Validating the Antecedents of the Teacher Commitment: A Pilot Study

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Abstract
Teacher commitment is important for enhancing teaching quality, improving student learning outcomes and reducing teacher turnover, ensuring continuity and stability in education. However, external factors such as inadequate organizational support, excessive role pressure, or limited opportunities for personal growth can have a negative impact on teacher engagement, leading to burnout and decreased job satisfaction. Based on social exchange theory and social cognitive theory, this study constructed an analytical framework to explore the intrinsic mechanisms between teacher engagement and perceived organizational support, reward satisfaction, and self-efficacy. The study used a sample of 223 teachers from a university in Qingdao and collected data through an online survey with simple random sampling. The usability and reliability of the research instrument were rigorously validated through content validity index and pilot study. The scales used in this study demonstrated good reliability and validity, with Cronbach's alpha values exceeding 0.7 and KMO values above 0.6, supporting their internal consistency and suitability for factor analysis. Exploratory factor analysis confirmed the theoretical structures of the scales, retaining effective items with strong factor loadings to ensure accurate measurement of the respective constructs. The measurement tool developed in this study is well-designed to provide a reliable basis for broader academic research, and its applicability in different contexts was confirmed by rigorous pretesting, providing a methodological reference for future research in related fields.
Keywords: Teacher Commitment, Perceived Organizational Support, Reward Satisfaction, Self-Efficacy, Pilot Study

Introduction
Due to excessive demands from parents and society for education, global educational reforms, and heavy workloads, teaching has become a highly stressful profession (Räsänen et al., 2020). With the deepening of education reforms and the increasing complexity of teaching tasks, education systems are faced with a serious challenge of teacher attrition (Day et al., 2005). Currently, the contradiction between universities' eagerness to recruit talent and the high turnover rate of newly recruited young faculty has become an urgent issue (Li & Li, 2023).

Private universities experience higher turnover rates among teachers in China (Zhou & Thanichanun, 2024). High stress, low salary, insufficient vacation time, heavy workload, and student behavior are the main reasons for teachers' intention to leave (Liu & Onwuegbuzie, 2012).

Teacher commitment is an important variable that predicts teachers' work attitude and retention tendency, which deserves attention and exploration (Wang, 2019). Committed individuals are defined by their alignment with the organization's values, their desire to remain a part of it, and their willingness to put in effort for the organization's benefit (Wang et al., 2020). For schools, committed teachers often develop strong psychological bonds with their subject areas, students, and the school itself (Firestone & Pennell, 1993). Teacher commitment is not only a necessary tool for fostering a supportive school climate but also a necessary tool for declaring its success (Shah et al., 2024).

The current study builds upon our earlier work conducted in the pilot stage, where the focus was on validating the teacher commitment questionnaire (Shao, 2024). In that study, the psychometric properties of the teacher commitment construct were evaluated and refined. This paper expands upon that foundation by examining the antecedents of teacher commitment, specifically perceived organizational support, reward satisfaction, and self-efficacy, using the same questionnaire framework.

The study was conducted in Qingdao, China, which is a new first-tier city, has advanced educational and teaching practices and rapidly developing higher education institutions. However, despite Qingdao's rising educational standards, current research on teacher commitment, especially in private higher education institutions, remains scarce. Therefore, this study is of great value and aims to explore and validate a reliable measurement scale for the antecedent variable of teacher commitment. Through the scale test in this study, we can provide to educational manager more scientific tools and methods for future research related to teacher commitment, which in turn will promote the in-depth exploration of teacher commitment and its influencing factors.

Literature Review
Research Framework
The formation of teacher commitment is a complex psychosocial process that requires an integrated theoretical perspective. In this study, social exchange theory and social cognitive theory were chosen as the theoretical frameworks, aiming to comprehensively analyze the internal mechanisms of teacher commitment from the perspectives of reciprocity and cognitive development. Based on the research that was reviewed, Figure 1 proposes a framework model. This study explored the mechanisms by which perceived organizational support, reward satisfaction, and self-efficacy affect teacher commitment.
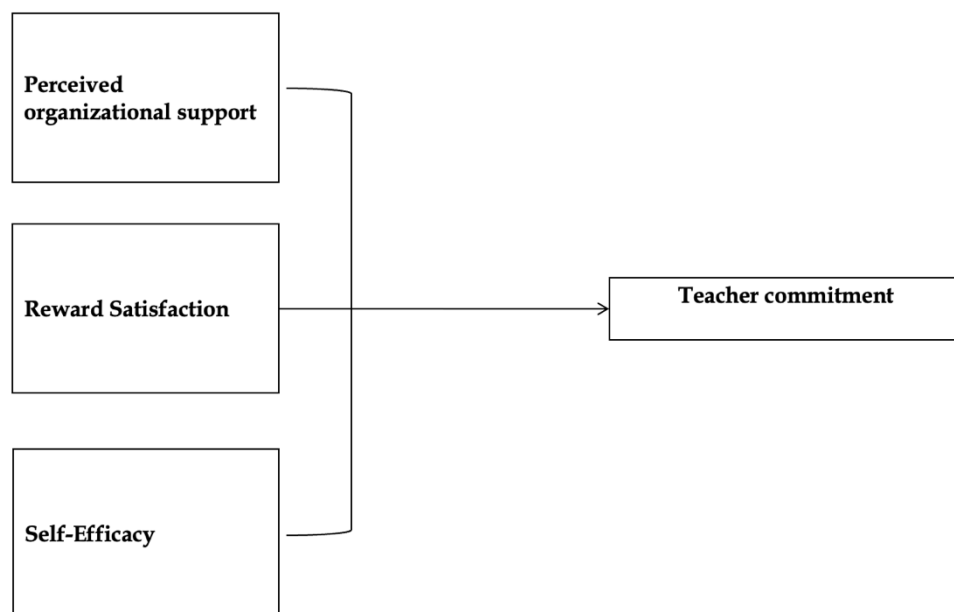
Figure 1: Proposed framework model

Social exchange theory is widely used to study organizational support, leader-member exchange relationships, and teachers' job satisfaction and performance (Ahmed et al., 2014). Research has shown that perceived organizational support significantly enhances teachers' organizational commitment and motivation by meeting their socio-emotional needs and increasing their sense of obligation to contribute to the success of the organization (Rhoades & Eisenberger, 2002; LaMastro, 1999). On the other hand, reward satisfaction promotes teachers' positive perceptions through fair pay and performance evaluations, thus enhancing their commitment. Research has shown that job satisfaction and reward satisfaction, in combination with perceived organizational support, play a key role in strengthening organizational commitment (Rahaman, 2012). Social cognitive theory, developed by Bandura proposed, emphasizes how an individual's beliefs about his or her own abilities. Self-efficacy is a key internal motivational process in social cognitive theory that contributes to behaviors such as choice, effort, persistence, achievement, and environmental regulation (Schunk et al., 2020). Research has shown that teachers' self-efficacy directly enhances their job satisfaction and organizational commitment and is an important psychological resource for promoting positive organizational outcomes (Rossiandy & Indradewa, 2023).

The combination of these two theories provides an integrative perspective for understanding teacher commitment, exploring how perceived organizational support, reward satisfaction, and self-efficacy influence teachers' organizational commitment through different mechanisms. Findings suggest that organizational support and self-efficacy together predict higher levels of organizational commitment and job satisfaction (Zhu et al., 2024).

The Antecedents of Teacher Commitment
Meyer and Allen (1991) suggested that organizations should utilize findings from commitment research, particularly concerning its antecedents, to better manage employee experiences and thereby foster desired employee characteristics. This area has also attracted the interest of education researchers, who have elucidated teacher commitment and confirmed the importance of this variable in traditional higher education.

Perceived organizational support refers to employees' perceptions of how much their employer values their contributions and cares about their well-being (Eisenberger et al., 1986). In the social exchange dynamic between employees and employers, perceived organizational support reflects the organization's role in fostering employee commitment, but from the employees' perspective rather than the organization's. Essentially, it captures "employees' inferences regarding the organization's commitment to them" (Eisenberger et al., 1986). When organizations show greater support, care, and dedication to their employees, it enhances employee motivation, strengthens their loyalty, and increases their contributions to the organization's overall success (Jiao et al., 2022).

Prior studies have affirmed a significant and positive relationship between perceived organizational support and teacher commitment. For example, A Pakistan study conducted by Bibi et al. (2019) found that perceived organizational support significantly predicted organizational commitment among special education teachers. Similarly, Sadaf et al. (2022) reached the same conclusion for a different population in Pakistan, which are faculty members and teachers from different universities. In the context of China, Ji and Zhao (2020) studied primary and secondary school teachers in Tibet and discovered that perceived organizational support significantly predicts job satisfaction, with organization affective commitment acting as both independent and chain mediators. Zheng (2013) explored the relationship between job stressors and organization affective commitment, emphasizing the mediating role of perceived organizational support. The study found that high job stress reduces employees' affective commitment, while high perceived organizational support can alleviate job stress and enhance employees' emotional attachment to the organization. Besides, Zhang et al. (2023) have confirmed a positive relationship between perceived organizational support and teachers' occupational commitment among male kindergarten teachers in China.

Based on the definitions provided by Michael P. O'Driscoll and Donna M. Randall (1999), the reward satisfaction can be defined as an individual's overall perspective and emotional response to both intrinsic (non-material) and extrinsic (material) rewards provided by their work environment. Inim (2023) used the reward mechanism as the predictor of teachers' work commitment in public senior secondary schools in Rivers State, Nigeria. The author mentioned that one of how school administrators ensure that teachers can maintain a high level of commitment is through "reward mechanisms". Berjaoui & Karami-Akkary (2020) used a case study approach to explore distributed leadership in Lebanese schools where teachers' organizational commitment is high. The results showed that all leaders and 75% of teachers felt that leaders could support teachers by giving them financial incentives, which made them feel valued and appreciated.

China has seen changes to its higher education employment structure within the last 20 years. Under such background, According to Wang et al. (2020), university teachers in China face the need to work harder to boost their academic output, which often comes with increased job demands. However, this effort can also lead to greater opportunities for promotion and higher salaries for those who excel, potentially strengthening their organizational commitment. In the Chinese context, while the exploration of the link between reward satisfaction and teacher commitment remains somewhat limited, noteworthy findings have emerged from existing studies. Li & Ye (2021) used a combination of qualitative and

quantitative methods to focus on the correlation between teachers' perceptions of school reward systems and organizational commitment in secondary schools derived from the Shanxi Province in China, and the results confirmed that there is a significant relationship between teachers' attitudes of reward systems and their organizational commitment.

Teacher self-efficacy is the internal drive that motivates educators to invest more time and effort in maintaining active participation within their schools, which is refer to educators' confidence in their ability to effectively handle tasks, responsibilities, and challenges related to their professional activities plays a crucial role in influencing important academic outcomes in the workplace. Tschannen-Moran (1998) defines teacher self-efficacy as "a teacher's belief in their ability to organize and implement the actions required to successfully complete a specific teaching task in a given situation".

There are some researches confirmed the relationship between teacher self-efficacy and teacher commitment which focus the teacher commitment with multidimensional construct. For example, a retrospective case study approached by Yu et al. (2021) argue that teachers at different stages have varying levels of commitment across multiple dimensions, and this process is influenced by their self-efficacy. Zheng et al. (2021) explored the connection between teacher commitment to students and found that self-efficacy was significantly and positively linked to teacher commitment through reflective dialogue. Similarly, Alibakhshi et al. (2020), in interviews with English as a Foreign Language (EFL) teachers, investigated the impact of teachers' self-efficacy. Their findings revealed that 75% of participants stated that self-efficacy significantly influences their commitment to institutions (schools), students, and society. These participants viewed self-efficacy as a strong predictor of occupational commitment, regardless of the type of school or institution. Additionally, a comparative study by Guoyan et al. (2023), focusing on Pakistan and Malaysia, highlighted the relationship between teacher self-efficacy and commitment to continuing online teaching during COVID-19. Similarly, Moses et al. (2019) emphasized the crucial connection between student-teachers' self-efficacy and their commitment to the teaching profession, aiming to foster stronger dedication among pre-service teachers.

Apart from the teacher commitment with multidimensional construct, there are also some researches between self-efficacy and professional commitment and organizational commitment of teachers. A study conducted by Grant et al. (2019) found that early childhood teachers' greater self-efficacy is associated with better professional commitment. Similarly, an Indonesia study conducted by Setyaningsih and Sunaryo (2021) showed that teacher commitment to the profession could be increased by enhancing self-efficacy. A South Korea study conducted by Chung (2019) indicated that among teachers who perceived relatively higher teachers' sense of efficacy can translated into higher organizational commitment from the perspective of social support. Similarly, Demir (2020) argue that teachers' self-efficacy is positively related to organizational commitment.

Methodology
Research Design and Sampling
The purpose of this quantitative research is to validate the instrument of the antecedents of perceived organizational support and self-efficacy towards teacher commitment in university. The content validity of this scale has been checked by two pedagogical experts, who have

many years of teaching experience in educational subjects. In the research design section, we used a cross-sectional study. Convenience sampling is used to select the sample, and the participants are university teachers in Qingdao. The questionnaire is mainly created on the website which called "Questionnaire Star" and distributed on WeChat, QQ and other online platforms, requesting familiar university teachers to fill in and forward the questionnaire.

To ensure that the data were sufficiently typical and suitable for effective statistical analysis, the sample size calculation standard proposed by Morgan and Krejcie (1970) was adopted. The sample size for this study was determined based on the estimated population of university teachers in Qingdao, China, ensuring alignment with Morgan and Krejcie's recommendations. This approach improves the study's reliability and ensures proper research design. The pilot study focused on a private university with a total of 512 teachers. According to Morgan and Krejcie's (1970) table, 230 teachers were randomly selected from the university to participate in the pilot study, which provided an adequate sample size to validate the structure of the questionnaire and the reliability of the variables. After the questionnaires are collected, they are sorted and screened to eliminate invalid questionnaires. The principles of elimination are as follows: first, eliminate incomplete or blank questionnaires; second, eliminate questionnaires with the same answers for 10 consecutive questions; third, eliminate questionnaires with more than 80% of the answers as "general"; fourth, eliminate questionnaires with multiple answers for a single question; and fourth, eliminate questionnaires with multiple answers. Fourth, questionnaires with more than one answer to a question are excluded. A total of 223 valid questionnaires were obtained, resulting in an effective response rate of 96.96%.

The study uses a cross-sectional design with a sample of university teachers in Qingdao, with 223 valid responses (96.96% response rate) from a sample of 230 teachers. The questionnaire was translated and culturally adapted, ensuring content validity through expert reviews. The sample predominantly consists of female participants (75.8%), most of whom are aged 39 or younger (82.9%), with 67.3% holding a master's degree and having five or fewer years of teaching experience. The survey instrument used in this study comprises four sub-questionnaires: teacher commitment, perceived organizational support, reward satisfaction, and self-efficacy. The teacher commitment questionnaire was previously validated in a separate study (Shao, 2024). The remaining constructs were designed and tested in this pilot study to evaluate their relationships with teacher commitment.

Instrument of the Study
This study employs four established scales: the Teacher Commitment Scale (Thien et al., 2014), Perceived Organizational Support Scale (Eisenberger et al., 1986), Reward Satisfaction Scale (O'Driscoll & Randall, 1999), and Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001).

Table 1

Distribution items of Variables

Variable	Scale	No. of original items	Amount
Teacher Commitment	Commitment to School	TCA1, TCA2, TCA3	3
	Commitment to Students	TCB1, TCB2, TCB3	3
	Commitment to Teaching	TCC1, TCC2, TCC3	3
	Commitment to Profession	TCD1, TCD2, TCD3, TCD4	4
Total items			13
Perceived Organizational Support	evaluative judgments attributed to the organization	POSA1;POSA2;POSA3;POSA4;POSA5;POSA6	6
	actions affecting the employee that the organization would be likely to take	POSB1;POSB2;POSB3;POSB4;POSB5;POSB6;POSB7;POSB8;POSB9;POSB10;POSB11	11
Total items			17
Reward Satisfaction	Intrinsic Reward Satisfaction	RSA1;RSA2;RSA3;RSA4	4
	Extrinsic Reward Satisfaction	RSB1;RSB2;RSB3;RSB4;RSB5;RSB6	7
Total items			11
Self-efficacy	Instructional Strategies	SEA1,SEA2,SEA3,SEA4	4
	Student Engagement	SEB1,SEB2,SEB3,SEB4	4
	Classroom Management	SEC1,SEC2,SEC3,SEC4	4
Total items			12

In this study, all scales have been standardized to a five-point Likert scale. This adjustment was made for two main reasons. First, a five-point scale is widely recognized for its ease of use and respondent-friendly design. Its balanced range provides sufficient variability to capture nuanced responses while avoiding the potential for excessive cognitive load that may arise with larger scales. Second, a five-point scale is better suited for cross-cultural research or studies with diverse respondent groups, as it minimizes ambiguity and enhances comparability of results. By simplifying the scale, the study ensures that participants can easily comprehend and engage with the questions, ultimately improving the reliability and validity of the data collected. This decision aligns with best practices in survey design, prioritizing clarity and the quality of responses.

Research Reliability and Validity
In this study, we first analyzed the data for reliability and validity to ensure the reliability and validity of the measurement instrument. Cronbach's alpha coefficient was used for reliability analysis, and the results showed that the Cronbach's alpha values for all variables were greater than 0.7, indicating that the questionnaire had good internal consistency. To further examine the structural validity of the questionnaire, Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity were conducted. The KMO value was greater than 0.7 and the significance value (Sig.) of the Bartlett's test of sphericity was less than 0.05, which indicated that the data were suitable for factor analysis.

After confirming the reliability and validity of the measurement instrument, we conducted an interpretive factor analysis (EFA). The main factors were extracted by principal component analysis (PCA) and factor de-rotation was performed using Varimax rotation, which showed that the rotated factors had a clear structure, and the variables could be loaded onto the corresponding factors explicitly, which further enhanced the explanatory power of factor analysis. The rotated component matrix reveals the composition of each factor and its loading on the variables, ensuring the validity and conciseness of the factor structure.

We assessed the reliability of the four variables, which is teacher commitment (TC), perceived organizational support (POS), reward satisfaction (RS), and self-efficacy (SE), and using Cronbach's Alpha to measure the internal consistency of each variable and its sub-dimensions.

Table 2
Cronbach's Alpha for Tested Variables

Variables	Scale	Total Number of Items	Cronbach's Alpha	Interpretation	Remarks
TC	TC A	3	0.873	Good	Dependent Variable
	TC B	3	0.902	Excellent	
	TC C	3	0.813	Good	
	TC D	4	0.877	Good	
	Total	13	0.881	Good	
POS	POS A	6	0.884	Good	Independent Variable
	POS B	11	0.929	Excellent	
	Total	17	0.943	Excellent	
RS	RS A	4	0.869	Good	Independent Variable
	RS B	7	0.922	Excellent	
	Total	11	0.881	Good	
SE	SE A	4	0.857	Good	Independent Variable
	SE B	4	0.852	Good	
	SE C	4	0.839	Good	
	Total	12	0.895	Good	

Cronbach's Alpha measures internal consistency by evaluating the correlations among items within the scale. A high Alpha value indicates high consistency among the items, implying that they all measure the same underlying construct. Cronbach's Alpha provides a single value ranging from 0 to 1 to represent the overall reliability level of the scale. Typically, an Alpha value exceeding 0.7 is considered acceptable, while exceeding 0.8 is deemed to indicate good reliability. This single value enables researchers to quickly assess the reliability of the scale. From the analysis above, it can be observed that the Cronbach's Alpha values for all variables and their sub-dimensions exceed 0.8, indicating they possess high internal consistency. This suggests that the scale used in assessing these variables is reliable.

To assess whether the data is suitable for exploratory factor analysis (EFA), two important tests are typically conducted: the Kaiser-Meyer-Olkin (KMO) test and the Bartlett's test of sphericity. These tests help determine the appropriateness of data for factor analysis.

Table 3
Validity of Pilot Study

Variables	Kaiser-Meyer-Olkin (KMO)	Bartlett's Test of Sphericity (Sig.)	Exploratory Factor Analysis (EFA)	Status
TC	0.843	<0.001	KMO>0.6, P<0.05	Acceptable
POS	0.927	0.000	KMO>0.6, P<0.05	Acceptable
RS	0.893	<0.001	KMO>0.6, P<0.05	Acceptable
SE	0.894	<0.001	KMO>0.6, P<0.05	Acceptable

In our analysis, KMO and Bartlett's test of sphericity were conducted for four variables (TC, POS, RS, SE). Analysis of the results of KMO and Bartlett's test indicates that the KMO values for all variables are above 0.6, and the p-values of Bartlett's test are all below 0.05. This suggests that the data is suitable for exploratory factor analysis. Each variable's sample was

rated as "acceptable," indicating that these data are structurally suitable for further factor analysis.

In exploratory factor analysis (EFA), performing the Rotated Component Matrix rotation helps simplify the factor structure, enhancing the interpretability and distinction of each factor.

Below is the rotated component matrix for the four variables. Items with factor loadings below 0.50 or significant cross-loadings (greater than 0.40) were excluded to ensure a clear and interpretable factor structure.

Table 4
Rotated Component Matrix of Teacher Commitment

	Component			
	1	2	3	4
TC1A			.849	
TC2A			.868	
TC3A			.860	
TC1B		.869		
TC2B		.872		
TC3B		.892		
TC1C				.863
TC2C				.773
TC3C				.823
TC1D	.802			
TC2D	.789			
TC3D	.823			
TC4D	.848			

The rotated component matrix in Table 9 shows that the original Teacher Commitment scale's four dimensions are preserved after rotation. Each item strongly associates with a specific component, as indicated by high factor loadings. Items TCA, TCB, and TCC load on Component 3 (0.849 to 0.860), TCB1, TCB2, and TCB3 on Component 2 (0.869 to 0.892), TCC1, TCC2, and TCC3 on Component 4 (0.773 to 0.863), and TCD1, TCD2, TCD3, and TCD4 on Component 1 (0.789 to 0.848). These results reveal a clear factor structure with distinct groupings for each dimension of teacher commitment.

Table 5
Rotated Component Matrix of Perceived Organizational Support

	Component		
	1	**2**	**3**
POS1A		.723	
POS2A		.826	
POS3A			.735
POS4A			.824
POS5A			.800
POS6A			.799
POS1B	.715		
POS2B	.784		
POS3B	.776		
POS4B	.812		
POS5B	.843		
POS6B	.842		
POS7B	.788		
POS8B		.819	
POS9B		.833	
POS10B		.856	
POS11B		.811	

The analysis of the Rotated Component Matrix for the Perceived Organizational Support scale reveals that some items do not align with their original dimensions after rotation. The scale was then divided into three dimensions, with some items showing overlapping factor structures. High loading values across multiple factors reduced factor discriminability, leading to the removal from POSA1 to POSA2 and POSB8 to POSB11. This adjustment reduces cross-loadings, improves the distinctiveness of the dimensions, and ensures the reliability and validity of future analyses.

Table 6
Rotated Component Matrix of Rewards Satisfaction

	Component	
	1	2
RSA1		.871
RSA2		.841
RSA3		.840
RSA4		.819
RSB1	.794	
RSB2	.856	
RSB3	.842	
RSB4	.765	
RSB5	.804	
RSB6	.827	
RSB7	.850	

The Rewards Satisfaction Scale consists of 11 items across two dimensions, RSA and RSB. The dimensions remained consistent before and after rotation. Factor 2 includes RSA1-RSA4 with

loadings over 0.50, while Factor 1 includes RSB1-RSB7 with loadings above 0.50, leading to the retention of all items.

Table 7
Rotated Component Matrix of Self-Efficacy

	Component		
	1	**2**	**3**
SEA1		.819	
SEA2		.796	
SEA3		.815	
SEA4		.760	
SEB1			.644
SEB2			.769
SEB3			.779
SEB4			.828
SEC1	.774		
SEC2	.834		
SEC3	.794		
SEC4	.744		

The Self-efficacy Scale consists of 11 items across three dimensions: SEA, SEB, and SEC. The dimensions remained unchanged after rotation. In the rotated component matrix, SE1A-SE4A load on Factor 2, SE1B-SE4B on Factor 3, and SE1C-SE4C on Factor 1, with all factor loadings exceeding 0.50, leading to the retention of all items.

Findings

The scales used in this study, including the Teacher Commitment Scale, Perceived Organizational Support Scale, Reward Satisfaction Scale, and Self-Efficacy Scale, demonstrated good reliability in the sample. Specifically, the Cronbach's alpha value for the Teacher Commitment Scale was 0.843, indicating high internal consistency. Each dimension of the scale had a Cronbach's alpha value exceeding the 0.7 threshold, demonstrating good stability in measuring various aspects of teacher commitment.

The Cronbach's alpha values for the Perceived Organizational Support Scale, Reward Satisfaction Scale, and Self-Efficacy Scale were 0.943, 0.881, and 0.895, respectively. These results indicate high reliability in assessing the respective constructs. In particular, the high Cronbach's alpha value for the Perceived Organizational Support Scale reflects its accuracy and consistency in measuring the perception of organizational support.

Regarding validity, the KMO values and Bartlett's test of sphericity indicated that the data were suitable for Exploratory Factor Analysis (EFA). All variables had KMO values higher than 0.6, and the p-values for Bartlett's test were below 0.05, indicating that the data structure was appropriate for factor analysis. Additionally, the analyses of skewness and kurtosis showed that the sample data approximately met the normality requirements, further confirming the validity of the data.

The exploratory factor analysis of the Teacher Commitment Scale extracted four orthogonal factors, which align with the theoretical structure of the original scale, indicating that the scale effectively measures different dimensions of teacher commitment.

The Perceived Organizational Support Scale, Reward Satisfaction Scale, and Self-Efficacy Scale extracted the respective factors in the exploratory factor analysis, with factor loadings exceeding 0.5, demonstrating good discriminant and explanatory power of these scales. Specifically, some items of the Perceived Organizational Support Scale were excluded due to factor location confusion, but 11 effective items were retained. All items of the Reward Satisfaction Scale and Self-Efficacy Scale were retained, indicating their effectiveness in measuring the respective constructs.

Conclusion
Based on social exchange theory and social cognitive theory, this study empirically tested a questionnaire on the antecedent variable of teacher commitment in a Chinese region. The structure of the questionnaire was validated and optimized through reliability testing and factor analysis, resulting in a survey instrument containing 47 reliable and well-validated items. The questionnaire provides a scientific and practically meaningful measurement tool for assessing the antecedents of teachers' commitment in Chinese universities. While the previous study focused solely on validating the teacher commitment construct (Shao, 2024), this study provides further insights by exploring its antecedents. The findings offer a more comprehensive understanding of the factors that influence teacher commitment in private universities of China.

Research has shown that teacher commitment is an important predictor of teacher job performance and educational quality (Meyer et al., 2012). Therefore, the instrument of this research can be used to assess the effect of perceived organizational support, reward satisfaction and self-efficacy towards teacher commitment of university teachers. Hence some relative actions can be applied to improve teacher commitment. The insights derived from these findings can assist school administrators in identifying factors that influence teacher commitment during these challenging times. To address the limitations of this study, it is highly recommended to conduct a cross-cultural comparative study (Kim Peng et al., 2022). Such a study would not only enhance the literature on teacher commitment but also offer practical insights into the normative behaviors of teachers from various educational contexts. In summary, the scales used in this study exhibited good reliability and validity in measuring teacher commitment and its related factors. These results not only validate the applicability of the scales but also offer valuable references for research in related fields. Future research can build on these scales to further explore the influencing factors and mechanisms of teacher commitment.

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