

Influencing factors in teachers' organizational commitment: A systematic review

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ABSTRACT

The role of teachers is fundamental in the development of talent and organisations are increasingly concerned with fostering their organizational commitment. For the present study, a systematic review was carried out to identify the factors influencing teachers' organizational commitment. In this process, the PRISMA diagram was used for an exhaustive search of documents, from which twenty relevant articles obtained from SciELO (4) and Scopus (16) were selected. In conclusion, it was found that the organizational commitment of teachers is a complex aspect that affects the stability of the organization and the factors influencing its promotion are psychological, managerial and recognition factors.

Keywords: Organizational commitment, Teachers, Influencing factors.

INTRODUCTION

Organizational commitment is a psychological state of employees reinforces their decision to continue working in the organization, denoting their degree of willingness to associate with company and raise awareness of its culture as a key to achieving objectives (Padave et al., 2023). In general, the factors that influence this state include performance evaluations, compensation, career path, training, effective communication, and participation in decisions (Oliveira & Honório, 2020). When organizational commitment is reinforced, employees participate in additional activities, evaluate themselves and projects in which they are involved, adhering to the organization's management system. In addition, this type of commitment allows for decentralization in terms of decision-making, which provides a sense of value for employees (Benkarim& Imbeau, 2021).

In the educational field, a teacher's commitment translates into the time they dedicate and quality of their performance. That is, a committed teacher is empathetic, available, and concerned about the academic performance of his or her students; otherwise, he or she is hostile, monotonous, unwilling to listen, and harsh (El Kalai et al., 2022). Teacher commitment is usually moderate and depends on the degree of their participation in decision-making and healthy relationships with managers, colleagues, and students (Ongcoy, 2023). At the Latin American level, Treviño and López (2022) point out that teachers, especially in the public sector, have greater job dissatisfaction due to low wages and lack of support, which impacts their commitment and performance.

The attitudes and behaviors of workers are considered the most important resource for the progress of an organization; a high level of organizational commitment prevents multiple employment or intentions to leave to work elsewhere (Seema et al., 2021). The Allen and Meyer model (1991) explains that commitment encompasses an effective approach, referring to the emotional attachment to the company's purposes and values; the calculated approach that is based on the need for work; and the normative approach, whose axis is the sense of obligation to work. If these three pillars are adequately covered, the teacher goes from the functions assigned to him in order to improve himself and enhance the organization's activities, which is then evident in productivity, retention, security, and profitability (Rameshkumar, 2020).

Education being an essential force of social development, a prosperous system must be ensured in which the teaching staff can perform efficiently, develop a sense of permanence, recommend their institution, value and be valued (Cantú et al., 2023). Recent studies highlight that one of the most influential factors in organizational commitment is emotional attachment and the relationships that it encourages to form in the educational center.

This is achieved when teachers internalize the objectives and values of the institution as their own (Sadeghi & Reza, 2020). This attachment is possible with an adequate dissemination of the organizational culture and differentiating strategies encourage the constant training of teachers, research activities and complementary activities to their performance (Hurtado et al., 2021).

Likewise, another influential factor is a management focused on innovation and technological leadership that takes advantage of digital tools to enhance communication and teaching plans, especially in the public education sector, since there is often resistance to change, poorly defined positions, rigidity and bureaucratic compulsion (Vasconcelos et al., 2022; Shaikh et al., 2024). These interactions involve behavioral, cognitive, and socio-affective characteristics that shape perceptions and experiences that determine a positive or negative index in work activities (Orozco et al., 2022).

The state of the art shows that the perception of fair income and stability in terms of work/family conflict are key factors in the organizational commitment of teachers (Li et al., 2021). On the other hand, the challenges faced by a teacher without support networks influence the high intention to turnover, so it is necessary to encourage development of social relationships inside and outside the classroom (Zhou et al., 2020). These aspects must also be anticipated in the field of virtual education because there are different levels of commitment and if these are low, they compromise the achievement of goals, institutional projects, annual education plans, and performance itself (González et al., 2024).

This research focuses on identifying the factors that can influence teachers' organizational commitment, that is, their connection with the institution and the degree of involvement with its objectives. By delimiting these aspects, it is possible to deduce which efforts should be emphasized to keep teachers satisfied and ensure an organizational commitment that contributes to educational integrity, taking into account that, apart from the positive organizational results, these aspects help to create well-being among teachers that is then shown in their relationship with students (Bogler & Berkovich, 2022; Haerofiatna et al., 2021).

METHODOLOGY

The systematic review was carried out following the guidelines of the PRISMA methodology, which is characterized by allowing the transparency of review through a visual flow of updated and relevant documentation information (Page et al., 2021). Likewise, a systematic review was carried out, which is defined as a method to synthesize evidence on a particular topic through a rigorous search of scientific literature is relevant to the study. Likewise, it is characterized by its objectivity, transparency, and reproducibility in future research (Clarke, 2011).

The search was carried out by investigating recognized databases, mainly Scopus and Scielo. Regarding inclusion criteria, academic articles with specific keywords that were influential factors, organizational and teaching commitment were taken into account, and documents with a maximum of five years of age, written in English or Spanish, and relevant to research were considered. Exclusion criteria were applied to eliminate records that do not contain indicated keywords, that exceed the range of years of age, or that present content of little relevance.

Search terms focused on keywords such as “Organizational commitment”, “Teachers organizational commitment”, “Effects of teacher commitment” and “Influencing factors in teachers’ commitment”.

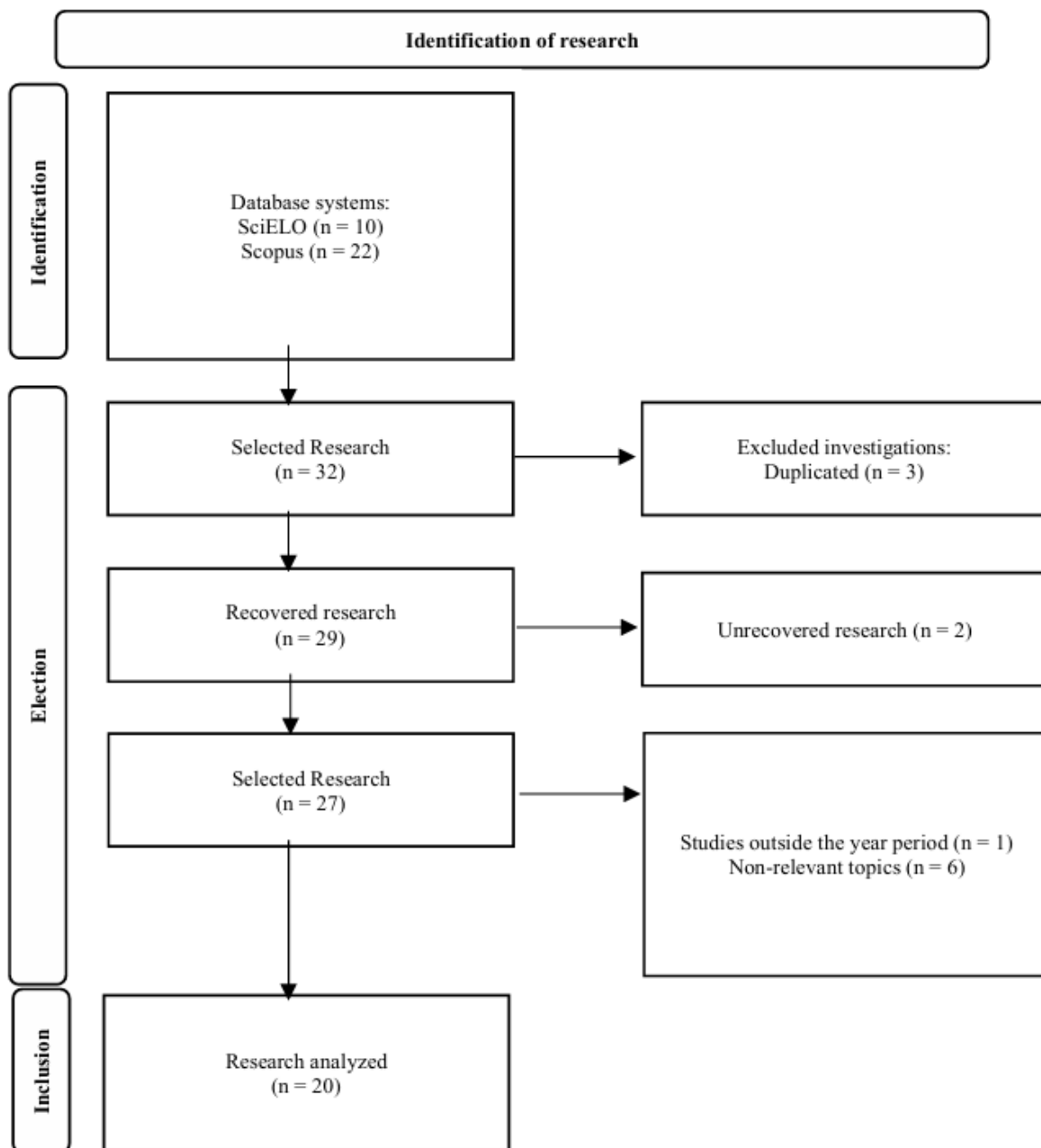


Figure 1: Selection flowchart

Table 1: Previous research

Cod	Author	Country	Title	Summary	Database
1	Arviv, R., y Rozemberg, K. (2024)	Israel	Fostering early career teachers' preparedness, self-efficacy and professional commitment: The role of teacher education.	The study highlights the training of teachers from the earliest stages for their self-efficacy and sense of preparation, which contributes to feeling valued and committed.	Scopus
2	Carvalho, S., Branca, A., y Cunha, M. (2021)	Brasil	Compromiso organizacional versus satisfacción laboral en el tercer sector	The role of human resources to increase productivity and quality of performance, as well as to promote job satisfaction that engages employees.	SciELO

3	El Kalai, I., Kirmi, B., y AitLahassan, I. (2022)	Marruecos	Investigating the effect of teacher commitment on student academic achievement.	This aspect is evident in the attitude of the teacher when teaching. The lack of commitment of the teacher is reflected in the academic performance of their students.	Scopus
4	Goetz, N., y Wald, A. (2022).	Alemania	Similar but different? The influence of job satisfaction, organizational commitment and person-job fit on individual performance in the continuum between permanent and temporary organizations.	It is recommended to strengthen the teacher-organization relationship despite the organizational temporality. That is, that a teacher is going to work for a limited time does not mean that efforts to engage him or her are left aside.	Scopus
5	Hirschi, A., y Spurk, D. (2021).	Suiza	Ambitious employees: Why and when ambition relates to performance and organizational commitment.	The article highlights that fostering the teacher's ambition goes beyond the effort for achievement and increases organizational commitment from the affective side.	Scopus
6	Masry-Herzallah, A, y Da'as, R. (2020)	Israel	Cultural values, school innovative climate and organizational affective commitment: a study of Israeli teachers	It is important to take into account the cultural dimensions that affect the perceptions and behaviors of the teacher.	Scopus
7	Moraal, E., Suhre, C., y van Veen, K. (2024)	Países Bajos	The importance of an explicit, shared school vision for teacher commitment.	The organizational commitment of teachers is more frequent in centers with a shared educational vision, especially when it comes to public schools.	Scopus
8	Noi, A., Nie, Y., y Bai, B. (2020).	Singapur	Perceived principal's learning support and its relationships with psychological needs satisfaction, organisational commitment and change-oriented work behaviour: A Self-Determination Theory's perspective.	The role of managers in managing the psychological needs of teachers and their support in the learning process is highlighted, directly influencing organizational commitment.	Scopus
9	Pedraza, N. (2020)	México	Satisfacción laboral y compromiso organizacional del capital humano en el desempeño en instituciones de educación superior.	Educational management must design its human resource management strategies based on the commitment rates it expects for teachers in their role of training professionals fit for the labor market.	SciELO
10	Prieto et al. (2021)	Colombia	Compromiso laboral: nueva escala para su medición	The concept of organizational commitment is explained	SciELO

				as a determinant of job performance, which is measured by affective aspects, work environment, and openness.	
11	Rameshkumar, M. (2020).	India	Employee engagement as an antecedent of organizational commitment – A study on Indian seafaring officers.	Engagement is explained as an antecedent of organizational commitment in terms of retention and productivity.	Scopus
12	Sadeghi, M., y Reza, M. (2020).	India	Organizational silence, organizational commitment and creativity: The case of directors of Islamic Azad University of Khoras Razavi.	High organizational commitment is an emotional response of employees when they believe in the organization's purposes.	Scopus
13	Seema, Choudhary, V., y Saini, G. (2021).	Irán	Effect of Job Satisfaction on Moonlighting Intentions: Mediating Effect of Organizational Commitment.	Companies must seek a balance between man and machine; robots, in addition to replacing human personnel, must be responsibly incorporated into work environments.	Scopus
14	Simao, I., Beuren, I., Gomes, T., y Facin, C. (2021).	Brasil	Influence of the Diagnostic and Interactive Use of the Budget on Managerial Performance Mediated by Organizational Commitment.	This article aims not only to study the historical relationship between the labor world and artificial intelligence, but also to investigate the legal security and social relations of human work in light of the evolution of artificial intelligence in the relationships inherent to work scenarios.	SciELO
15	Sokal, L., Eblie, L., y Babb, J. (2021).	Canadá	I've had it! Factors associated with burnout and low organizational commitment in Canadian teachers during the second wave of the COVID-19 pandemic.	Burnout as a constraint on organizational engagement in virtual teaching has financial costs, but more importantly, it affects student learning and teacher health.	Scopus
16	Wang, G., Strong, M., Zhang, S., y Liu, K. (2021).	Estados Unidos	Preservice teacher professional commitment: A conceptual model and literature review. Teaching and Teacher Education,	Consumer satisfaction in service delivery is significantly correlated with the adoption of artificial intelligence.	Scopus
17	Yao, H., y Ma, L. (2024).	China	Improving teacher career satisfaction through distributed leadership in China: The parallel mediation of teacher empowerment and organizational commitment.	Power distances that affect organizational engagement can be overcome with distributed leadership, which is decentralized and empowers teachers.	Scopus

18	Yin, H., Yi Tam, W., y Lau, E. (2023).	China	Happy teachers are efficacious and committed, but not vice versa: Unraveling the longitudinal relationships between Hong Kong kindergarten teachers' psychological well-being, self-efficacy, and commitment.	The article examined the relationship between psychological well-being and teacher engagement in terms of their teaching attitudes and processes.	Scopus
19	Zhang, L.-f., Li, M., Xie, Z., y Cao, F. (2024).	China	Psychological ownership: Incremental validity in predicting academics' creativity-generating teaching styles beyond organizational commitment.	It is revealed that organizational engagement benefits both personal development and organizational effectiveness.	Scopus
20	Zhang, S., Huang, W., y Li, H. (2023)	China	Perceived organizational support and occupational commitment: A study among male kindergarten teachers.	There is a concern to increase the retention rate of teachers through organizational engagement that prioritizes emotional well-being.	Scopus

RESULTS

20 articles were recorded from a total of 32 publications found under the criteria established in Scopus (16) and SciELO (4) databases. These articles address the importance of keeping teachers committed within organization so that they motivate the academic development of their students. The definition of organizational commitment was clarified, demonstrating it is a psychological aspect of the employee influences his or her decision to remain and availability to strive for the institution's objectives.

Likewise, the results of the systematic review presented some of the most influential factors in the teacher's organizational commitment that not only have benefits for the institution and students, but also in the teacher's personal and professional development. Therefore, the documentation also revealed the aspects to be taken into account by educational management in charge of the staff and the importance of the dissemination of organizational culture for this purpose.

DISCUSSION

The findings of the systematic review reiterate organizational commitment goes beyond passive loyalty and is actually an active relationship in which the teacher is willing to give of himself to contribute and belong to the institutional environment (Simao et al., 2021). Thus, the attitudes of a committed teacher are demonstrated in his participation and sense of belonging, which is also a predictor of his high work performance, as long as capacity for innovation and a stable environment are worked on (Prieto et al., 2021). Such an environment must be distinguished by being egalitarian, promoting autonomy and mental health (Wang et al., 2021).

The greatest challenge is to retain human talent in a changing environment, which is why studies suggest taking globalization as an opportunity to encourage the ambition of employees through career opportunities generate long-term commitment (Hirschi & Spurk, 2021). Arviv and Rozemberg (2024) argue that it is even important to work on this point in professionals in their early careers; if they are committed, their sense of preparation and resilience increases, as well as their intention to stay. But it is not only about a job rank, but about the empowerment of the teacher, giving them decision-making power and the opportunity to communicate actively. Yao and Ma (2024) suggest a type of distributed leadership to promote decentralization, especially because the educational environment involves bureaucratic systems where the teacher's voice is rarely taken into account.

With the dynamic environment of the 21st century, it is important to see educational centers as professional communities with an explicit and shared vision based on pedagogical and philosophical principles that reinforce normative commitment, that is, commitment based on moral duty. In this way, teachers are less absent and there is less predisposition to drop out (Moraal et al., 2024). This is considered a cultural dimension, to which is added collectivism to make shared decisions, reduce power distances and have an innovative climate. This last aspect is key to progress and create commitment since, for example, the attitudes of teachers who are reluctant

to take risks or to learn about gender equality block innovation (Masry-Herzallah&Da'as, 2020). Therefore, the support of managers or leaders is essential for teachers to be interested in learning, improving their effectiveness and identity (Noi et al., 2020).

Teaching implies the responsibility of forming highly competitive human capital. An educational management must seek experienced workers in order to promote freedom of expression and recognize when they do their job well, prioritizing their growth and accepting suggestions for improvement in the quality training of students (Pedraza, 2020). Human resources concerns include cost reduction, turnover and absenteeism, younger workers tend to be less committed while older teachers feel they “owe” something. That is why teacher satisfaction is vital, since in this way they become emotionally involved with the values and objectives within the collective vision (Carvalho et al., 2021). As already stated, organizational commitment is an emotional dimension that requires psychological well-being for it to be transformed into self-sufficiency and effectiveness, as well as a good disposition to relate to students (Yin et al., 2023). This organizational support is mediated by job well-being and a person-work balance that prevents teacher burnout (Zhang et al., 2023).

CONCLUSIONS

First, the importance of the organizational commitment of teachers to achieve the organization's objectives is highlighted, since they feel motivated and their needs are met, which strengthens talent retention, reducing the likelihood that they will want to look for work in another workplace. Likewise, the factors influencing the organizational commitment of teachers were identified.

These include adequate leadership promotes the participation of teachers in decision-making, as well as the support of management and the importance of promoting the constant training of teachers. This aspect is feasible if there is a shared vision and a sense of collectivity among professionals that reduces power gaps.

It is also proposed to build long-term relationships within, or at least to ensure teachers feel valued regardless of duration of their contract. Another key point is the promotion of psychological well-being through an optimal work environment that spreads the culture of the organization so that teachers internalize the values and develop a sense of permanence drives them to give of themselves in order to achieve the goals of the institution.

Likewise, the factors mentioned must be adapted to challenges of the academic environment. As seen in the literature review, in many institutions there is resistance to change, a bureaucratic environment and, currently, there is a rapid transition to virtual education. If any of these contexts occur, organizational commitment can be affected, so effective management of these challenges is necessary to guarantee an innovative and egalitarian environment. In this sense, effective communication, adequate budget and innovative management are valuable. In summary, organizational commitment is positioned as a dimension that involves the emotional aspect of the teacher in terms of his relationship with the organization and the level of involvement with it. If it is positive, efficient performance and stability also influence student learning. Therefore, articulated strategies are required that cover psychological and material needs.

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