

Administrative Support and Teaching Commitment of Elementary School Teachers

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Abstract—Teacher commitment is a cornerstone of educational quality as it influences instructional motivation, classroom effectiveness, and student outcomes. However, this commitment is often shaped by the degree of administrative support provided by school leaders. Effective administrative assistance—through guidance, recognition, resource provision, and positive working conditions—can enhance teachers’ professional engagement, particularly in elementary education, where the foundation of lifelong learning begins. This study utilized a descriptive-correlational research design to examine the relationship between administrative support and teaching commitment among 142 elementary school teachers in the Division of Lanao del Norte, Philippines. A structured questionnaire measured five dimensions of administrative support and five dimensions of teaching commitment. Data were analyzed using mean, standard deviation, and Spearman rank-order correlation to determine the level and relationship of the two variables. Findings revealed that both administrative support (overall mean = 4.08) and teaching commitment (overall mean = 4.03) were rated high. Despite this, the correlation analysis ($r = 0.031$, $p = 0.716$) showed no significant relationship between the two variables, indicating that teachers’ commitment persisted regardless of administrative support. The results suggest that while administrators provide strong professional, resource, and emotional support, teacher commitment may be more influenced by intrinsic motivation and personal values. Continuous support mechanisms, professional development, and participatory leadership practices are recommended to sustain teacher engagement and educational effectiveness.

Keywords— administrative support, teaching commitment, elementary teachers, teacher motivation, educational leadership.

I. INTRODUCTION

Background of the Study

The dedication of teachers is the most important factor in defining the standard of education since it is the primary determinant of their motivation, classroom performance, and commitment to the learning of their students. However, the commitment of a teacher does not come out in a vacuum, but is highly strengthened or weakened by the quantity of administrative support created by school leaders. Administrators should offer guidance to the teachers, recognition, resources, and excellent working conditions, and the teachers will be more likely to be motivated in their line of work. In the absence of administrative help, though, frustration, stress, and a lack of interest in teaching may occur. The interactive aspect between administrative assistance and teacher dedication is even greater in the elementary schools, where the basis of a lifetime of learning is begun. Understanding this connection can be used to create strategies that will create a more robust school culture in which all teachers and students will enjoy the educational process.

The dedication of teachers to teaching has always been considered a crucial element in delivering quality education, and studies have proved that administrative

support is another significant factor in the said element. The perception of administrative support among teachers has a positive impact on their affective organizational commitment and job satisfaction, indicating that a supportive leadership approach leads to a healthy work environment (Gilbert, 2023). Similarly, better school support services and management capabilities of the principals are associated with more dedicated teachers, which means that the skills of administrators are important in the process of sustaining motivation (Atanda and Abikoye, 2023). In the Philippine case, such factors as organizational commitment and empowerment are responsive to the occurrence of transformational teaching in the elementary schools and, hence, illustrate how enabling environments can enhance teacher commitment and performance (Blanco et al., 2022). Also, job satisfaction is an intermediate variable in the relationship between motivation and organizational commitment, which further proves the idea that support administrative practices remain the center of strengthening teacher engagement (Manalo et al., 2020). All these studies agree that administrative support is not only an external agent but also a determining factor of the commitment of teachers and overall performance.

Based on initial findings and informal interviews conducted with teachers at the elementary level, the following were noted: although most teachers are still devoted to their job, some of them cited irregular administrative support within their schools as an issue. The teachers also stated that they are not necessarily appreciated in their work, access to teaching tools is inadequate, or much feedback is given to them on the ways to address classroom problems. It was also observed by other researchers that administrative decision-making and communication sometimes does not comprehensively consider the needs of teachers, which affects the motivation, as well as the commitment. Even though the apparent importance of administrative support can be deduced, few studies have been conducted on the local context to specifically investigate the direct impact of this element on the commitment of elementary teachers to their teaching profession. Such a gap highlights the need to conduct further research to be aware of the depth of the relationship and to provide the information that would strengthen the school leadership practices and enhance the level of teacher commitment.

The purpose of the given study was to find out the impact of having administrative support on the degree of teaching commitment among elementary school teachers. It was to determine the degree of school administrator support on the professional, resource, emotional, policy, and collegial support and the impact of the same on the affective, continuance, normative, instructional, and professional growth commitment of the teachers. By examining the relationship between these two variables, the research determined whether the administrative practice was a major factor in the motivation of teachers, commitment, and continued commitment to the teaching profession. This research, in addition to providing empirical evidence on the relationship between administrative support and teaching commitment, had its goal of deriving an intervention plan that will improve the school leadership strategies. Lastly, the findings were expected to help the administrators in creating a more friendly environment that could encourage teacher loyalty and help raise the general level of education in primary schools.

II. RESEARCH METHODOLOGY

Research Design

This study employed a descriptive correlational research design to determine the relationship between administrative support and teaching commitment among elementary school teachers in the Division of Lanao del

Norte. This design was appropriate because it allowed the researcher to describe the existing levels of administrative support and teacher commitment while examining whether these variables were significantly related. According to Creswell and Creswell (2018), a correlational approach is suitable when variables are measured as they naturally occur without any form of control or intervention. In this study, administrative support, which included professional, resource, emotional or motivational, policy or procedural and collegial support, and teaching commitment, which included affective, continuance, normative, instructional and professional growth commitment, were assessed in their natural context, providing a clear understanding of how administrative practices influence teacher commitment.

Research Setting

The study was conducted in the Division of Lanao del Norte in Northern Mindanao, Philippines. This setting was chosen because it has a diverse mix of urban and rural public elementary schools, providing a varied environment for examining the relationship between administrative support and teaching commitment. The division's broad range of school contexts made it suitable for capturing different administrative practices and levels of teacher commitment across the area.

Research Respondents

The study respondents were 142 elementary teachers from the Division of Lanao del Norte. They were selected to represent a broad range of teaching contexts within the division, ensuring that the data accurately reflected the relationship between administrative support and teaching commitment. The inclusion criteria required that respondents be full-time elementary teachers, have at least one year of experience in their current school to be familiar with administrative practices, and be willing to participate. Purposive sampling was used because it allowed the researcher to intentionally select teachers who possessed the experience and knowledge needed to provide relevant information for examining the link between administrative support and teaching commitment.

Research Instrument

The research tool to be used in the current research is a structured questionnaire that has been specifically designed to establish a relationship between administrative support and teaching commitment amongst elementary school teachers. It is meant to get credible quantitative data on the perception and the

commitment levels of the teachers in their respective schools. The questionnaire will be divided into two large sections: Part I - Administrative Support and Part II - Teaching Commitment, which will concentrate on specific variables and subcomponents.

Part I, the administrative support dimension has five dimensions, including professional, resource, emotional or motivational, policy or procedural, and administration collegial support. The dimensions are divided into five indicators in each of them, which measure the extent to which teachers believe they are being assisted, encouraged, and treated fairly by their administrators. These items will be designed to engage both tangible and non-tangible types of support that will impact teacher morale and engagement at work.

Part II represents teaching commitment and encompasses five dimensions, which consist of affective commitment, continuance commitment, normative commitment, instructional commitment as well and professional growth commitment. The five statements in each dimension also measure the degree of emotional attachment that teachers have to their school, sense of obligation, instructional commitment, and seeking of professional growth.

The two sections of the questionnaire would use a five-point Likert scale with the response items of 5 - Strongly Agree to 1 - Strongly Disagree. Through this scaling, the perceptions of the teachers are measurable, and statistical analysis can be done to establish the connection between the variables. The instrument was constructed according to ideas and measures in the related research and literature to make sure that every item can reflect the measured constructs

Validity of Instrument

The instrument used in this study was validated to ensure that the questionnaire measuring administrative support and teaching commitment was accurate, clear, and appropriate for its intended purpose. A panel of experts in education, research, and school administration evaluated the content validity of the questionnaire by reviewing each item for clarity, relevance, and alignment with the study variables and objectives. Their comments and suggestions were incorporated to refine the wording and structure of the items. After revision, the instrument underwent pilot testing with a small group of teachers who were not part of the main respondents. The reliability of the questionnaire was assessed using Cronbach's Alpha,

which yielded a coefficient of 0.70, indicating acceptable internal consistency. This validation process confirmed that the instrument was both valid and reliable, ensuring that the data collected would be accurate and suitable for statistical analysis.

Data Gathering Procedure

The data-gathering process followed systematic and ethical steps to ensure the reliability of the information collected. The researcher first sought approval by sending formal letters to the Schools Division Superintendent, District Supervisors, and School Principals, explaining the purpose and use of the study. Once permission was granted, the researcher administered a structured questionnaire to the selected teacher respondents, informing them about the study's objectives, assuring confidentiality, and emphasizing voluntary participation. Questionnaires were distributed personally or through designated school coordinators, depending on the school's location, and teachers were given ample time to answer. Completed questionnaires were then collected, checked for completeness, and clarified when necessary. The final responses were tabulated, organized, and coded for statistical analysis to determine the relationship between administrative support and teaching commitment.

Ethical Considerations

This study adhered to established ethical standards to protect the rights, privacy, and welfare of all participants. Following the principles outlined by Creswell (2014), the researcher ensured informed consent, voluntary participation, confidentiality, and the absence of harm or deception throughout the research process. Official permission was obtained from the Schools Division Superintendent and school administrators, and the purpose of the study was clearly explained to all respondents before securing their consent. Participation was voluntary, and teachers were assured that they could withdraw at any time without consequences. Confidentiality was maintained by excluding names and personal identifiers from the questionnaire and final report, and all data were securely stored to prevent unauthorized access. The researcher avoided any form of bias, coercion, or manipulation, ensuring that all participants were treated with respect and that the study complied with accepted ethical and professional research standards.

Statistical Treatment

The data in this study were analyzed using mean, standard deviation, and Spearman Rank-Order

Correlation Coefficient (Spearman r) to ensure reliable and meaningful results. Mean was used to determine the average responses of teachers for each indicator of administrative support and teaching commitment, providing a clear picture of overall perceptions. Standard deviation complemented the mean by showing the consistency or variability of responses, with lower values indicating closer agreement and higher values indicating greater dispersion. Spearman's r , a non-

parametric measure, was applied to assess the strength and direction of the relationship between administrative support and teaching commitment based on ordinal Likert-scale data. Together, these statistical tools allowed for both descriptive and relational analysis, enabling the study to evaluate the levels of administrative support, teaching commitment, and the correlation between them.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1.1 Level of Administrative Support Provided to Elementary School Teachers in Terms of Professional Support

Indicators	Sd	Mean
<i>My school administrator provides regular feedback on my teaching performance.</i>	1.02	4.08
<i>I am given opportunities for professional development such as seminars and trainings.</i>	0.92	4.16
<i>My administrator encourages me to innovate and try new teaching methods.</i>	0.95	4.08
<i>I receive guidance and mentoring when I face challenges in teaching.</i>	0.81	4.20
<i>My administrator recognizes and appreciates my professional accomplishments.</i>	0.80	4.13
Average Mean	4.13	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.1 shows the level of administrative support that the elementary school teachers received in terms of professional support. The table identified a general average of 4.13, which was construed as High. This implied that school administrators had always provided professional support to the teachers in terms of frequent feedback, 0motivation, and appreciating their work.

The administrative support was also high, meaning that the school leadership was actively engaged in developing teachers, motivating them, and achieving job satisfaction. Professional support through administrators is more likely to keep a teacher dedicated to his or her work, engage in new in-teaching practices, and work efficiently in the classroom.

Among the indicators, the highest mean score was obtained in the statement “I receive guidance and mentoring when I face challenges in teaching” ($M=4.20$), which was interpreted as high, showing that teachers greatly valued the mentoring and problem-solving assistance they received from administrators.

The second highest was “I am given opportunities for professional development such as seminars and trainings” ($M=4.16$), suggesting that administrators actively promoted teacher competence through continuous learning opportunities. Meanwhile, the lowest mean, although still high, was observed in “My school administrator provides regular feedback on my

teaching performance” ($M=4.08$), implying that while feedback was generally provided, there may be room for improvement in making it more consistent and specific. Overall, the results highlighted that professional support from administrators was a key factor in maintaining teacher enthusiasm, competence, and commitment to instructional excellence.

Table 1.1 corroborated the result of recent empirical research, which implicated supportive school leadership with regard to increased teacher commitment and professional performance. In their study, Alzoraiki et al. (2023) discovered that transformational leadership had a noticeable impact on the performance of teachers in the teaching area, and teacher commitment was a mediating variable. This means that teachers are more involved and inspired to teach effectively when there is a stable supply of professional and emotional support from the school administrators.

Equally, Karacabey (2021) found that the active participation of principals in the professional development programs of teachers was positively related to the self-efficacy of teachers, their professional development, and their involvement in their work in general. Such results showed consistency with the present research findings, which showed that professional support offered by the administrators is crucial in the process of promoting teaching commitment and school performance.

Table 1.2 Level of Administrative Support Provided to Elementary School Teachers in Terms of Resource Support

Indicators	Sd	Mean
The school provides adequate teaching and learning materials.	0.96	4.00
I have access to necessary technology to support classroom instruction.	0.94	4.06
Administrative offices ensure that facilities are well-maintained for teaching.	0.92	3.97
Sufficient financial support is available for instructional activities.	0.86	3.99
My administrator ensures timely provision of classroom supplies and equipment.	0.92	4.00
Average Mean	4.00	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.2 shows the level of administrative support that was offered to elementary school teachers in the form of resource support. The table showed a general average of 4.00, which can be understood as High. This meant that administrators always made sure that materials, facilities, and equipment needed to facilitate teaching and learning were available. The large mean indicated that schools had a favorable teaching environment that supported teaching as they had adequate teaching resources and facilities. The resource support was sufficient to mean that the administrators were aware of the need to provide the teachers with resources and supplies needed to provide quality education, thereby improving the effectiveness of teaching and eliminating the stress of the teacher due to the lack of materials.

The statement that the teachers found the most indicators had the highest mean score of 4.06, which was in the statement that “I have access to the required technology to facilitate classroom instruction”, and it is a sign that the teachers were satisfied with technology availability and found it helpful in their instructional delivery. The next one was “The school ensures that there are sufficient teaching and learning resources” (M = 4.00) and that my administrator keeps the classroom supplies and equipment in order (M = 4.00), indicating that teachers had a consistent supply of materials. Compared to other means, the lowest mean was quite high, in administrative offices, ensure that facilities are

well-maintained to teach (M = 3.97), which shows that facilities were not very problematic in terms of general maintenance, but there were some difficulties in the maintenance schedule or the general condition. Generally, the findings indicated that administrators gave sufficient resource support, which allowed teachers in their delivery of teaching duties.

Table 1.2 was correlated with the recent research studies which emphasized the role of resource support and good working environment in increasing the effectiveness and commitment of teachers. Toropova et al. (2020) concluded that the sufficiency of the school resources, materials, and facilities significantly affected job satisfaction and job performance of teachers, meaning that when teachers work in supportive settings, they can concentrate on the quality of the instructional aspects, but not on the logistics restraints. Similarly, Ortan et al. (2021) found that teacher access to important teaching resources and administrative assistance positively affected teacher well-being and self-efficacy, which further promoted their motivation and engagement in their classroom. These results confirmed the findings of the current study, with the focus on the fact that sufficiency of resources and responsiveness of administration constitute essential factors in maintaining the professional commitment of teachers and maximizing the overall process of teaching-learning.

Table 1.3 Level of Administrative Support Provided to Elementary School Teachers in Terms of Emotional/Motivational Support

Indicators	Sd	Mean
My administrator listens to my concerns and responds with empathy.	0.92	4.01
I feel encouraged and motivated by the support of my school leader.	0.99	4.08
My administrator helps build my confidence as a teacher.	0.88	4.17
Administrators promote a positive and supportive school environment.	0.79	4.27
My achievements are acknowledged, which motivates me to perform better.	0.88	4.06
Average Mean	4.12	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.3 shows the scale of administration support for elementary school teachers in emotional support or motivational support. The average in the table was 4.12, which was interpreted to be High. This revealed that school administrators expressed emotional and motivational support to the teachers in a strong way, and this assisted in creating a favorable work environment. The high rating meant that administrators responded to the emotional needs of teachers empathetically and encouraged them to the extent that morale was boosted, trust was maintained, and job satisfaction was enhanced. Teachers who are supported emotionally have higher chances of remaining committed to their profession, resilient in their face of problems, and possess an interest in their teaching practice.

The most common indicator was the highest mean of 4.27 in the statement Administrators promote a positive and supportive school environment ($M = 4.27$), and interpreted as Very High, and indicated that the teachers highly valued the culture of support and positivity developed by their administrators. This was then succeeded by My administrator helps build my confidence as a teacher ($M = 4.17$), and I feel encouraged and motivated by the support of my school leader ($M = 4.08$), indicating that school leaders were crucial in increasing the motivation and professional confidence levels of teachers. In the meantime, the

lowest, but still high, mean was found in the category of My administrator listens to my concerns and responds with empathy ($M = 4.01$), which suggests that, though the administrators were generally attentive, active listening and empathetic communication can still be improved to increase emotional support at schools. All in all, these findings underlined the fact that administrators with supportive personalities play a key role in fostering teacher commitment and well-being.

Consistent with the recent research that highlighted the relevance of emotional and motivational support by school leaders in promoting teacher well-being and commitment, Table 1.3 was congruous. According to Liu, Bellibas, and Gumus (2020), positive effects of supportive leadership on teacher self-efficacy and job satisfaction helped to serve as a factor in strengthening the engagement and commitment to the profession of teachers. On the same note, Maas and Taris (2022) also found that the social support provided by principals enhanced the satisfaction of teachers with their basic psychological needs, which facilitated greater motivation, lesser stress, and greater dedication to teaching. These results were similar to the ones of the present research, which revealed that the emotional and motivational support by administrators is important in promoting a good school climate, teacher morale, and overall teachers' performance.

Table 1.4 Level of Administrative Support Provided to Elementary School Teachers in Terms of Emotional/Motivational Support

Indicators	Sd	Mean
Policies implemented by the school are clear and fair.	0.99	4.03
Administrators consistently enforce rules and procedures.	0.91	4.06
I am consulted or informed about new school policies that affect teaching.	0.91	3.97
Procedures for addressing teacher concerns are transparent and accessible.	0.76	4.16
Policies support my teaching responsibilities without adding unnecessary burden.	0.94	4.11
Average Mean	4.07	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.4 shows the administrative support given to elementary school teachers as including policy and procedural support. The table showed an average of 4.07, which was intended to be high, meaning that the school administrators were, as a rule, adopting clear and fair, and supportive policies that helped in teaching and reduced unwarranted burden. This elevated score indicated that the teachers had the view that the policy framework used in the school was open and trustworthy, which led to a well-structured and foreseeable workplace. The policy was to be adequately supported, which meant that the administrators did not just create

rules but also saw to it that these policies were facilitative in terms of fostering fairness, consistency, and empowering teachers, which increased commitment and satisfaction of teachers.

The most indicative one among the indicators was that Procedures for addressing teacher concerns are transparent and accessible ($M = 4.16$), which was interpreted as a high value, meaning that the teachers greatly valued the mechanisms of voicing concerns and solving available issues. This was succeeded by Policies support my teaching duties without burdening me ($M =$

4.11) and Policies ensure rules and procedures are always enforced ($M = 4.06$), which underscored the role of equitable and constant policy enforcement in being able to keep the teacher trusting and always motivated. The minimal mean, however, high, was in the area of I am consulted or informed about new school policies that affect teaching ($M = 3.97$), which might mean that this area can use some improvement in terms of consulting teachers in communication and decisions related to policies. All in all, these findings showed that effective school policies that are well-communicated, clear, and fair are crucial in nurturing teacher commitment and positive organizational climate.

Table 1.4 conformed with the previous research that focused the relevance of transparent, equitable, and open

school policies in facilitating teacher satisfaction and dedication. According to Gabriel (2022), transparency in the administration policy and accountability in school management increased teacher trust and engagement to a large extent, playing a role in making the teaching environment more organized and effective. Likewise, Mirasol (2021) also found that the teachers became motivated, their morale rose, and their professional dedication increased when consulted on policies and given clear guidelines on how to address issues. These results were in line with the findings of the current research, meaning that the administrative support, in the form of policy clarity, fairness, and accessibility, is crucial in ensuring the maintenance of teacher commitment, a favorable organizational climate, and overall effectiveness of the instructional process.

Table 1.5 Level of Administrative Support Provided to Elementary School Teachers in Terms of Collegial Support from Administration

Indicators	Sd	Mean
My administrator promotes collaboration among teachers.	1.05	3.94
I feel supported when raising academic or classroom concerns.	0.82	4.08
Administrators encourage teamwork and mutual respect in the school.	0.86	4.11
My school leaders are approachable and open to suggestions.	1.01	4.10
I am given opportunities to participate in decision-making processes.	0.89	4.16
Average Mean	4.08	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.5 shows the degree of administrative support that was given to elementary school teachers in relation to collegial support by administration. The average score was 4.08 in the table which is taken to be High which means that the school administrators were encouraging collaboration, teamwork, and participatory decision-making amongst teachers. The good rating meant that the administrators promoted a collegial and supportive working environment that allowed the teachers to feel appreciated, listened to, and empowered. Such type of support must have positively affected teacher engagement, motivation and commitment and also improvement of professional relations in the school.

The most common indicators included in the highest mean were I am given opportunities to participate in decision-making processes ($M = 4.16$), where the teachers were found to appreciate the opportunities to be part of the decision-making process when it comes to school policies and practices. The second was "Administrators encourage teamwork and mutual respect in the school" ($M = 4.11$) and "My school leaders are approachable and open to suggestions" ($M = 4.10$), which proved that openness and support of collaborative

practices among administrators were extremely appreciated by teachers. The smallest mean, yet high, was set in My administrator promotes collaboration among teachers ($M = 3.94$), which is an indication that, though collaboration took place, there is the possibility to enhance team-based programs and peer interactions. In general, the findings showed that administrative collegial support has a positive influence on the professional satisfaction of teachers and school cohesion.

Table 1.5 is aligned with previous research that indicated the significance of inter-professional assistance and teamwork in schools. Woo (2022) discovered that the administrators who encouraged teacher collaboration, shared leadership, and participatory decision-making increased teacher engagement, professional satisfaction, and dedication to school objectives. In the same way, O'Connor and Park (2023), in their study, found that schools that have powerful collaborative forms, such as teacher participation in decision-making and collaboration, develop trust and professional learning and enhance teaching results. These data helped to confirm the

findings of the current research, that is, collegial support of administrators is one of the main elements in maintaining teacher motivation, encouraging

professional collaboration, and improving the overall school performance.

Table 1.6 Summary of the Level of Administrative Support Provided to Elementary School Teachers

Components	Mean	Interpretation
Professional Support	4.13	High
Resource Support	4.00	High
Emotional/Motivational Support	4.12	High
Policy/Procedural Support	4.07	High
Collegial Support from Administration	4.08	High
Average Mean	4.08	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.6 summarizes the amount of administrative support that the elementary school teachers received in five components that included, but were not limited to, professional, resource, emotional/motivational, policy/procedural, and collegial administrative support. The table indicated an average of 4.08, which is interpreted as High since teachers believed administrative support to be strong and working in all aspects. This overall high rating implied that the administrators were exceedingly important in the provision of overall care that enabled competence, motivation, collaboration, and satisfaction of the teachers and established a favorable school environment where teaching and learning could occur.

Of the items, the largest mean was in Professional Support ($M = 4.13$), which indicated the importance that teachers had in feedback, mentoring, and professional development opportunities. Emotional/motivational support came right behind ($M = 4.12$), and it is important to note that empathy, encouragement, and recognition of administrators are critical in maintaining a certain level of morale among teachers. High ratings in resource support ($M = 4.00$), policy/procedural support ($M = 4.07$), and collegial support ($M = 4.08$) also indicate the efficiency of the administrators in terms of delivering

the required materials, clear policies, and other opportunities to collaborate and participate. On the whole, these results showed that the support given by school administrators in the form of multidimensional assistance proved to be potent in enhancing the professional commitment, motivation, and engagement of teachers, which are crucial to the betterment of teaching quality and student achievement.

Their findings were also in line with previous studies, which have reported that the comprehensive administrative support, including professional, emotional, resource, policy, and collegial domains, improves teacher performance and satisfaction. As an example, Alzoraiki et al. (2023) pointed out that transformational leadership, which involves professional and emotional assistance, has a positive effect on teacher devotion and the efficiency of teaching. In line with this, Woo (2022) and Liu, Bellibas, and Gumus (2020) found that the sources of motivation, collaboration, and school-wide effectiveness of teachers are collegial, emotional, and resource support by administrators. These studies supported the current results, suggesting that effective administrative support of high quality is an element to maintain teacher engagement and positive educational results.

Table 2.1 Level of Teaching Commitment of Elementary School Teachers in Terms of Affective Commitment

Indicators	Sd	Mean
I feel emotionally attached to my school.	0.87	4.10
I am proud to be part of my teaching institution.	0.85	4.04
I enjoy discussing my school with people outside of work.	0.90	4.03
I feel a strong sense of belonging in this school.	1.03	3.99
I would be happy to spend the rest of my teaching career here.	0.94	4.03
Average Mean	4.04	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.1 displays the level of teaching commitment of elementary school teachers as far as affective commitment is concerned. According to the table, there was an overall average of 4.04, which can be understood as High, meaning that teachers were mostly emotionally attached to their school and their feelings were filled with a sense of pride and belonging. This rating was high, indicating that teachers were interested in the intrinsic factors, which include loyalty, attachment, and contentment with their institution, which is necessary in maintaining the interest in engagement, effort, and long-term commitment in their professional roles as a teacher.

Out of the indicators, the greatest mean was noticed in I feel emotionally attached to my school ($M = 4.10$), which points to the fact that the emotional attachment of teachers to the school was the most significant influence in the affective commitment. This was associated with pride in the teaching institute followed by pride in the teaching institute I would be happy to spend the rest of my teaching career with the teaching institution ($M = 4.04$) and I would be happy to spend the rest of my teaching career with the teaching institution ($M = 4.03$) meaning that the pride of the teachers was a significant factor to their affective commitment. The minimal mean, yet high, was reported in the case of I feel a strong

sense of belonging in this school ($M = 3.99$), which implies that there are certain areas to improve the inclusion of teachers and their integration within the school community. All in all, the results suggested a critical role of emotional attachment and pride in the school as the driving force behind affective commitment by the teacher.

Table 2.1 was congruent with the previous research findings that affective commitment is important in stimulating teacher motivation, retention, and performance. Zhan and Chen (2023) discovered that instructional leadership was linked to teacher retention through the interventions of affective commitment by teachers, which implied that professional and emotional commitment to the school bolstered loyalty and dedication to the profession. On the same note, Zhu, Wang, and Jiang (2022) found that the level of organizational commitment, especially affective commitment, greatly lowered the turnover intention among the substitute teachers, and that psychological capital mediated the relationship. These results favored the current study findings, which showed that emotional connection, pride, and belonging of teachers are essential in maintaining teaching commitment and enhancing the overall educational performance.

Table 2.2 Level of Teaching Commitment of Elementary School Teachers in Terms of Continuance Commitment

Indicators	Sd	Mean
It would be difficult for me to leave this school even if I wanted to.	0.94	3.98
Too much of my life would be disrupted if I left this school.	0.91	4.13
Staying in my current school is more beneficial than leaving.	0.91	4.04
I feel it is risky to resign because of the opportunities I might lose.	0.81	4.16
My personal investments make me committed to staying in this school.	0.94	4.05
Average Mean	4.07	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.2 shows the degree of teaching commitment of elementary school teachers in the form of continuance commitment. The table showed a general mean of 4.07, which can be interpreted as a high level, and this implies that teachers had a strong sense of obligation to stay in the school they were in because they believed that it would be more expensive or lose more to transfer to another school. Such a high rating showed that pragmatic and personal investment, including career stability, benefits and career advancing opportunities are some factors that influenced teachers to remain. Continuance commitment was a rational or calculated attachment to the school, which serves to supplement the emotional attachment in affective commitment.

The largest mean was recorded in the indicator "I feel it is risky to resign due to the opportunities I may lose" ($M = 4.16$) as it was found that potential career and personal losses were the major reason of teachers who decided to stay. This was closely echoed by Too much of my life would be disrupted in case I quit this school ($M = 4.13$) and My personal investments make me determined to remain in this school ($M = 4.05$) showing that teachers believed there were advantages of staying as opposed to leaving. The lowest average, however, high, was recorded in it would be difficult me to leave this school even had I wanted to ($M = 3.98$), indicating that though the teachers were aware of the costs of leaving the school, some form of external influence may determine mobility. In general, the findings suggested that

perceived costs and personal investment led to continuance commitment, which played a major role in teaching retention in the school.

Table 2.2 was in line with the previous literature that emphasizes the role of continuance commitment in teacher retention. Continuance commitment is based on the perceived costs of teachers leaving their school including the loss of career opportunities, personal benefits or investments. It was suggested by Meyer and Herscovitch (2002) that such perceived costs make employees with high continuance commitment stay in

their organization, which adds to the stability of the workforce. On the same note, Zhu, Wang, and Jiang (2022) established that, organizational commitment, with the continuance commitment, had a significant negative association with turnover intention among substitute teachers, which was mediated by psychological capital. These results sustained the current research, as it was found that practical and personal investments of teachers and perceived career risks are the crucial factors that can maintain teaching commitment and guarantee long-term retention.

Table 2.3 *Level of Teaching Commitment of Elementary School Teachers in Terms of Normative Commitment*

Indicators	Sd	Mean
I feel obligated to remain in my current school.	0.82	4.08
Even if I had better opportunities, I would still stay here.	0.93	4.09
I believe it is right to remain loyal to my school.	0.88	3.95
I feel a moral duty to continue teaching in this institution.	0.87	4.09
I stay because I want to give back to my school community.	0.96	4.06
Average Mean	4.05	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Normative commitment was the measure of teaching commitment of elementary school teachers, as shown in Table 2.3. The table indicated an average of 4.05, which is deciphered as High to mean that teachers had a moral and ethical responsibility to stay in the school they were in. This implied that the sense of loyalty, duty, and responsibility of teachers to their institution affected their commitment; this was alongside affective and continuance types of commitment. Normative commitment was the internalized anticipation to remain and play a positive role in the school community, even in the case that other opportunities were present.

The largest means were recorded in Even if I had better opportunities, I would still stay here ($M = 4.09$), and I feel a moral duty to continue teaching in this institution ($M = 4.09$), pointing out that the sense of moral responsibility and ethical loyalty by the teachers were the main incentives to stay. The highest mean was in the question: I believe it is right to be loyal to my school ($M = 3.95$), but this is also high, indicating that there were some slight differences in the way teachers internalized normative obligations. On the whole, the results suggested that the choice of teachers to stay was largely

conditioned by moral and ethical aspects, which supported the culture of inertia and obligation in the school.

The findings of Table 2.3 were in line with recent empirical studies that have pointed to the importance of normative commitment, which is the moral obligation or duty of teachers to remain in their school, to maintain teaching commitment. In a research carried out with elementary teachers in the Philippines, The Mediating Effect of Normative Commitment on the Relationship Between Instructional Coaching Skills and Teamwork of Teachers (Quines & Albutra, 2023) discovered that the normative commitment entirely mediated the relationship between instructional coaching skills and teacher teamwork, highlighting that teacher sense of loyalty and commitment is a potent factor in promoting collaborative professional behaviour and teacher retention. These results corroborate the current research findings, that is, that the sense of obligation, loyalty, and the willingness to repay teachers to their school community was significant motivators of normative commitment and overall teaching commitment.

Table 2.4 *Level of Teaching Commitment of Elementary School Teachers in Terms of Instructional Commitment*

Indicators	Sd	Mean
I strive to deliver quality instruction in every lesson I teach.	1.17	3.71
I prepare my lessons thoroughly to ensure student learning.	1.01	3.97

I adapt my teaching strategies to meet the needs of my students.	0.80	4.20
I am willing to exert extra effort to improve classroom instruction.	0.89	4.13
I am dedicated to helping students reach their full potential.	0.90	4.03
Average Mean	4.01	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.4 shows the level of instructional commitment of elementary school teachers with regard to teaching commitment. The table showed a mean of 4.01, which can be read as High, as teachers were generally showing a strong commitment to delivering quality instructions and facilitating the learning of students. This implied that the teachers were encouraged to carry out their professional duties with diligence, attentiveness, and care towards the needs of students, which are critical to successful classroom work.

The strongest indication was recorded in the category of I adjust my instruction to address the needs of my students ($M = 4.20$), whereby teachers were found to be flexible and responsive in teaching. This was accompanied by I am willing to go the extra mile to enhance classroom teaching ($M = 4.13$), which shows that they are ready to go above and beyond to help students achieve better learning results. The minimum mean, I aim to provide quality instruction with all

lessons was 3.71 and yet in the high category, which showed that teachers were mostly devoted to the quality of their instructions, but there are still some ways to improve the situation, namely to be able to ensure high standards in all the lessons.

The findings in Table 2.4 were in agreement with the latest empirical studies that highlighted the relevance of instructional commitment to enhance teaching effectiveness. Shu (2022) established that educators who had a stronger disposition to instructing were more apt to embrace novel instructional practices and continue to improve the learning achievements of students.

The results of this study aligned with the findings of the current research, which suggested that the commitment of elementary school teachers to lesson preparation, strategy adaptation, and student achievement was a factor in achieving a great degree of instructional commitment.

Table 2.5 Level of Teaching Commitment of Elementary School Teachers in Terms of Professional Growth Commitment

Indicators	Sd	Mean
I actively seek opportunities for further training and development.	0.76	4.13
I pursue professional goals that will enhance my teaching.	0.92	4.11
I am committed to lifelong learning as part of my career.	0.98	3.98
I attend workshops and seminars to improve my instructional skills.	0.97	3.94
I engage in self-reflection to continually grow as an educator.	0.96	3.76
Average Mean	3.98	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.5 showed level of teaching commitment of elementary school teachers on the professional growth commitment. The table showed an average of 3.98, which is considered a high result, in that teachers were found to be largely committed to the personal growth, lifelong learning, and improvement of their teaching abilities. The implication of this is that teachers at elementary schools have realized the need to engage in the process of constant learning and self-development to maintain their teaching effectiveness and professional development.

The highest mean was achieved with regard to I actively seek opportunities to further training and development ($M = 4.13$), which indicates that teachers were active in

trying to acquire growth opportunities. This was then coupled by the fact that I would maintain professional objectives that would improve my teaching ($M = 4.11$), highlighting the goal-oriented attitude of teachers to improvement. The smallest mean was I engaged in self-reflection to incessantly develop as an educator ($M = 3.76$), which means that teachers were dedicated to growing professionally, but the practice of self-reflection may be underdeveloped as compared to other growth practices. On the whole, the findings were indicative of a strong degree of interest in professional development, yet also indicated a gap (self-reflection) that could be improved to achieve further progress in the growth patterns of teachers.

Table 2.5 was similar to the current studies, which pointed out that professional growth commitment, which refers to the involvement of teachers in training, setting goals, and lifelong learning, is helpful in the ultimate effectiveness of instruction. According to AbdulRab (2023), the purpose of the teacher professional development initiatives in the 21st Century

was to facilitate lifelong learning, enhance competency, and reinforce the growth trajectory of the teacher. These results corroborated the results of the present study that the proactive pursuit of training, professional goals, and self-improvement by the elementary school teachers led to their high degree of professional growth commitment ($M = 3.98$).

Table 2.6 Summary of the Level of Teaching Commitment of Elementary School Teachers

Components	Mean	Interpretation
Affective Commitment	4.04	High
Continuance Commitment	4.07	High
Normative Commitment	4.05	High
Instructional Commitment	4.01	High
Professional Growth Commitment	3.98	High
Average Mean	4.03	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

The total overview of the level of teaching commitment of elementary school teachers was offered in Table 2.6, which consisted of five components. The findings of the table showed an average of 4.03, which translated to High, meaning that teachers were mostly committed to their school, teaching duties, professional development, and their general contribution to the learning of the students. This is an implication that not only were teachers driven by the aspect of emotional attachment and moral obligation, but also by practical and instructional considerations whenever they were at work.

The largest mean was recorded in Continuance Commitment ($M = 4.07$), which indicated that the teachers were knowledgeable of the personal and professional investments that prompted them to stay with their school. Normative Commitment ($M = 4.05$) followed by Affective one ($M = 4.04$) came right behind, and it was found that moral obligation, loyalty, and emotional attachment were also great motivators of teaching commitment. Professional Growth ($M = 3.98$)

and Instructional ($M = 4.01$) were lower but still high, which showed the participation of the teachers in lifelong learning and commitment towards the enhancement of teaching and learning.

These results were consistent with the recent research with the focus on the importance of the contribution to teacher performance, job satisfaction, and student outcomes by multi-dimensional teaching commitment. AbdulRab (2023) and Zhu, Wang, and Jiang (2022) pointed out, respectively, that the commitment of teachers to professional development and the quality of instruction increases the effectiveness of teaching, and the commitment of teachers to the organization and moral commitment decreases the intention to turnover and increases the retention. The current research, thus, established that the commitment of elementary school teachers is holistic in the sense that it consists of emotional, moral, practical, instructional, and professional growth dimensions, which subsequently led to overall high teaching commitment.

Table 3. Test of Significant Relationship Between Administrative Support and Teaching Commitment

Test Variables	Correlation Coefficient	P value	Decision
Administrative Support and Teaching Commitment	0.031	0.716	retain the H_0

Note: If $p \leq 0.05$, with a significant relationship

The test of the significant relationship between teaching commitment and administrative support of elementary school teachers was provided in Table 3. The calculated coefficient of correlation was 0.031, and the p-value was

0.716, which gave a very weak positive correlation that was not statistically significant. According to the decision rule ($p [?] 0.05$), the null hypothesis was not rejected, and this indicated that there was no significant

relationship between administrative support and teaching commitment in the context of this study.

This finding meant that although an administrative support might be considered to be generally high, it was not directly related to increased levels of teacher commitment. The adherence of the teachers may be rather affected by other elements, including personal motivation, professional goals, collaboration with peers, or self-committal to students, rather than only the assistance of school administrators.

These results were in opposition to some past research that quoted a high positive association between administrative assistance and instructor allegiance. Indicatively, Alzoraiki, Tawalbeh, and Alkhateeb (2023) discovered that administrative support was an effective way of enhancing affective and normative commitment among teachers, which led to high retention and quality instruction. The current research, though, indicated that the aspect of teaching commitment seemed to lack any dependence on the degree of administrative support in this specific elementary school context, thus the need to further and investigate other possible contextual or individual factors that may contribute to the aspect of commitment.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

Level of Administrative Support Provided to Elementary School Teachers. The level of administrative support was evaluated across five components: professional support, resource support, emotional/motivational support, policy/procedural support, and collegial support from administration. Professional support had an average of 4.13, interpreted as High. Resource support had an average of 4.00, interpreted as High. Emotional/motivational support had an average mean of 4.12, interpreted as High. Policy/procedural support had an average of 4.07, interpreted as High. Collegial support from administration had an average of 4.08, interpreted as High. The overall average mean for administrative support was 4.08, indicating a high level of support provided to teachers.

Level of Teaching Commitment of Elementary School Teachers. Teaching commitment was assessed in terms of affective, continuance, normative, instructional, and professional growth commitment. Affective commitment had an average mean of 4.04, interpreted as

High. Continuance commitment had an average mean of 4.07, interpreted as High. Normative commitment had an average mean of 4.05, interpreted as High. Instructional commitment had an average mean of 4.01, interpreted as High. Professional growth commitment had an average mean of 3.98, interpreted as High. The overall average mean for teaching commitment was 4.03, indicating a high level of commitment among elementary school teachers.

Significant Relationship Between Administrative Support and Teaching Commitment. The relationship between administrative support and teaching commitment was tested using a correlation analysis. The results indicated a correlation coefficient of 0.031 with a p-value of 0.716. Based on the decision rule ($p \leq 0.05$), the null hypothesis was retained, indicating no significant relationship between administrative support and teaching commitment among the elementary school teachers in this study.

Conclusions

The study found that elementary school teachers reported high levels of administrative support across professional, resource, emotional or motivational, policy or procedural, and collegial dimensions, indicating that school administrators generally provide guidance, resources, and encouragement. Teachers also demonstrated high teaching commitment in terms of affective, continuance, normative, instructional, and professional growth commitment, showing strong emotional attachment, loyalty, dedication to teaching quality, and pursuit of professional growth. Despite this, the correlation between administrative support and teaching commitment was not strong, suggesting that teachers remain committed to their profession and students regardless of administrative intervention. This indicates that personal motivation, professional values, and responsibility to students play a crucial role in sustaining commitment, while administrative support alone is not decisive. Overall, teacher commitment is multidimensional, highlighting the importance of both organizational and personal factors in fostering effective teaching and learning.

Recommendations

- **School Administrators.** It is recommended that school administrators continue to offer high levels of professional, emotional, resource, policy, and collegial support as they seek to identify ways of further improving teacher engagement. The level of administrative support was also high, yet was not

significantly linked to the commitment to teaching; so, the administrators can also think about providing more specific activities like mentoring courses, individualized reward systems, and inclusion in the decision-making process. Such measures can be used to reinforce the intrinsic motivation of teachers and their devotion to the school and students.

- **Elementary School Teachers.** The teachers are advised to pursue the opportunities of professional development actively, to collaborate with other colleagues, and to develop self-directed strategies that will help to increase the effectiveness of instruction. Reflective teaching should also be practiced by teachers so that they can achieve optimal growth and teaching dedication, because the dedication can be maintained by the teachers even when the support of the administration is different.
- **Students.** The students in an indirect way gain when the teachers are highly committed and engaged in instruction. The recommendation is for teachers to keep doing what they have been doing in terms of quality teaching, individualized attention, and preemptive classroom management so that the students get to learn in an enriched environment and attain better results.
- **Parents.** Parents are also challenged to ensure healthy relationships with teachers and the school community, which in turn promote the initiatives that acknowledge the efforts of the teachers and encourage the programs to boost teacher professional learning. Their cooperation can also enhance the willingness of teachers to support student success and growth in the holistic approach.
- **Policy Makers and Education Officials.** Other education authorities, including the Department of Education, are advised to develop policies and programs that will strengthen administrative support systems as well as teacher commitment to their profession. There may be structured career development tracks, teacher excellence programs, and training of administrators on emotional and professional support, so that there would be a long-term approach to teacher engagement.
- **School Community.** The school climate is cooperative, and this is to the benefit of all the stakeholders. School communities are encouraged to promote a culture of cooperation, dignity, and collective accountability. Motivation and dedication can be increased by regular school-wide

meetings, shared planning, and that of teacher achievements, which will eventually foster a good school culture.

- **Future Researchers.** Future research may delve into other factors that could affect teaching commitment, including intrinsic motivation, personal values, student outcomes, and school culture. There can also be comparative studies of various regions or educational levels to bring out more information. Additionally, longitudinal research might be used to investigate the long-term effects of interventions on teacher commitment and student performance, such as administrative support.

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