

Comprehensive Study on the Impact of Teachers' Organizational Commitment on Teaching Effectiveness

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Abstract: *The organizational commitment of teachers has a positive impact on teaching effectiveness to a certain extent. Understanding the relationship between organizational commitment and teaching effectiveness can help optimize teachers' work environment and support system, thereby improving teaching quality. This article found a positive relationship between teachers' organizational commitment and teaching effectiveness through research. Teachers with high organizational commitment are more likely to demonstrate higher teaching outcomes, including students' academic performance and satisfaction. In addition, the personal characteristics of teachers (such as work experience, educational background, teaching experience, etc.) and work environment factors (such as leadership support, interpersonal relationships, etc.) may play a moderating role in the relationship between organizational commitment and teaching effectiveness.*

Keywords: *teacher organizational commitment, teaching effectiveness, teacher satisfaction*

1. Introduction

The organizational commitment of teachers is the degree of loyalty and engagement of teachers in their educational work, while teaching effectiveness is the evaluation of teachers' abilities and effectiveness in teaching. The organizational commitment of teachers has a significant impact on teaching effectiveness. In the current rapidly changing educational environment, teachers' organizational commitment is considered one of the important factors affecting teaching effectiveness. The organizational commitment of teachers not only reflects their loyalty to the school, but also reflects their passion and sense of responsibility for the education industry. When teachers strongly identify with the values, goals, and normative behavior of schools and organizations, and internalize them as the driving force and guidelines for their work, they are more likely to fully unleash their potential and improve teaching efficiency.

Previous studies have mainly focused on the impact of teachers' personal traits and educational background on teaching effectiveness, while there has been relatively little research on teachers' organizational commitment [1]. However, in recent years, more and more research has begun to explore the relationship between teachers' organizational commitment and teaching effectiveness. These studies have found a positive correlation between teachers' organizational commitment and teaching effectiveness. Teachers are more inclined to demonstrate higher levels of teaching ability and performance when they have a high commitment to the organization.

This article aims to conduct a comprehensive study to explore in depth the mechanisms and pathways by which teachers' organizational commitment affects teaching effectiveness. We will comprehensively utilize quantitative and qualitative research methods, adopt data collection methods such as questionnaire surveys and interviews, and combine relevant theoretical models and analytical tools to systematically analyze the impact process of teachers' organizational commitment on teaching effectiveness. Through such research, we hope to reveal how teachers' organizational commitment can have a positive impact on teaching effectiveness by influencing teachers' attitudes, behaviors, and teaching styles.

The results of this study will provide useful insights for educational managers and teacher training institutions. By enhancing teachers' organizational commitment, it can promote more effective fulfillment of teaching responsibilities, improve teaching quality, and enhance students' learning experience. At the same time, education managers can enhance teachers' organizational commitment by

improving their work environment and providing relevant support.

2. Teacher organization commitment

2.1 Definition and constituent elements of organizational commitment

In 1960, Becker first proposed the concept of organizational commitment, aiming to describe the level of identification and trust among organizational members towards organizational goals and values. Initially, organizational commitment research was mainly used for the convenience of enterprise management, but gradually expanded to other fields and attracted the attention of domestic and foreign scholars [2]. In the field of education, organizational commitment reflects the psychological relationship between teachers and their schools. Through research and analysis of teacher organizational commitment, we can understand the level of recognition, engagement, and willingness of teachers to stay in school for the long term. At present, research on teacher organizational commitment mainly focuses on the following three aspects: emotional commitment, continuing commitment, and normative commitment.

Emotional commitment refers to the level of identification, engagement, and attachment of members towards the organization and their profession, manifested as personal emotional connection and sense of belonging. As emotional beings, people express emotions in their work [3]. Many people's desire to work wholeheartedly mainly stems from a deep emotional commitment to their unit. This emotional commitment will change with the characteristics of the job itself, the workplace environment, and changes in interpersonal relationships between individuals. In other words, when these factors change, the level of emotional commitment will also change accordingly.

Continuing commitment refers to a commitment made in order to continuously benefit from the organization or enjoy the necessary benefits and benefits, taking into account individual gains and losses. In other words, when facing the choice to leave the organization, members will weigh various factors comprehensively. If they find that the cost of leaving the organization is higher, they will choose to continue to serve within the organization. Continuing commitment emphasizes an individual's determination and willingness to continue working in the organization, primarily based on their consideration of potential future benefits and rewards.

Normative commitment refers to a commitment that, under the influence of long-term professional ethics and social culture, members consider it a duty and obligation to work wholeheartedly for the organization, and choose to stay in the organization to fulfill their responsibilities. Those members who are greatly influenced by normative commitments are usually individuals with a high sense of social responsibility. Guided by their personal values, they believe that staying in the organization to fulfill their obligations is their responsibility. Therefore, this commitment is relatively stable. These members recognize and internalize the professional ethics standards of the organization and consider them as the guidelines they follow in their work, thus they are more inclined to stay in the organization for a long time and fulfill their responsibilities.

2.2 Factors influencing teacher organizational commitment

The organizational commitment of teachers is a multidimensional concept that is influenced by multiple factors such as leadership support, job satisfaction, organizational fairness, and interpersonal relationships.

2.2.1 Leadership support

Leadership support is an important factor in the commitment of teacher organizations. When teachers feel the support and attention of their leaders, they are more likely to demonstrate higher organizational commitment. Leadership support can include providing resources and support, establishing good working relationships with teachers, and actively responding to teacher needs.

2.2.2 Job satisfaction

The job satisfaction of teachers is closely related to organizational commitment. When teachers are satisfied with their work, they are more inclined to express commitment to the organization. Satisfactory work environments, challenging tasks, and fully utilizing one's own abilities can all enhance teachers' job satisfaction, thereby enhancing organizational commitment.

2.2.3 Organizational fairness

Teachers' sense of fairness towards organizations can also affect their level of organizational commitment. If teachers believe that the organization treats them fairly, respects their rights, and provides fair opportunities and treatment, they are more likely to demonstrate higher organizational commitment. On the contrary, if teachers feel unfair treatment or lack of fair opportunity allocation, they may reduce their commitment to the organization.

2.2.4 Interpersonal relationships

Good interpersonal relationships between teachers, colleagues, and superiors also have a significant impact on organizational commitment. When teachers establish positive interactions and cooperative relationships with other teachers and managers, they are more likely to demonstrate higher organizational commitment. Supportive colleague relationships and a good team atmosphere can enhance teachers' sense of belonging and participation, thereby enhancing the level of organizational commitment.

In summary, factors such as leadership support, job satisfaction, organizational fairness, and interpersonal relationships all have an impact on teachers' organizational commitment. In order to improve the level of organizational commitment of teachers, school managers can strive to establish a good leadership support system, improve the work environment and organizational fairness, and encourage positive interpersonal communication and teamwork.

3. Teaching effectiveness

3.1 Concept and measurement of teaching effectiveness

Teacher self-efficacy refers to the evaluation of a teacher's ability and confidence in completing specific teaching tasks. Teacher self-efficacy is not only a form of self-awareness, but also a subjective judgment of one's own abilities in teaching [4]. The self-efficacy of teachers plays an important guiding role in their teaching behavior and decision-making. Teacher self-efficacy can affect teachers' teaching motivation, choice of teaching strategies, and teaching quality. When teachers have high self-efficacy, they are more likely to set challenging goals, adopt positive teaching strategies, and continuously strive to overcome difficulties. On the contrary, when teachers have low self-efficacy, they may doubt their abilities, retreat from challenges, and even engage in negative teaching behaviors.

Teaching efficacy belief is a belief that teachers have in their ability to influence students' learning outcomes. It reflects teachers' expectations for their teaching practices and their confidence in the development of students' abilities. Beliefs in teaching effectiveness can affect teachers' teaching objectives, choices of teaching strategies, and evaluation of students' learning outcomes. The teaching efficacy beliefs of teachers are closely related to their teaching behavior and students' academic achievements [5]. When teachers hold a high belief in teaching effectiveness, they are more likely to set high expectations for teaching objectives, adopt flexible and diverse teaching strategies, and believe that they have a positive impact on students' academic achievements. When teachers have low beliefs in teaching effectiveness, they may tend to set lower goals, use traditional teaching methods, and hold a pessimistic attitude towards students' learning outcomes.

Teachers' self-efficacy and teaching efficacy beliefs play an important role in the teaching process. Improving teachers' self-efficacy and teaching efficacy beliefs can be achieved through professional development, supportive work environments, teaching feedback, and interaction and cooperation with colleagues. At the same time, school administrators should also actively promote the development of teachers' self-efficacy and teaching efficacy beliefs by providing resource support, encouraging teachers to reflect and grow, and other measures, in order to improve the overall teaching quality.

3.2 Evaluation of teacher teaching effectiveness

The evaluation tools for teachers' teaching effectiveness include self-evaluation tools and peer evaluation tools, which are of great significance for improving teachers' teaching ability and promoting professional growth.

The self-evaluation tool for teacher teaching effectiveness is that teachers can use various self-evaluation tools to evaluate their own teaching effectiveness. These tools can be qualitative or quantitative, including forms such as questionnaire surveys, logging, and teaching reflection. Through

self-evaluation tools, teachers can comprehensively evaluate their teaching methods, achievement of teaching objectives, and effectiveness of teaching strategies. Self evaluation helps teachers reflect and discover their own strengths and improvement points, thereby improving teaching efficiency. Through self-evaluation tools, teachers can gain a deeper understanding of their teaching practices and make targeted professional development plans [6]. In addition, self-evaluation can also stimulate teachers' teaching motivation, enhance their sense of responsibility and commitment to teaching.

The peer evaluation tool for teacher teaching effectiveness refers to the evaluation and feedback of teachers' teaching by other teachers or professionals. Peer evaluation can be conducted through forms such as class observation, teaching dialogue, and discussion within the teaching group. Peer evaluation tools can be standardized assessment and scoring forms, as well as free form oral feedback or written reports. Peer evaluation helps teachers obtain objective feedback and suggestions from the perspective of professional peers, promoting knowledge sharing and experience exchange among teachers. Through peer evaluation, teachers can identify their own blind spots and shortcomings in teaching, and learn from the excellent practices of others to improve their teaching.

Self evaluation and peer evaluation are complementary evaluation methods, each with its own advantages. Self evaluation can help teachers gain a deeper understanding of their teaching practices, while peer evaluation can provide feedback and suggestions from professional peers. The comprehensive use of two evaluation tools can comprehensively understand the teaching effectiveness of teachers, help them achieve sustained professional growth and improve teaching quality. At the same time, the evaluation process should focus on fairness, objectivity, and support to create a positive evaluation culture and ensure that the evaluation results have practical significance for the development of teachers.

3.3 Factors influencing teacher teaching effectiveness

Teacher teaching effectiveness is a complex concept that is influenced by multiple factors such as teacher professional development, educational background, teaching experience, and teaching support [6]. The professional development of teachers includes continuous learning and updating of teaching knowledge, educational skills, and teaching strategies. Continuous professional development can enhance teachers' teaching ability and self-confidence, and enhance their teaching effectiveness. The educational background of a teacher has a certain impact on their teaching effectiveness. The knowledge and skills acquired by teachers during education, as well as the subject content and teaching methods they master, will have an impact on their teaching ability and effectiveness. The teaching experience of teachers is an important factor that affects their teaching effectiveness. Experienced teachers are more calm and confident when facing various teaching situations, able to better respond to challenges and make positive adjustments. Teaching support includes support from schools, colleagues, and parents. Teachers receiving good teaching support can improve their teaching effectiveness. For example, school administrators provide resources and training support, collaboration and mutual learning among colleagues, and parents' understanding and support for teachers.

In addition to the above factors, there are also other factors that may affect teachers' teaching effectiveness, such as personal attitude, teaching environment, student characteristics, etc. These factors interact and together shape the level of teaching effectiveness of teachers. Understanding and paying attention to these influencing factors can help schools and educational institutions provide targeted support and training, further improving teachers' teaching effectiveness. At the same time, individual teachers should also actively participate in professional development and self-improvement, continuously improving their teaching abilities.

4. The relationship between teachers' organizational commitment and teaching effectiveness

4.1 Research results of positive relationships

4.1.1 Contractual relationships between organizations and teachers, increasing teachers' loyalty to the school, and improving teaching efficiency

The contractual relationship between organizations and teachers is a mutually dependent and mutually beneficial cooperative relationship. Establishing a sound contractual relationship can increase teachers' loyalty to the school and further enhance their teaching effectiveness.

Firstly, by establishing clear responsibilities and expectations, the contractual relationship between

organizations and teachers can help teachers clarify their roles and responsibilities in the school. Teachers have a clear understanding of the school's expectations for them, including requirements for teaching quality, classroom management, and student guidance. This clarity helps teachers better plan and organize teaching activities, while also enhancing their loyalty to the school.

Secondly, the contractual relationship between organizations and teachers should be based on mutual support and common development. Schools can provide teachers with the necessary support and resources, such as teaching training, teaching technology support, course design guidance, etc. Such support not only helps teachers improve their teaching abilities, but also enhances their loyalty and sense of identification with the school. At the same time, teachers should also actively participate in the development of the school, jointly pursue educational goals, and promote positive interaction between teachers and the school.

Finally, contractual relationships can also increase teachers' loyalty to the school through incentive mechanisms. Schools can establish a series of incentive measures, such as salary incentives, promotion opportunities, honor recognition, etc., to encourage teachers to achieve outstanding results and positive contributions in teaching. Such a reward mechanism can stimulate teachers' work motivation and sense of responsibility, thereby improving their loyalty to the school and teaching efficiency.

In short, the contractual relationship between organizations and teachers is an important cornerstone for building a stable and harmonious educational environment. Establishing a sound contractual relationship can enhance teachers' loyalty and thereby enhance their teaching effectiveness. A contractual relationship of mutual trust and support will provide schools with a stable and reliable education team, and promote the continuous development and progress of the education industry.

4.1.2 The promoting effect of leadership support and organizational atmosphere on teachers' organizational commitment and teaching effectiveness

Leadership support and organizational atmosphere are crucial in promoting teachers' organizational commitment and teaching effectiveness.

Firstly, leadership support has played a positive role in promoting the commitment of teacher organizations. When the leadership provides sufficient support and recognition to teachers, they will feel their importance and value in the organization. Encouragement and support from leaders can stimulate teachers' work enthusiasm and enthusiasm, increase their loyalty and sense of commitment to the organization. Teachers are more willing to invest time and energy in improving the quality of teaching, as they know that their growth and success have received recognition and attention from their leaders.

Secondly, the organizational atmosphere also plays an important role in improving teaching effectiveness. A positive organizational atmosphere can stimulate teachers' creativity and collaborative spirit. When teachers feel the support of the organization for innovation and experimentation, they are more willing to try new teaching methods and strategies, constantly exploring the best teaching methods suitable for their students. At the same time, the organizational atmosphere also affects cooperation and mutual learning among teachers. When teachers can support each other, share experiences, and teaching resources, the effectiveness of the entire teaching team will be improved.

Finally, leadership support and organizational atmosphere can also promote the professional development of teachers. The leadership can provide professional training and learning opportunities to support teachers' participation in academic research and professional exchange activities. This support motivates teachers to continuously learn and grow, improve their professional literacy and teaching level. At the same time, a positive organizational atmosphere also provides a relaxed environment and resource support for teachers' professional development, making them more motivated to pursue teaching excellence.

In summary, leadership support and organizational atmosphere play an important role in promoting teachers' organizational commitment and teaching effectiveness. By providing sufficient support and recognition to teachers, creating a positive and upward organizational atmosphere, teachers can be stimulated to work enthusiastically, enhance their sense of organizational commitment, and improve their teaching efficiency. This good interactive relationship will have a positive and sustained impact on the professional development of teachers and the overall development of the school.

4.2 Exploration of heterogeneity results and mediation effects

In the research field of teacher organizational commitment and teaching effectiveness, there may be individual differences, and the mediating effects of different variables are worth further exploration. Individual differences refer to the possible differences in organizational commitment and teaching effectiveness among different teachers. Each teacher has their own background, experience, and characteristics, which may have an impact on their organizational commitment and teaching effectiveness. For example, factors such as personal motivation, educational background, and teaching experience of teachers may have different impacts on teaching effectiveness. At the same time, loyalty to the organization may also vary depending on individual characteristics. Therefore, to fully understand the relationship between organizational commitment and teaching effectiveness, it is necessary to consider the impact of individual differences.

Another issue that needs further exploration is the mediating effect of different variables between organizational commitment and teaching effectiveness. In research, we usually examine some mediating variables that can explain the relationship between organizational commitment and teaching effectiveness. For example, factors such as job satisfaction, emotional state, and self-efficacy of teachers may play a mediating role, further affecting teaching effectiveness by influencing teachers' organizational commitment. However, further exploration and research are needed to determine whether there are differences in the mediating effects of different variables, as well as their specific mechanisms of action on organizational commitment and teaching effectiveness.

In summary, individual differences and the mediating effects of different variables are issues worth paying attention to and further exploring in the study of teacher organizational commitment and teaching effectiveness. Through in-depth research and analysis, we can better understand the relationship between teacher organizational commitment and teaching effectiveness, and provide more effective strategies and methods for improving teacher teaching effectiveness and promoting educational development.

5. Conclusion

The positive impact of teachers' organizational commitment on teaching effectiveness has been confirmed to some extent. Understanding the relationship between organizational commitment and teaching effectiveness can help us optimize the working environment and support system of teachers, thereby further improving teaching quality. If we can understand the specific impact of teacher organizational commitment on teaching effectiveness, we can provide targeted support and resources to help teachers better fulfill their responsibilities. For example, establishing a positive work atmosphere, providing good professional development opportunities, and strengthening communication between teachers and schools can help enhance teachers' organizational commitment and ultimately improve teaching efficiency.

Future research can further explore other possible mediating and moderating variables to gain a deeper understanding of the impact mechanism of teachers' organizational commitment on teaching effectiveness. In addition to the mediating variables that have been studied, such as job satisfaction, emotional state, and self-efficacy, other factors can also be considered. For example, teachers' leadership style, teamwork atmosphere, and school support may regulate the relationship between organizational commitment and teaching effectiveness. By conducting in-depth research on these mediating and moderating variables, we can better understand the complex relationship between teacher organizational commitment and teaching effectiveness, and provide more specific and effective support strategies for educational decision-makers and managers.

In summary, teachers' organizational commitment has a positive impact on teaching effectiveness. Further research on the relationship between teacher organizational commitment and teaching effectiveness can help optimize teachers' work environment and support system, thereby further improving teaching quality. Future research can explore other mediating and moderating variables to reveal the mechanism by which teacher organizational commitment affects teaching effectiveness.

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