

## Research on the Impact of Organization Commitment on Traditional Chinese Medicine University Teachers' Innovative Work Behaviour

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### ABSTRACT

As a result of an imbalance of innovation, several countries' increase in productivity has stopped, which is why Education 4.0 promotes development. A world-class system of education that develops outstanding learners and cutting-edge concepts is essential, and talented teachers serve a key role in development—results from the current study on Innovative Work Behaviour (IWB) at Traditional Chinese Medicine University. Professors are discussed online. These research outcomes show that HE institutions significantly impact Organisation Commitment (OC) and IWB, with OC functioning as an initial step towards IWB. The paper intended to provide insight into how Higher Education (HE) institutions in the nation of China employ the principles of Traditional Chinese Medical Education Innovative Work Behaviour (TCMEWB) along with factors that might impact IWB analysis. The medical education on-the-job teachers' TCMEWB is investigated regarding their respective emotions, strengths, and adaptability. Similar to previous studies and current hypotheses, outcomes show that stress and unreasonable assumptions affect the relationship between self-confidence and TCMEWB, with both theoretical and practical impacts. The investigators in the southwest region of China analysed 500 teachers ( $F=75.5\%$ ;  $M = 24.5\%$ ) and reported that IWB and the impact of OC dramatically improved academic achievement. The results of the study were examined using Multiple Linear Regression (MLR) and SPSS. Studies from the two statistical tests of weight (t-test and analysis of deviation) indicate that the mean OC of teachers at China's Traditional Chinese Medicinal Higher Education Institutions depends on demographic factors such as Experience, Education, and Salary. In order to figure out the level of OC among teachers, investigators evaluated several factors, including emotions, strength, and adaptability. The correlation and coefficients for these factors vary from 0.24 to 0.57.

**Keywords:** Teachers' Innovative Work Behavior, Organization Commitment, Traditional Chinese Medicine University, Multiple Linear Regression, Statistical Test, ANOVA, Correlation and Coefficients.

### 1. Introduction

A massive, logical, and qualified teacher is vital for the continued development of China's Traditional Chinese Medical Education (TCME). However, as an effect of improvements and greater demands for integrity, jobs have increased, prompting additional stress and mental health issues [1]. Furthermore, the profession's desire for early retirement is improving. As constantly present respondents in the learning environment, teachers and pupils must work collaboratively for an Organisation Commitment (OC) to be sustainable. The institution's performance is directly correlated to the enthusiasm of its teachers, who commit themselves entirely to their job, the pupils they teach, their field of study, and other faculty members.

A participant with an OC has an optimistic perspective on their job, appreciate the organization's objective, and perform constantly to maintain their position as a part of an organisation [2]. Job fulfilment is not a reliable selection order because upset teachers are more apt to change their positions than those unhappy with their organisation. OC is an optimistic approach to job performance that minimises job loss. A behavioural

phenomenon named OC stops teachers from resigning by demonstrating that they feel valued and accepted.

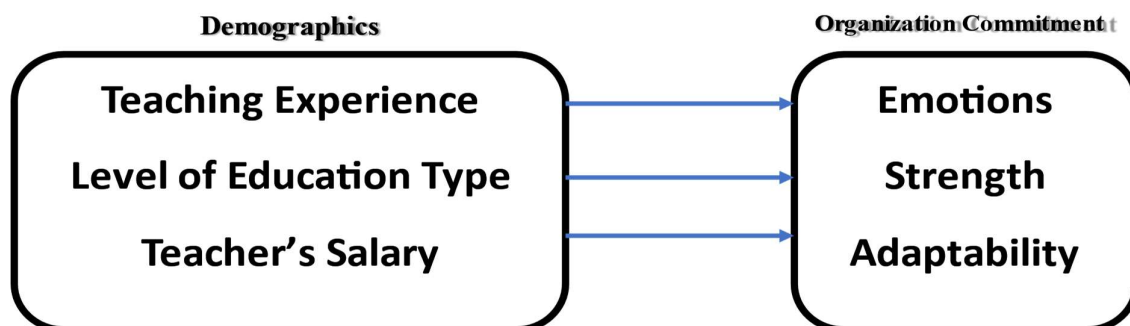
Emotions, Strength, and Adaptability are all impacted by OC, and these are subsequently impacted by factors like job experiences, work features, and personal characteristics. A new study has demonstrated that OC may reduce stress by performing mental effort. Research studies generally do not allow for key psychological factors, such as principles, opinions, and significance in work environments. Enhance OC and minimise revenue via improved Innovative Work Behaviour (IWB) [3]. Teacher's Emotions, Strength, and Adaptability can be strengthened using self-examination, which checks their opinions, behaviours, final results, and emotions. The study verified that teachers' self-confidence impacts their ability to create objectives, work, and have happy feelings. IWB additionally improves teachers' strength and adaptability. Educational hard work, IWB, and association with OC aims are all subject to approach. The IWB on OC across Chinese university professors in the southwest region is the primary objective of the present study.

### 1.1. Organizational Commitment

The commitment theory initially appeared in [4] of his research papers in 1960. Since then, it has been explored and explained in multiple contexts by other scholars. For instance, in the words of [5], numerous scholars have distinct opinions on what a commitment is and why it is a complex idea. As a case study, [6] introduced the acronym "*side bets*" to refer to the probable rewards (job, pension, or promotion) that the teachers could lose if they resign from their present employer. Yet, as defined by [7], commitment is a philosophy that exists among an organisation and its teachers. It enhances the relationships between teachers and the organisation, diminishing the probability that teachers will leave absence.

[8] contrast between the emotional and regularity aspects of commitment at the next level. When compared to the continuous element, which they described as the financial implications the teachers feel in quitting the organisation, the psychological OC was defined as the teacher's sentimental relationship, proof of identity, and OC.

Further on, [9] introduced a third separate ethical part, which they referred to as the teacher's required opinion about continuing with the organisation. The previously mentioned various kinds of OC should be addressed as elements of a single idea, and teachers may develop all three to distinct higher education based on [10].



**Figure 1:** Logical principles of OC and IWB of the research study

The impact of educational demographics on OC is an emotive subject among study participants, as indicated by the scientific literature. The research study hypothesis was verified statistically by analysing responder deviations; the outcomes are presented in Table 1. This allows us to comprehend the relationship between these factors better.

**Table 1:** The concepts that motivate the study's research

H-Number	Research Hypotheses (RH)
RH1	The commitment of teachers employed by public HE institutions far exceeds those in the private sector.
RH2	OC level of teachers is not affected by the head of the board.
RH3	The designation may not significantly impact teachers' OC values.
RH4	Teacher OC remains constant with experience.
RH5	The pay scale increases teacher OC level.
RH6	Developments in education and qualification impact teacher OC.

## 1.2. Purpose of the Study

This research scheme surveys the probability of OC regulating the association between the Impact of OC and the IWB of Traditional Chinese Medicine University Teachers in the Southwest Region of China. At present, however, no study has been conducted related to the idea of OC in training for teachers programmes or how it impacts the innovative methods of OC teachers. One first-of-its-kind research fails to distinguish between the OC of male and female Chinese medicine university faculty members. The analysis of male and female teachers finds a lack of significance in OC objectives, but the findings demonstrate that OC levels differed among the research project's respondents. Researchers are among the earliest to acknowledge OC as a prior hypothesis in training for teachers programmes; subsequently, our opinion is that this relationship merits further investigation.

## 2. Background Analysis

A prime instance of a new deployment would be an evolution in how teachers explore and execute educational activities for students. [1] suggest that optimising performance, enhancing effectiveness, or delivering job-related benefits are some primary reasons people are IWB. For an organisation to evolve to novel factors, creativity depends on its teachers, who must constantly think of novel approaches, develop recommendations for better techniques and look for methods to add benefits and guarantee the business's sustained achievement.

The OC also impacts how well teachers do their positions and other inventive features. [12] stated that teachers will succeed excellently if they are committed to their work. A great deal of OC among teachers is beneficial for students' academic achievement and the performance of education as an entire. Strongly committed teachers will frequently go above and beyond the call of the job, show an intense feeling of pride for their work, create an environment beneficial to creative thinking, and apply their endless energy to achieving their goals.

[13] declare that "*OC to IWB*" is a concept used by human resources departments to attain organisational goals and motivate teachers to believe in the organisation's purpose. Organisational performance, particularly in relationships with clients, teacher's efficiency, and productivity, all profit from highly committed teachers, as demonstrated by [14]. A significant OC can increase the standard for courses in medicine and guarantee skilled teachers. Training, in particular, is correlated with higher levels of emotional commitment, but teaching can create core motivation, which could result in higher OC in teachers.

Nearly 700 Higher Education (HE) teachers have been evaluated by [15] for their OC values. The findings proved that the study's group of teachers had a profound feeling of commitment to their organisation and were highly committed to their work. Feelings OC expresses exactly. This group of teachers had the lowest strength OC results, which indicates that they quit their jobs because they didn't have sufficient other opportunities. The findings suggest that educational institution professors are highly committed to their academic institutions, and because HE professors are so committed to their institutions of learning, it is only natural that higher-education teachers would feel the identical approach. The absence of research that contrasts the OC of teachings to non-teachings renders this result all the more significant.

## 3. Methods

Higher education teachers from the southwestern region of China were involved in the current study. The present investigation employed the proportional random sampling technique for its information collection. Fewer than 500 teachers in China's southwestern region were provided with Research Questionnaires (RQ). The data was examined using MLR, or Multiple Linear Regression. In the present study, the number of data samples taken was determined by applying the Slovin formula for testing. One of the solutions to the RQ was a questionnaire that participants were requested to use to complete or answer. Applying a 5-point Likert scale, where 1 denotes declined, and 5 denotes accepted, each question can be responded to. A total of 15 built and agreed statement items constitute the IWB. An aggregate of 25 statement items have been utilised to assess OC. Hence, the relationship or impact of IWB on the performance of HE and university teachers in China's southwestern region is of significance to researchers.

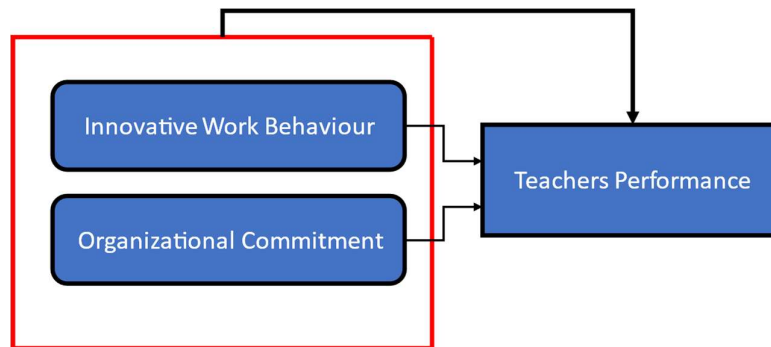


Figure 2: Context of Awareness for OC

### 3.1. The Role of IWB of HE-Teachers' OC

An employee's IWB is their opinion of the importance and value of their work, which serves as a characteristic and a benefit of their position. Also, it dramatically impacts teachers' work IWB and is a vital component of people's opinions and principles. Based on the outcomes, HE teachers' OC correlates positively with the degree to which their job is valuable. Remarkably, the higher the level of IWB, the better the OC. Also, this is aligned with the results of previous study results.

In a research investigation of 500 teachers in China's southwestern region, case in point, the author and co-teachers revealed a beneficial relationship between IWB and OC. In keeping with research on belief in work environments, there is a strong positive relationship between OC and IWB and an impression of collaborative cohesion. The recruitment and retention of highly qualified educators while increasing their domestic commitment has become a pressing issue because of the evolving work atmosphere and employment nature for higher education teachers. Judging from the results, improving higher education teachers' opinions on the importance and value of their jobs is essential while upholding the social custom of appreciating teachers in China's southwestern region. As a result, it may reduce OC, inspire participants to fully communicate their emotional inspiration, reduce stress, and minimise their motivation to defect.

## 4. A Study of the Data

### 4.1. Test the Hypothesis

**A. OC Hypothesis:** It was found that the OC was exploited, and it included 25 elements, with five items each for the Emotions, Strengths, and Adaptability features. A Likert scale with 10 points was selected for the scale, with one being denied and ten representing accepted, both being extremes. The scale proved statistically valid, with each element carrying onto the appropriate factors and a Cronbach alpha value of .883.

### B. Analysis of the OC

**1. Emotions:** Emotions were studied using the subsequent variables: employment, job individuality, range of skills, self-government, and the standard of leadership action. A pre-designed RQ was employed to analyse all of these variables. It was feasible to calculate the Emotions by measuring every factor individually and then averaging the findings. A significant number of those surveyed (69%) had higher salaries through their job, while a smaller number (20%) did not. Table 2 indicates that only 11% were unsatisfied

Table 2. Emotions: A part of the teacher

Level of Acceptance	Number of Respondents	%
<b>Accepted</b>	345	69%
<b>Partially Accepted</b>	55	11%
<b>Declined</b>	100	20%

**2. Strength:** Based on the data in Table 3, nearly all of those surveyed, 69.4% accepted having the option of identifying a more appropriate solution to their current job. A few 0.086% stated selective acceptance of this concept. A valuable measure, 22% to be precise, of those surveyed noted a high degree of happiness with their current job. Following the strength results, it was noticed that a more significant percentage of those surveyed showed OC behaviours.

**Table 3:** Strength: A part of the teacher

Level of Acceptance	Number of Respondents	%
<b>Accepted</b>	347	69.4%
<b>Partially Accepted</b>	43	0.086%
<b>Declined</b>	110	22%

**3. Adaptability:** This objective was studied by asking 50 RQ, which were integrated to determine adaptability. The higher number of respondents Accepted, 71.2%, had a feeling of obligation to the organization mainly because of norms and values, and in their opinion, it was wrong to jump from one job to another. Only 16% of the respondents Declined it, and the rest, 0.024%, were Partially Accepted over the issue (Table 4).

**Table 4:** Adaptability: A part of the teacher

Level of Acceptance	Number of Respondents	%
<b>Accepted</b>	356	71.2%
<b>Partially Accepted</b>	12	0.024%
<b>Declined</b>	132	26.4%

**C. Demographic Hypotheses (DH):** Assistant Professor=ASO1, Associate Professor=ACO2, Professor=PRO3, and Dean=D4 were the four classes of DH factors evaluated during the investigation. In addition, 10 types were used to evaluate the sum of teaching experience, with the range of values being 1–10. The yearly income of those surveyed was separated into four groups, with the fourth group being a flexible class for values above 150,000 CN¥. The impact of higher education's nature on the OC was also tested: 1=Government University and 2=Private University.

- **Demographic Features of the Respondents:** A good deal of those surveyed, 44%, belong to the 41-50 age group, based on the study of the teacher's DH features. The research study involved 70% male and 30% female. The percentage of assistant professors who participated was 30%, while the proportion of professors who participated was 4%. Most of those surveyed 50% had a yearly salary that ranged from 20,000 CN¥ to 30,000 CN¥. Table 4 demonstrates that 66% of those surveyed had 11-20 years of job experience.

**Table 4.** Responders' DH characteristics

	Age				Sex		Designation				Income			Total Experience		
Details	2	3	4	5	M	Fem	Assis	Assoc	Profe	De	13,0	25,0	28,0	5	1	1
	5-	1-	1-	1-	ale	ale	tant	iate	ssor	an	00	00	00	-	1-	6-
	3	4	5	6			Profe	Profe						1	1	2
	0	0	0	0			ssor	ssor						0	5	0
Number of Respondents	2	3	1	3	68	32	30	25	30	15	30	45	35	3	4	2
	6	2	2	0										4	5	1

#### 4.2. Data Analysis

The analysis was executed with a trust interval of 95%, which is generally suggested for social research. In addition, in order to accurately assess the results, the test hypotheses were modified into null hypotheses.

*A summary of the results of the study is provided below.*

- A. 't' Statistics:** For factors with two groups, such as organizational type (Public vs. Private) and head of HE, we employed independent-samples 't' statistics; for factors with multiple groups, we used ANOVA data. Also, "*Levene's Test*" was run to verify that the opinions had equal variation. To find the variation in the mean of distinct sets of factors, the "*Tukey Test*" was used for scenarios where the equality of variation endured and the "*Tamhane Test*" was used in every other case.

*Below are the test data and related assumptions.*

- (i) Teaching Experience:** Teachers' commitment remains consistent despite their years of experience. A variance in median OC due to the overall experience was calculated by applying a Tamhane test with an acceptable range of 99.19%. The null assumption stated previously has been discarded, as demonstrated

in Table 6, since the ' $f$ ' value is 4.1932 and is highly significant at  $p=.0001$ . Table 5 summarises the information and illustrates how overall experience contributes to the range in OC values.

**Table 5:** Normal Analysis: Over Experience of Teachers

Total Experience	Normal	Mean	Std. Deviation	Std. Error
1-5	265	5.7189	0.92821	0.06383
6-10	85	5.9181	0.89192	0.10192
11-15	45	5.0193	1.01029	0.15261
16-20	25	5.1928	1.62522	0.91829
21-25	80	5.1273	0.9381	0.23626

**Table 6:** ANOVA Analysis: Over Experience of Teachers

Experience Range	Df	Mean Square	F	Sig.
Between	218.384	7.290	4.1932	0.00
Within	281.616	0.617	0.9181	

- (ii) **Teachers Salary:** More professor experience is correlated with higher pay. Since the number of sample responses did not follow a normal distribution  $p=.0001$ , we ran the Tamhane test to see how significantly each group's OC pay increase ranged. As shown in Table 7 of the analytical ANOVA table, the OC mean increases as income increases. Table 8 of the ANOVA analysis indicates a statistically significant variance in the OC value as an outcome of the boost in incentives or salary  $f=4.112$ ,  $p=.0001$ , 99.19% self-confidence range), backing the different hypotheses.

**Table 7:** Normal Analysis: Teachers Salary

Salary Range	N	Mena	SD	SD Error
13000	220	4.8191	1.242	0.2342
25000	230	4.7191	0.891	0.0719
28000	50	5.1289	1.038	0.2181

**Table 8:** ANOVA Analysis: Teachers Salary

Salary Range	Df	Mean Square	F	Sig.
Between	194	3.128	4.123	0.00
Within	306	0.717		

- (iii) **Level of Education Type:** The OC level at teachers increases as an individual's education and qualifications develop. Results had a non-normal distribution, so the Tamhane test was run (Table 9). The statistically significant value of Levene's value was determined to be .000. The null theory is invalidated by the results presented in ANOVA Table 10, which demonstrates an ' $f$ ' value of 9.5617, which is exceptionally high and is statistically significant at the  $p=0.0001$  level. As a result, it can be drawn that there is a statistically significant variation in the OC value of teachers in China based on their professional experience and higher education.

**Table 9:** Normal Analysis: Level of Education Type

Degree	N	Mean	SD	SD error
UG	16	4.6189	0.8416	0.10018
PG	23	5.1281	0.79191	0.06516

**Table 10:** ANOVA Analysis: Level of Education Type

Experience Range	Df	Mean Square	F	Sig.
Between	203	7.190	9.1718	0.000
Within	297	0.8199		

#### 4.3. Discussion

The investigation's findings are all valid. Furthermore, all factors have exceptionally high Cronbach Alpha values, which are higher than 0.6189. The standard assumption test was completed using the data in the present

investigation. This shows the value of testing all kinds of data.

*It can be observed from the table that what follows is accurate:*

- The southwest region of China Medical College's teacher success is evaluated at 45, with a fixed value 31, signifying no other probable factors.
- A Linear Regression (LR) value of 0.482 was determined for the IWB factor. If IWB boosts by 1 point, southwest China Medical College pupil achievement increases by 0.482, maintaining all external factors constant.
- The LR coefficient for the variable OC is 0.199, indicating that if OC increases by 1 point, the teacher performance in the southwest region of China Medical College increases by 45, considering other independent variables as fixed.

Table 11 highlights the impact of the factors of IWB and OC on the teacher achievement of the southwest region of China Medical College, with a substantial impact of 45%. The balance of 58.2% is impacted by more factors not examined in this current research. The  $f'$  data of 2.176 and the  $f'$  score of 23.199 with a significance level of 0.000 were calculated from the subsequent table. Thus, the computed  $f'$  is 23.199 over the threshold  $f'$  is 2.87, with a threshold of significance of 0.000, suggesting that all other factors statistically impact the dependent variable's value (Table 12 to Table 15).

**Table 11:** Normal analysis

Description	Mean	SD	N
OC	63.50	6.181	167
IWB	54.19	12.10	171

**Table 12:** Correlations Analysis

	OC	IWB
Correlation	0.4719	0.5617
Sig.	0.004	0.4831
N	154	154

*Listed below can be determined from the data in the table:*

- IWB variables (X1) primarily impact function (Y) extensively, as shown by an elevated LR value  $\text{sig.}\alpha=0.000<0.000$  and a t-count is 4.819.
- Considering that the OC factor (X2) does not have a substantial impact on results (Y) and that the t-count is 1.278,  $p=0.000$  thresholds for value suggest the above, we can determine that the OC factor (X2) does not have a significant LR value. However, the OC factor will have an impact on results at the 0.1 level of value.

**Table 13:** Analysis of MLR Test Coefficients

Model	Beta	SD Error	Sig.
OC	0.1981	0.11928	0.51415
IWB	0.4818	0.0919	0.001

**Table 14:** Analysis of ANOVA

Model	Df	MS	F	Sig.
Regression	5	9.1199	23.199	0.000
Residual	145	3.398		

**Table 15:** Analysis of Partial test

Factors	T Count	T Table	Sig.
OC	1.278	2.2109	0.091
IWB	4.819	2.176	0.000

#### 4.4. The relationship between IWB and successful performance

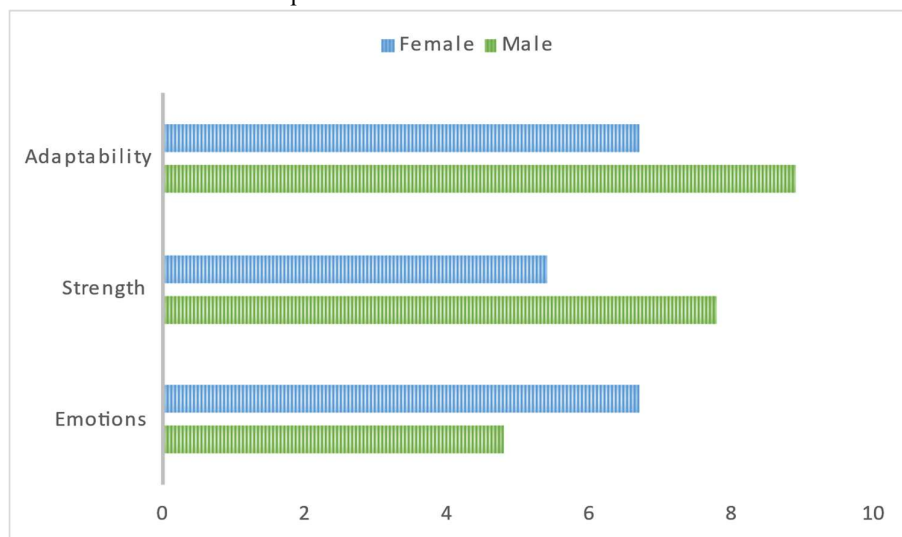
IWB enhances efficiency significantly, as demonstrated by this research. This validates previous studies that IWB has an essential impact on their performance, showing that UWB impacts teachers' performance. Prove that a teacher's IWB significantly impacts job performance. It is stated that IWB may impact work and OC. And they indicated that IWB promotes teacher's efficiency. IWB is a group of teachers that creates, accepts, and implements anything novel and helpful throughout the organization. In reply to evolution, teachers use unique IWB to develop fresh concepts, suggest and execute improved work methods, and perform measures that add

value and assist the organization to succeed. Develop and support teacher's IWB to generate excellent teacher performance and quality graduates. Enhancing creativity among teachers improves achievement. This can be done by requiring teachers to pay more significant consideration to challenges not associated with their regular duties, which may lead to novel approaches. Teachers need to find solutions to every issue they face. Additionally, the performance of teachers will get better.

#### 4.5. The relationship between OC and successful performance

Although not significantly different, this research shows that commitment boosts outcomes. This verifies what prior studies have displayed: commitment has no significant impact on work. Similar to past studies demonstrating that OC does not have any impact on company performance in developing-world settings, this finding holds there as well. However, the results of this analysis are antithetical to those of previous research that associated OC with enhanced work. It was reported that employees who commit to their jobs will accomplish their objectives. Their competence will be impacted by the teachers' commitment to delivering high-quality service. The factor that directly impacts functionality is the OC: a teacher's mental state and its impact on their work efficiency. An OC's promise to continue as an active member of the HE organization and work hard to accomplish its goals—improving the quality of educational opportunities while maintaining teachers engaged in higher education—is a vital component of every educational organization's policy. Teachers with outstanding OC tend to put out the maximum effort to demonstrate to the organization what it's made of, show significant satisfaction in their work, be creative, and use their endless enthusiasm to accomplish their goals.

Figure 3 and Figure 4 demonstrate similarities as well as distinctions between the averages of the different hypotheses concerning IWB and OC in males and females. When it involves IWB and OC, Figure 5 is commonly referred to as the Structural prediction model.



**Figure 3:** The mean of the IWB among teachers in comparison



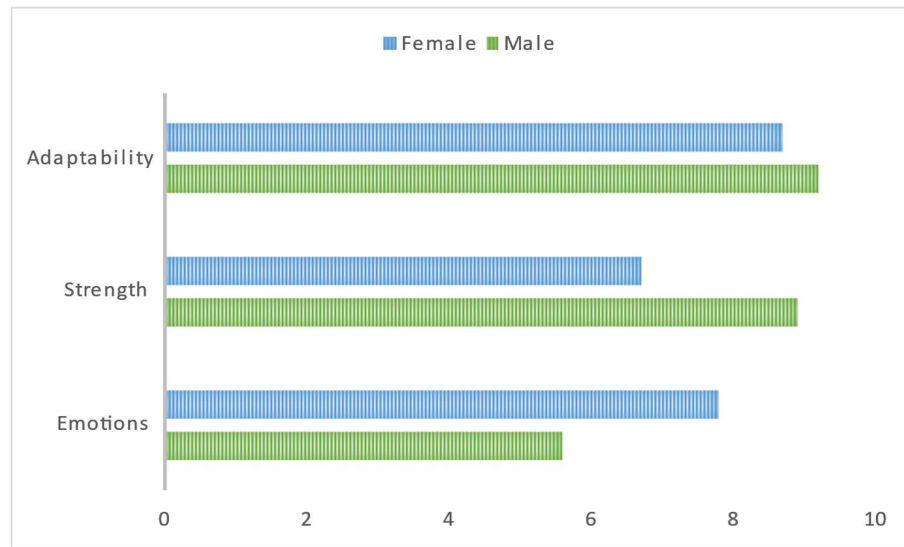


Figure 4: Analysis of the Mean of OC Hypotheses in Teachers Comparatively

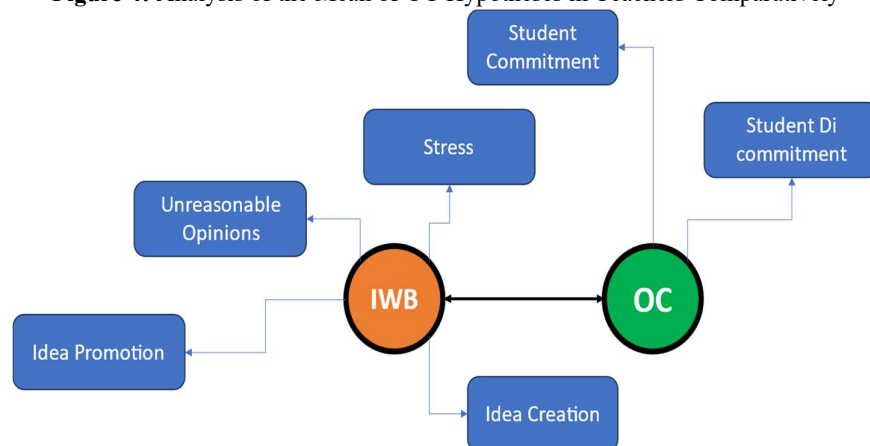


Figure 5. Model for the Prediction of Structural Changes in IWB and OC

#### 4.6. Limitations of the Study

The research study emphasized HE teachers in southwest China but failed to include other regions. In the following studies, the study population should consist of HE teachers from various socioeconomic and cultural contexts. The study's longitudinal data was imprecise for direct impacts, so future research might investigate IWB's impact on HE teachers' OC using various points in time or aggregated cross-sectionals. The research team additionally encompassed a wide range of ages and qualifications for teaching, from fresh to retirement. Traditional Chinese Medicine University teachers value job stability and family security, while the new age wants purpose. Future research might investigate differences between generations.

#### 5. Conclusion and Future Work

The primary purpose of the research was to explore the level of organizational commitment (OC) among teachers in higher education (HE) while analysing how they use psychological approaches. Authors in the present research discovered that higher education teachers' Innovative Work Behaviour (IWB) significantly foresees performance OC. HE teachers' OC is controlled via self-confidence and emotions, strength, and adaptability, which can be predicted by IWB significance. The integration of IWB and the impact of OC has a beneficial and substantial impact on teachers' performance by 41.8%. The balance of 58.2% is related to additional factors that were ignored in the present research. Strengthening teachers' OC can be attained through the following approaches: (a) by thinking of creative approaches to set up classrooms suitable to distinct learning approaches and (b) by creating pleasant classroom environments for students while promoting pupils to participate. In the final phase, this allows the teachers to appreciate their efforts, and they'll be delighted with the work their students are creating. Qualitative and verification factor assessments were employed to support the distinctive

characteristics of the development over the entire method. Studies have specified that OC undesirably impacts OC and IWB.

In order to further comprehend the factors that impact OC and the origins of higher education teachers' IWB across various ages, future research might also divide the group of participants.

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