuance

Table (8)shows the relationship between the cognitive weariness and affective commitment

Cognitive weariness	Affective commitment						Σ			
	weak		Medium		High					
	F	%	F	%	F	%		F%	M	Sd
Weak	3	25	2	16,66	7	58,33	12	30	2,33	0,888
Medium	3	20	6	40	6	40	15	37,5	2,20	0,775
High	6	46,15	7	53,85	0	0	13	32,5	1,54	0,519
Σ	12		15		13		40	100	2 ,03	0,800

Pearson	Sig	N	Result
-0,401	0 ,010	40	Significant

H3 :There is a significant negative relationship between the emotional exhaustion and affective commitment :which mean that when the emotional exhaustion increase the affective commitment decrease ; the teachers can't be sympathetic with their colleagues and their pupils they can't feel them selves as member of the organisation ,and can't feel the problems of their colleague and pupils as their problems,so they have not strong psychological bound with their school .and returning to the finding we see that the weak and the medium category of emotional exhaustion have medium level of affective commitment (2,31) and (2,30)and the category of teachers who have a high level of emotional exhaustion have a weak level of affective commitment(1,65) and 5,88 of them have high affective commitment.

Table (9)show the relationship between the emotional exhaustion and continuance commitment

Emotional exhaustion	Affective commitment						Σ		
	Weak		Medium		High				
	F	%	F	%	F	%		M	Sd
Weak	3	23,08	3	23,08	7	53,85	13	2,31	0,855
Medium	2	20	3	30	5	50	10	2,30	0,823
High	7	41,18	9	52,94	1	5,88	17	1,65	0,606
Σ	12		15		13		40	2,03	0,800

Pearson	Sig	N
-0,371	0 ,018	40

There is a weak negative correlation between the three component OF burnout and the AC

H4 :There is a significant positive relationship between the physical fatigue and the continuance commitment :which means that when the physical fatigue increases the continuance commitment increase ; the teachers who suffer from the physical fatigue have a strong continuance commitment which mean that they are forced to be committed to the organization by the economic causes and the lack of chance in other organization or other work ,so the continuous exposing to the hard engagement to the work make the teachers want to improve such condition at work or hope to change the work in the possible opportunity .returning to the finding we see that there is a positive relationship between the two variables and this proved by pearson correlation(0,603),and we find that the mean of continuance commitment among the teachers who felt very fatigue is high by mean of 2,76 and 76,19% of them

There is a high continuance commitment ,high normtive commitment and medium affective commitment

The general hypothesis: there is a relationship between the burnout and the organisational commitment .which mean that level of organizational commitment through the three component (AC ,CC,NC) is linked to the level of the burnout through the three component (PF ,EE,WC)

To test this hypothesis we have to examine the nine subhypothesis.

H 1:there is a significant negative relationship between the physical fatigue and the affective commitment :which mean that when the physical fatigue decreases the affective commitment increases ; the teachers feel physicaly tired they can't be sympathics with their colleague and their pupils physical .

Accoding to the findings shown in the table (7) we remark that there is a significant negative medium relationship between the physical fatigue and the affective commitment by pearson correlation of(-0,464) .and this what is simplified by the table;where we see that the teachers who have state of weak physical fatigue are more committed affectively by value of mean 2,50 and percentage of 70% , however the teachers who are strongly physically tired they are less committed affectively to their organization, by mean of 1,67 and percentage of 4,76%.this can explain that the human behavior is affected by his physical state .the physical fatigue forbides the teachers to behave positively ,they cannot take the problems of the school as theirs and can't build a strong relation with their colleagues.

Table (7)shows the relationship between physical fatigue and affective commitment

Physical fatigue	Affective commitment						Σ			Sd
	Weak		Medium		High			F%	M	
	f	%	f	%	F	%				
Weak	2	20	1	10	7	70	10	25	2,50	0,850
Medium	2	22,22	2	22,22	5	55,56	9	22,5	2,33	0,866
High	8	38,10	12	57,14	1	4,76	21	52,5	1.67	0,577
Σ	12	30	15	37,5	13	32,5	40	100	2,03	0,800

Pearson	Sig	N	Remark
-0,464	0,003	40	Significant

H 2:there is a significant negative relationship between the cognitive weariness and affective commitment :which mean that when the cognitive weariness decreases the affective commitment increase ; the teachers feel confused in their idea and can't concentrate they can't be sympathetics with their colleagues and their pupils .

Accoding to the findings shown in the table (8) we remark that there is a significant negative medium relationship between the cognitive weariness and the affective commitment by pearson correlation of

(-0,401) .and this is what simplified on the table;where we see that the teachers who have state of cognitive weariness are more committed affectively by value of mean 2,33 and percentage of 58,33% , however the teachers who have strong cognitive weariness are weakly affective committed.by value of mean 1,54and it is the most harmonic category.

pressures at the organizational commitment between the individuals of sample that returned to the personal variables²¹

Study1 of Mortadha Djabbar Ennouri and Madiha Abbas Khalaf (2013) :this study discussed the levels of tension and its variable ,and the organizational commitment, it applied among the 30 managers in both central and direct administration in the sector of industry in two industrial companies in Bagdad (public company of producing the vegetal oils and the public company of industrial construction .the study reached the following results : the willingness to exert considerable effort on behalf of the two companies is high .

The two companies can decrease the levels of tension through the increasing of the morale of workers and achieving their willingness through motivation which support the the organizational commitment .

There is correlation between the tension levels and the OC

There is significant influence relation between the tension levels and the OC .²²

Study2 of Hester Hulpia and others:The influence of the distributed leadership on teacher's organizational commitment :A multilevel approach :this study aimed to investigate the effect of cooperative leadership team ,distributed leadership ,participative decision –making on the organizational commitment,it applied on 1522teachers ,the analysis of the results revealed that especially the presense of cooperative leadership team and the amount of leadership support played a significant positive key role in predicting teacher's organizational commitment ,also participative decision –making and distribution of the supportive leadership function had a significant positive impact on teacher's organizational commitment²³

Discussing the finding according the questions and the hypothesis

The first question :

For answering the first question of this study we have built the table(5) which shows the means of the three component of the burnout .

according to the finding, the teachers fell physicly fatigue in the first stage with mean of 2,28 , because they use their capacities of voice and their hand in teaching and explaining standing up , in order to make the pupils reach the idea .and the mean of the emotional exhaustion was 2,10 because when the teacher feels tired ,this forbide him to behave positively with emotional state (like being sympatic with the pupils and the coleagues) ,and the mean of cognitive weariness was 2,03 because the load work effect the concentration and the memory .in general there is medium level of the three component of burnout ,and when we compare between the variance of the three component we find that the sample was more harmony in the physical fatigue wih $CV=35,08\%$).

Result1 :there is a medium physical fatigue,emotional exhaustion and cognitive weariness)and the value of the physical fatigue is the biggest

The second question :what's the level of organizational commitment ? according the finding shown in the in the table (6) we find that the teachers have high continuance commitment by mean of 2,40 .and high normative commitment by mean of 2,35and medium affective commitment by mean of 2,03 .the high level of continuance commitment returned to the economic causes, and the long time of life spent in this function ,so there is no way to leave the school and to lose the benefits linked to it .and the high normative commitment returned to the role of building individual through the scientific value and the social value .in fact the teaching funtion is not a simple fonction,its a sensitive function that needs the conscience in addition to the skills and knowledge .

The level of affective commitment was medium it is acceptable ,because when the normative commitment is high there is no matter to make the harm to the pupils ,and if there is not enough positive emotional behavior toward them there is unfair treatment between the pupils .so we think that even there is not an enough affective commitment,its safety state when the normative commitment is provided.

- the relationship with society¹⁴

The factors of organizational commitment: many factors are considered as important antecedent of OC, some of them are :

The personal characteristics: many studies have taken the personal characteristics as an important factor to the OC like the sex, age, tenure, level of education .

The age: the level of OC correlates with the age of employer as in the study of Mohamed Abdallah Alhusseini Esharif (2010), he found that the women working at public libraries in Kuwait are more committed than the men.¹⁵

KHashroom(2011) which found that there is a difference of organizational commitment level returning to the age¹⁶

The tenure: lot of studies show that the workers who have long experience they have big commitment to their organization like the study of KHashroom(2011)

Organizational factors: there are many factors can construct the OC :

Organizational justice: the concept of justice touches the every one, it is linked to the social identity, it is the indicator of belonging to the organization, some are interested about it, like Nmae Djawad Alobeidi (2012) where the result show that there is effect of the dimensions of justice on the dimensions of organizational commitment.¹⁷

The social services: the providing of the social services in the acceptable level to the workers can make them attached to their organization, and this what was proved by the study of Acil Zohir Rachid Ettik and Sandia Marwane Sultan Alhiali, that there is strong effect of the social support for social service and the loyalty.¹⁸

The consequences of organizational commitment :

The existence of organizational commitment in the organization, has a great importance for both the individual and the organization :

The absenteeism: the workers who are committed to their organization they will not be absent or make the regrets to do not come to the work, and some studies like Angel and Perry 1981 suggest that commitment is negatively associated with potentially costly behaviours such as absenteeism¹⁹

The citizenship: the organizational commitment can predict the citizenship in the organization and this what was proved by the study of **Pascal Paille**(2009) which found that the affective commitment towards the organization and supervisor better predict citizenship behavior towards the organization, and affective commitment to colleagues better predicts citizenship towards individuals (altruism and helping)²⁰

The performance: there are some studies, which look to the performance as result of the organizational commitment, like the study of **Salem Rachid Azima** and colleagues (2007) and study of Zakia Maqre'e and Naima Yahawi (2014) which proved the positive relation between the two variables.

The previous studies :

Study 1: study of Aboul ila (2009) : the working pressure and its effect

on the degree of organizational loyalty : an empirical study among managers and directors in the National Security and Interior Ministry in the Gaza

Strip. the study aimed to recognize the effect of pressures level of work at the degree of organizational commitment, and the causes of work pressures.

the results have shown that there is a weak level of working pressures. and the work load was the stronger factor that affects the pressure work, and the level of organizational commitment among the managers was very high, and there is no difference according to the effect of work

- According the means of the three component of burnout and the component of organizational commitment we defined the weak level from (1 to 1,66),the medium level from (1,67to2,32)and the high level from (2,33to 3)

We use the means and standars deviation,and the percentages and pearson correlationfor analysing the datas.

Study Society

This study concerned the teachers of middle school in Ain el kebira (setif) at (Bouriashi 43 teachers) and taboush(36 teachers) and shlali(30 teachers) these schools contain the big numbers of pupils and they concurate for reaching the best level of teaching.

Sample

We chose 40 teachers by the cotta sample from the three schools ,(14 teachers from Bouriashi,13 teachers from Taboush and 13 fron Shlali) , and the percentage is represented ,because we have taken 36,70% of the study society and each one of the three schools are also represented (see the table 01),the questionnaire was distributed and recolted in the period (02 /12/2015-17/01/2016).

CARACTERISTICS OF SAMPLE :

The sex :In this sample we find that the wemen teachers are the major category ,and this returned to the nature of this work which linked to the essentiel fonction of women –educating the human being – and because this work is the suitable work for women according TO timing and the holidays .see the table (2)

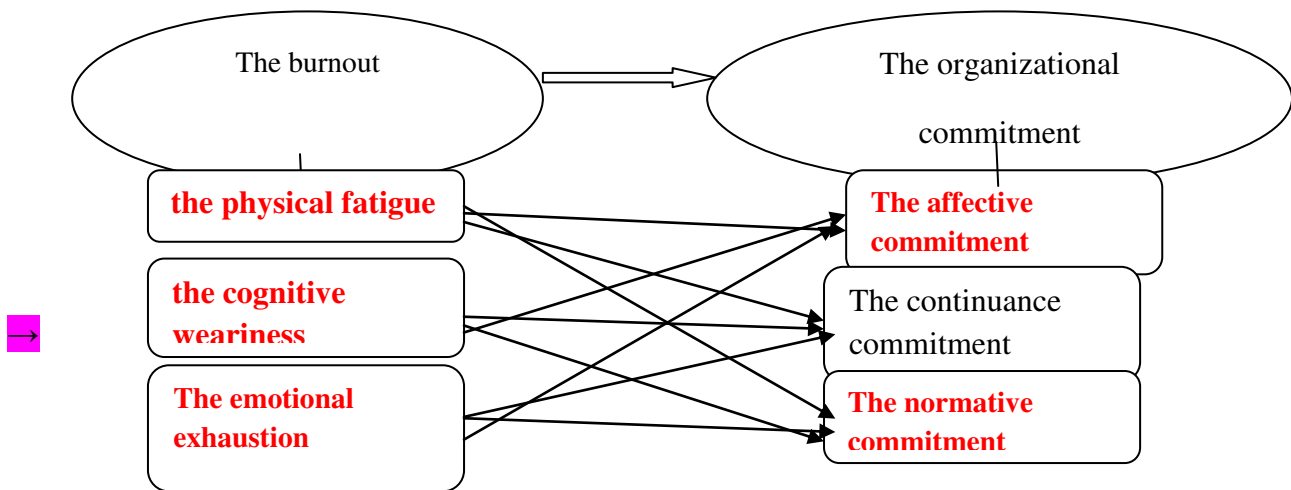
The age : the findings have shown that_ the major teachers are aged between 30 and 40 years (62,5%),this category of teachers may have knowledge about the relationship with the actors in the school , and 25% are aged between 40 and 45years and this category may have fed up about its daily routine . but in general the mean of age was 38,25 years and it show the vital energy of the sample chosen.

The tenure : according the findings we remark that there is a good experience of teaching

(15 %) between 20 and 25 years and 12,5%%) between 25 and 30 years, and the mean of experience was 14,48 years , which give us the idea that these years can make the work of teachers easier . ,but perhaps their long time of teaching different generations make them wanted to finish their carrier in the state of the changing values of the pupils .

The ressourses of burnout :many researches claimed that there are diffefent ressourses that produce the burnout for exemple Mohamed Hamza Al Zyoudi in his study which are applied on the teachers of special education Karak city, he concluded that the ressourses of burnout appear in these points :

- lack of monstrial income
- school programme
- behavioral problems
- the relationship with administration
- no schoolar facilities
- the increase of student level at class room
- no material motivation
- helpless of colleagues
- the relationship with students



The planning of the hypotesis

Method and methodological procedure

We used the analytic descriptive method for describing the data recolcted from the teachers of this study ,because we aim to describe the phenomenen of organizational commitment and the phenomenen of burnout by recognising the degree of both of them , and we want to explain the degree of OC by the variable of burnout.

Research Instruments

To assess the study variables,we adopted the burnout measure of Shirom and Melamed¹² with some modifications, and items were rated on a 3-point : rarely(1) sometimes(2) always(3)

. we applied the organizational commitment questionnaire of Allen Meyer¹³, and items were rated on a 3-points

scale ranging from disagree(1) not sure(2) agree(3).

The questionnaire contain the following section :

The personnels characteristics : sex , age, tenure

The burnout component :the physical fatigue contained six(06) questions,the cognitive weariness contained (04)questions,and the emotional exhaustion contained (02)questions ,

The organizational commitmentcomponent :the affective commitment contained (04) questions,the continuance commitment contained (04)questions and the normative commitment contained (04)questions

The statistic threathment :we have followed the following steps :we counted the degrees of each component of the burnout and the organizational commitment

- *The degree of physical fatigueis limited from 06 to 18 .so we divided the range on 3categories :[6-10[:weak ,[10-14[medium,[14-18]high*
- *The degree of cognitive weariness limited from 4-12 .so we divided the range on 3 categories :[4-6,67[weak [6,67-9,34[medium [9,34-12]high*
- *The degree of emotional exhaustion limited from 2to 6,so we divided the range on 3 categories :[2-3,33[weak[,3,33-4,66[medium,[4,66-6]high*
- *The degree of affective commitment limited from 4-12,so we divided the range on 3 categories :[4-6,67[weak,[6,67- 9,34[medium ,[9,34-12],and the same categories for the continuance ,and normative commitment .*

and because the definition of Porter and his colleagues focused on the positive points that describe the commitment as unidimension without distinguishing the forms of commitment that appear from the individual in the organization or may be they- Porter and al - want tell us that the real commitment is this one .and because we beleave so it is better to give the three dimensions of commitment to reveal the nature of the commitment to every one in the study .

In other words they gave only the positive side of commitment through the acceptance of values

The importance of study :the importance of this study comes from the delicate subject ,which is the burnout as serious problem that a lot of

Workers are suffering from it and makes a problem to their healthy lives as well as their professional lives . and the importance of the commitment to the organization for its stability and its productivity

The aims of study :this study tried to achieve the following aims :

1. Recognise the level of burnout (emotional exhaustion,fysical fatigue, and cognitive weariness) among the teachers of middle school
2. Recognise the level of organiztional commitment (affective,continuance,normative) among the teachers of middle school
3. Recognise the nature of the relationship between the burnout (emotional exhaustion,fysical fatigue, and cognitive weariness) and the organizational commitment (affective,continuance,normative) among the teachers of middle school

The Hypotheses :

The principal hepothesis :There is relationshop between the burnout and the organizational commitment .

Under this hypothese there are the following subhypothesis.

1. -there is a negative relationship between the physical fatigue **and the affective commitment**
2. there is a negative relationship between the **emotional exhaustion and the affective commitment**
3. -there is a negative relationship between the **cognitive weariness and the affective commitment**
4. -there is a positiverelationship between the the physical fatigue **and the continuance commitment**
5. -there is a positive relationship between the **emotional exhaustion and the continuance commitment**
6. -there is a positive relationship between **cognitive weariness and the continuance commitment**
7. -there is a negative relationship between the physical fatigue **and the normative commitment**
8. -there is a negative relationship between the **emotional exhaustion and the normative commitment**
9. -there is a negative relationship between the **cognitive weariness and the normative commitment**

Depersonalization component refers to losing an emotional or cognitive involvement with work

Accomplishment component refers to feeling of incompetence and lack of achievement and productivity in work⁵.

In Maslach's definition the burnout appears ,when the demand of work is bigger than the capacity of individual .

Pines and Aronson based their definition on three different exhaustion dimensions :physical ,emotional and mental.

The physical exhaustion :concerns feelings of tiredness ,sleep problems and continuous feeling of illness.

Emotional exhaustion :concerns feeling of depression and hopelessness.

Mental exhaustion :concerns feeling of being failure ,being worthless, and being a disappointment to other people .⁶

Shirom and Melamed defined burnout as"relating individual's feeling of physical ,emotional ,and cognitive exhaustion ,thus focusing on the continuous depletion of the individuals' energetic coping resources resulting from their chronic exposure to occupational stress(shirom,1989,2003)"⁷the main idea of this definition is the importance of the resources of humans which is used for doing things and working and wished to be maintained

Their definition based on the conservation of the resources theory ,which focuses on resources of humans .they claim that humans have resources and wish to hold on to ,and when the resources are lost and the strategies are not functional ,here the individual becomes emotionally ,physically and cognitive exhausted.⁸

In the current empirical study we depended the definition of Shirom and Melamed

The organizational commitment

This concept was interested by many researchers in organizational behavior ,management ,sociology like Porter steers Mowday,Allen and Meyer and Etzioni ... etc. Every one tried to give a definition of organizational commitment .

Etzioni thinks that there are 3 types of ommitment,« Calculative commitment provides an adequate response to organizational compliance structures that emphasize the instrumentality of organizationally desired behavior for attaining material benefits or incentives. The term alienative commitment is used to describe a Negative affective form of attachment in light of being forced to a course of action by environmental pressures, experienced loss of control, and lack of alternatives .

In contrast, moral commitment is characterized by positive-affective attachment and internalization of organizational goals and values, based on a compliance structure that emphasizes immaterial or symbolic rewards, shared norms, and personal dedication »⁹

According to Mowday ,porter and steers 1982) : « commitment to an organization involve three components :a)a strong belief in and acceptance to organizational goals and values.b) a willingness to exert considerable effort on behalf of the organization ,and c)a strong desire to maintain membership in the organization »¹⁰

Allen and Meyer propose the model of three component of commitment which contain the affective commitment , the continuance commitment and the normative commitment .

The affective commitment : mean the emotional attachement to the organization

The continuance commitment :mean the recognition of the costs associated with leaving the organization.

The normative commitment :means the perceived obligation to remain with the organization .¹¹

well-being of worker , which mean make the workers protected from the burnout ,by providing the possible facilities to do their work in good state ,and this encourage them to give their best .

And because the human ressource is the main element of productivity process ,the managers ought to take this element as the axe of it interest matter ;this renouvable energy may have some problems that make obstacle for its performance which furthermore reduce its organizational commitment.

the loyalty to the work has it sense for the teachers , and whatever he is committed, he comes to his work with enthothiasm, which help the pupils to be beneficed ,and the school can take its place in the concurance ,and for that it is obviously that this human being some times feels burned ,and this state harms his life ,and for this reasonwe try to study this phenomenen .

The burnout which may play an essential role in the level of feeling committed to the school , so the aims of this study is to answer this following questions:

1. What's the level of organizationnal commitment according to the three- component (affective ,normative and continuance) ?
2. What's the level of the burnout (among the teachers ?
3. Is there relationship between the burnout(**emotional exhaustion , physical fatigue and cognitive weariness**) and the organizational commitment (affective ,continuance and normative) ?

The concept of burnout

This concep has been studied and interessted by many researchers like Maslash Shirom and melamed ,freudenberger Schaufeli &Buunk, Enzmann, but the first researcher who worked on this concept was freudenberger in the 1970s

According to Freudenberger the burnout is a « depletion on one's self, and exhaustion of one's physical and mental resources ; it involves wearing one's self out by excessively striving to reach unrealistic expectations acquired from one's family or the values of society »¹ it's a state of fatigue exhaustion and frustration ,depression caused by event ,life style or relationship which fail to produce the benefits predicted² . so he look to the burnout as a state of exhaustion and the negative feeling that occured as a result of failing to reach the profits predicted by the person in any area with any actors at work or out of work ,which means that a person may feel burnout in any envirement that he interractes in it.

Although the studies of burnout are made in the human services,but this does not mean that it can't touch the others who don't work.and this what claimed Freudenberger when he related the burnout to the commitment to life style ,relationship therefore when the individual is committed to such relation - whatever its kind- for getting its reward and don't reach it he falls down in the burnout state.so what can we recognise in freudenberger's definition is that the result of person's commitment to his target determines his degree of his burnout and the individual can bear the exhaustion when he reach his goals predicted.

So we can take the essentiel points of freudenberger definition as :

the goals planned from individual .,

the efforts exercised to reach the goals.

insatisfied results .

He described the burnout by giving some signs « : exhaustion ,colds and being tired ; having headaches and problems with stomach ; also depression weight loss,and shortness of breath and he adds behavioural and psychological signs such as verbal persons becoming silent, feeling of anger and frustration ; and paranoia and the added risk of letting one's job affect one's private life »³

Maslash also has given an important contribution in studies of burnout .She defined it as" psychological syndrome in response to chronic interpersonal stressors on the job."⁴

Its a definition based on three dimensions which is called :Exhaustion ,Depersonalization(cynism) and Reduced sense of Accomplishment.

The exhaustion component refers to feeling of being over extended and depleted of one's emotional and physical resources.

THE RELATIONSHIP BETWEEN THE BURNOUT AND THE ORGANIZATIONAL COMMITMENT

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Abstract :

The aim of this empirical study is to examine the degree of both of the burnout and the organisational commitment as phenomena occurs among the teachers of middle schools ,and the relationship between the burnout and organizational commitment . for reaching these aims ,we examined the burnout through the measure of Shirom and Melamed (SMBM) and we modified it to be suitable of this study ,and about the organizational commitment we have used the measure of Allen and Meyer with some modification .

we applied it in the middle schools of Ain elkebira –Setif in the three schools Taboush ,Bou riashi, Shlali)we have used cotta sample of 03teachers,we received 40 questionnaires ,

The results of this study showed that the degree of organizational commitment

The **keywords** :burnout, physical fatigue emotional exhaustion ,cognitive weariness organizational commitment,affective commitment,continuance commitment ,normative commitment .

ملخص:هدفت هذه الدراسة إلى التعرف على مستوى الاحتراق المهني والولاء التنظيمي كظواهر تحدث لدى أساتذة التعليم المتوسط وكذا علاقة الاحتراق المهني بالولاء التنظيمي وقد تم استخدام مقياس Shirom و Melamed للاحتراق مع بعض التعديلات ومقياس Allen و Meyer للولاء التنظيمي مع بعض التعديلات وقد طبقت الدراسة على عينة حصرية من أساتذة متوسطة بورياشي وطابوش وشلاي حجمها 40 أستاذ وأستاذة .وقد أظهرت النتائج وجود مستوى متوسط من الاحتراق لدى الاساتذة مع تصدر الارهاق الجسمي مكونات الاحتراق بدرجة أكبر كما أن مستوى الولاء التنظيمي وفقا للأبعاد الثلاث كان عاليا بالنسبة للولاء المستمر والولاء المعياري ومتوسط بالنسبة للولاء العاطفي ،وبالنسبة لأثر الاحتراق في الولاء التنظيمي فقد تبين وجود علاقة عكسية ضعيفة بين الأبعاد الثلاث للاحتراق والولاء العاطفي، ووجود علاقة طردية قوية بين الارهاق الجسمي والولاء المستمر وعلاقة طردية ضعيفة بين الارهاق الفكري والولاء المستمر وعلاقة طردية متوسطة بين الارهاق العاطفي والولاء المستمر،وعلاقة عكسية ضعيفة بين الارهاق الجسمي والولاء المعياري مع عدم وجود علاقة بين بقية ابعاد الاحتراق والولاء المعياري.

Introduction :

The organizational commitment is a sociological concept that took a big part in the researches of the organizational phenomena, because of its importance to the organization and this what was proved by the interesting of researchers in different fields about this phenomenon

Although the definitions of organizational commitment are differ there is a consensus about the consequences on the individual and the organization .But there is a multiple point of view about how can make the worker be committed to his organization .

And the studies focused generally in the industrial organization and neglect the servical organization like schools .

The teachers also represent a big challenge ,that have to reach it through their work ,and it would be very important for the society to win in its schools a committed stuff ,because this can make the major goals acheived,and this is what we call the real investement .

But the commitment can't be given from the school just when the individual comes to it , the organizational commitment built by many factors.The task of teaching really needs the formation ,beside knowledge and the way of giving the information ,which is oriented to the pupils and needs also the well being of the teachers .

Because before thinking about managing the human ressource ,the managers have to take in consideration how to win the high productivity on side and how to make the individual committed to his organization on the other side . This leads to the idea that the managers in organization have to keep the