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Enhancing Teacher's Commitment Through Different Administrative Supports at Primary Schools in Northern Jiangsu Province, China

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Abstract

This study mainly explored the relationship between the teachers' commitment and their perceived administrative support at the primary schools in Northern Jiangsu Province, China. The participants were 185 full-time teachers teaching in the two primary schools in Huji Town, Haiyan County, Northern Jiangsu Province, China. The study used a quantitative approach, through questionnaire survey, this study found: 1) The level of teachers' commitment was moderate, while the lowest score was Continuance Commitment and the highest score was Affective Commitment, 2) The level of teachers' perception towards administrative support was regarded as Moderate, while Emotional Support was the lowest, and Instructional Support was the highest; and 3) There was a significant relationship between teachers' perceptions towards administrative support and their commitment in the rural primary schools at Huji Town, Northern Jiangsu Province, China. In addition, emotional Support and Informational Support correlated with all three types of commitments; Appraisal Support correlated highly with Continuance and Normative Commitments, while Instructional Support correlated moderately with Affective and Normative Commitments. The study discussed each finding based on the previous literature, analyzed the possible reasons, and provided recommendations for the school administrators, teachers, and future researchers.

Keywords: teachers' commitment, administrative support, primary schools, northern Jiangsu province of China

Introduction

In organizations, leaders expect their employees to be committed to their job, while the employees are expected to get more support from the leaders, therefore, to what degree the employees receive the support may relate to their job commitment level (Bello & Jakada, 2017). In educational organizations, teachers' commitment is essential for the school's future development (Vigneswary et al., 2021). Therefore, as an important consideration of the school management, teachers' job commitment largely determines the school's stability and future development. Teachers' organizational commitment was recognized as one of the most important

factors for the school's development and future improvement (Day et al., 2005). Therefore, the school administrators must study teachers' commitment to develop more strategies or action plans to maintain the school's stability and development.

Teachers' commitment concerned teachers' affective or emotional responses to their working experience in the school (Day, 2008). Teachers' commitment could influence their sense of belonging to their workplace; thus, it might also impact the school's human resources management and future development (Hina & Wafa, 2020). The relationship between teachers' commitment to the workplace and their performance has been determined in previous research (Dee et al., 2006). Since committed teachers will always try their best and put effort into their jobs and stay relatively longer in their schools, teachers' commitment is regarded as an important factor influencing school management. Many school problems such as teachers' performance, overloaded mood, resignation, as well as their invisible influence on students' achievement are related to teachers' commitment (Park, 2005, Samantha et al., 2020; Semih, 2021)

Earlier, Hammond (2002) mentioned that teachers' retention rate is usually influenced by the teachers' organizational commitment, which influences the schools' management of both human resources and finance, as the schools must recruit new teachers and train them to replace the teachers who resigned or retired. This process wastes not only the time but the money as well. Teachers may leave the school easily due to the lack of administrative support. Semih (2021) also confirmed this; he believed that administrators' support for teachers was the main reason impacting teachers' organizational commitment. Teachers, no matter the new ones, or the experienced ones, all need to get different kinds of support from the school to stay in their organization longer (Ahad et al., 2021).

Samantha, Lam and Gary (2020) stated that providing more efficient administrative support could increase teacher commitment, as teachers are likely to stay longer when they receive more supportive administrative behaviors from the school. They also mentioned that one of the major reasons for teachers leaving their job sooner than expected was the insufficient administrative support from the schools; because of this, the schools may have had a shortage of teachers for a long time.

In the current situation in China, teacher resignation and commitment have become a public-concerned topic. Based on China MOE's Report (2018), in recent 2-3 years, the resignation ratio of principals and teachers from public schools has increased steadily. This phenomenon becomes more obvious in the primary schools located in rural areas; even if the government provides various policy support for the rural schools, the teachers' job commitment in rural areas still needs to be improved (Yang, 2017). Many possible reasons may exist behind the teachers' resignation, such as China's urbanization as many young teachers are not willing to teach in rural areas at all, hence, whenever there is a chance in the city, now rural teachers will choose to leave the countryside (Gong, 2019). However, teachers' feeling of lack of administrative support in rural schools may have caused this problem (Shi, 2018; Chen & Ye, 2021).

Given the facts above, this study aimed to study the relationship between teachers' perceptions of schools' administrative support and organizational commitment at the rural primary schools in the Northern Jiangsu Province of China.

Research Objectives

1. To identify the level of teachers' commitment at the rural primary schools in Northern Jiangsu Province of China.
2. To determine the level of teachers' perceptions towards schools' administrative support at the rural primary schools in Northern Jiangsu Province of China.
3. To explore the relationship between teachers' perceptions towards schools' administrative support and their organizational commitment at the rural primary schools in Northern Jiangsu Province of China.

Research Hypothesis

There is a significant relationship between teachers' perceptions of schools' administrative support and their organizational commitment at the rural primary schools in Northern Jiangsu Province of China.

Literature Review

Concept of Organization Commitment

As Side Bet Theory pointed out, organizational commitment is an important factor influencing the relationship between individuals and organizations (Tolentino, 2013). As assumed, individuals with high organizational commitment would be more likely to work harder and devote more to their job at their organizations. In addition, those employees usually carry positive attitudes with good emotional intelligence since their commitment is one of the most basic supports for their long-term work in their organizations (Semih, 2021).

In educational organizations and schools, teachers' commitment could also be reflected by the degree they were performing and actively participating in school activities (Achu, 2021). Teachers with high commitments would be more likely to follow the school's vision and pursue their career growth. Teachers' commitments have different types, which also influence their behaviors. Teachers with good affective commitment would be able to perform their organization tasks well and be willing to stay longer, while teachers with good emotional commitment could stay in the organization since they want to have better self-development (Korir & Kipkebut, 2016).

Vicneswary, Adams and Zuraidah (2021) pointed out that the quality of school education nowadays relies greatly on teachers' organizational commitments. In other words, teachers with higher organizational commitment could ensure the school's further development and productivity (Kaneshiro, 2008). Teachers' organizational commitment is an important symbol that reflects the school's working efficiency, stability, and competitiveness (Baştug, et al., 2016). If teachers and school administrators focus on improving teachers' organizational commitment, teachers will be encouraged to contribute to the schoolwork and further development. Only with a highly committed teacher team could the school's quality of education be secured, and the shared vision could be possibly realized in the future (Vural & Peker, 2018; Vicneswary, et al., 2021).

Side Bet Theory of Organization Commitment

Becker first developed organizational commitment (1960), called "Side bet theory," and regarded it as a social mechanism that influenced its future development. In an organization, employees' attitudes, behaviors, and performances could all be reflected by their commitment. If the employees do not have a high commitment to the current workplace, their behaviors and performance will not be cooperative and outstanding; they may consider leaving the organization soon; therefore, they do not care too much about the work. Instead, if the employees care much about the organizational policy, salary, activities, human relations, and future developmental plan, they will likely stay at the organization longer.

The activeness and cooperativeness also reflect teachers' organizational commitment to school activities (Hina &Wafa, 2020). As Semih (2021) commented, if the teachers actively attended school activities and always tried to achieve well, it showed the teachers' commitment and devotion to the job. Moreover, teachers' organizational commitment occurred when they were interested in any ongoing activity organized by the school.

Three-Component Organization Commitment

Besides organizational commitment, three components were researched in 1997, including affective commitment, normative commitment, and continuance commitment. Although each teacher may have a different affective, normative, and continuance commitment in a different school, all three components were very important in education administrators' eyes; increasing any components could contribute to teachers' retention rates (Solinger et al., 2007). These three components can appear simultaneously and together represent the level of organizational commitment.

Affective Commitment

Employees' positive emotion is regarded as an affective commitment, impacting their retention in the organization. Teachers with good affective commitment have an intense sense of belonging and good performance and will continue to work at the organization. An affective commitment is the main characteristic of organizational commitment, according to Larkin, Brantley and Lokey (2016). In schools, teachers with strong affective commitment will be loyal to their current school, often cooperate with the school assigned tasks, and may not consider leaving the school, even if the other schools offer better conditions (Hina &Wafa, 2020). Teachers with strong affective commitment will be effectively committed to their school; they will understand the significance and values of their current job and will not consider moving to another school (Snape et al., 2008).

Continuance Commitment

Continuance commitment appears when employees' needs are satisfied; they are likely to stay in the organization to maintain their current benefits. If employees value their current job, position, and status in the organization they already have, they will compare the advantages and disadvantages of leaving the organization and feel it unnecessary to leave it. For teachers, their continuing commitment is reflected by their interests, who will consider the loss of benefits and the opportunities to have career growth, if they leave the school (Larkin, et al., 2016). As Hina

and Wafa (2020) also commented, if teachers had a strong continuance commitment, they would prefer to stay in the current school, as they may consider all the factors and compare the consequence of leaving the current job.

Normative Commitment

Employees' commitment stemmed from their sense of responsibility, which is a more moral perspective related to their sense of ethics. With this commitment, employees may feel they must be loyal or respond to their organization; it is like a kind of morality to their original organization. Therefore, with stronger organizational commitment, the employees would contribute to the organization's future development. For example, in school situations, teachers may think they should stay in the same school because they feel obligated and responsible for the school's work and success (Snape et al., 2008). The level of teachers' normative commitment could be related to the school's professional development, rewarding system, or welfare policy for teachers; all of these may make teachers morally believe that this current situation deserves their stay (Hina & Wafa, 2020).

The Concept of Social Support Theory

The concept of social support involves emotional communication, affirmation, and encouragement for others' assistance. There are four basic components: emotional support, appraisal support, informational support, and Instructional Support. When it comes to educational organizations, these social supports will be reflected as administrative supports that the organization must consider and improve to maintain organizational development.

Emotional Support

Teachers' emotional support requires the school administrators to provide teachers continuous encouragement for their work, which requires the administrators to continue focusing on the teacher's instruction, effectively communicating with the teacher, value the teacher, and respect the teacher's opinions (Snape et al., 2008). In addition, other factors related to providing better emotional support for teachers, such as building healthy organizational climates, implementing collaborative leadership in the organization, and so on should also be provided (Bozonelos, 2008; Hina & Wafa, 2020).

Appraisal Support

Appraisal support means the school administrators must provide fair and ongoing evaluation for every teacher and active feedback to the teachers. Appraisal support includes effective information delivery, on-time feedback, and continuous inspiration for the teachers from the school administrative department (DiPaola, 2012). When the teachers believe that the principal or school administrator is always honest and attentive, they may feel the appraisal support from the school is effective (Ahad et al., 2021)

Information Support

Information support for the teachers is meant to provide the basic information about their job, which can help teachers perform better in their daily classroom teaching practice and management. Therefore, the school administrators should try their best to provide the basic information about the classroom, resources, policy, assessment, development plans, time

arrangement, teaching materials, classroom management, and the budget for supporting teaching practices. This could help the teachers better handle the real teaching problem in various situations and let them feel informed and linked in the school (Achu, 2021).

Instructional Support

Instructional support emphasizes direct professional help from the school administrators, such as providing effective teaching training, a clear plan, strategic management, and clear guidance for the teacher. This kind of support is related to the teachers' practical performance and future school development in the long term (DiPaola, 2012).

Organizational Commitment and Administration Support in Primary School of China

In Chinese current primary schools, depending on the location and type of the school, teachers' organizational commitment may be very different. With these 20 years rapid economic progress in China, many urban schools got enlarged and become more popular for the job market, but in the rural area, schools are still hard to get qualified teachers as their resources are relatively limited. Teachers with high qualifications may be likely to work in the big cities rather than in the rural area. Teachers' organizational commitment might be lower, and the school's administrative support is hard to ensure. Nevertheless, this also depends on the school type, public schools usually could be able to receive some funds from the government, private schools may struggle harder in this part.

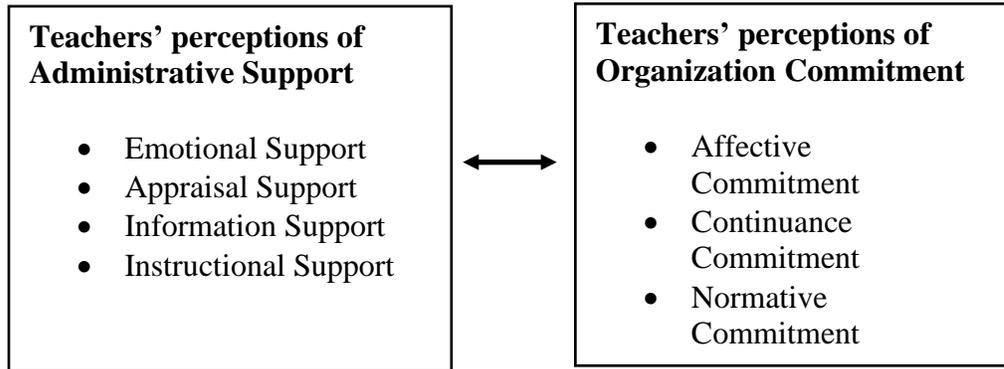
According to some informal interview with the teachers from the sample school, the researchers felt teachers' sense of belonging was quite weak, many of them may consider of leaving the school, and teachers' commitment to work needs to be improve. While there are other reasons for the lack of teachers' organization commitment in the school, lack administrative support may be regarded as dominating the reduction of teachers' organization commitment to the job. Thus, it is needed for the school administrator to start this study, to assess the levels of teachers' perceptions towards reward system and their organization commitment, as well as to examine the relationship between teachers' teachers' perceptions towards reward system and their organization commitment on Shanxi Experimental Secondary School to work.

Conceptual Framework

Based on the main theories, this study was designed to determine the relationship between teachers' perceptions of schools' administrative support and their commitment to rural primary schools in the Northern Jiangsu Province of China. The study focused on teachers' perceptions of organization commitment, including *affective commitment*, *continuance commitment*, *normative commitment*, and teachers' perception of administrative support, including *emotional support*, *appraisal support*, *information support*, and *instructional support*: the main variables and their relationships are shown in the conceptual framework in Figure 1.

Figure 1

Conceptual Framework



Source: Designed by researchers

Research Methodology

Participants

The target group for this research was all the full-time primary school teachers working in Huji Town, Haian County, Northern Jiangsu Province, China. Since there are only two primary schools, with a total of 223 full teachers teaching in the two primary schools in Huji Town, Haian County, Northern Jiangsu Province, China, the researcher distributed the questionnaires to all 223 full-time teachers in the two primary schools in October 2019, with the school principals' help. By the end of December 2019, the researcher finally collected 185 questionnaires back from the target teachers, and the valid return rate reached 83%.

Instrument

The study used a questionnaire to study the teachers' perceptions of the school's administrative support and their organizational commitment. The questionnaire was divided into three parts. Part I included the basic information about teachers. The second part was to study the teachers' perceptions of the school's administrative support, and the third part was to study the teachers' organizational commitment. Questionnaire part II and III were adopted from the previous studies of Ismail's (2012) and Littrell's (1992) study; the interpretation of the scale and level of teachers' perceptions of the school's administrative support and their organizational commitment is shown in Table 1.

Table 1*Interpretation for the Scale and Level of School Teachers' Perceptions*

Agreement Level	Score	Scale	Interpretation
Strongly Disagree	1	1.00-1.50	Very Low
Disagree	2	1.51-2.50	Low
Undecided	3	2.51-3.50	Moderate
Agree	4	3.51-4.50	High
Strong Agree	5	4.51-5.00	Very high

Validity and Reliability

Part II and III of the questionnaires have proved to be highly reliable and have been used and validated in previous studies (Ismail, 2012; Littrell, 1992). For the school's administrative support questionnaire (Part II), the IOC score was .81, and the Cronbach's alpha value was .86, based on Ismail's study (2012). For the teachers' organization commitment questionnaire (Part III) the IOC was .71, and the Cronbach's alpha value was .76, based on Littrell's (1992) study. The study also reported the detailed Cronbach's alpha values for questionnaire reliability based on the current studies. Table 2 shows Cronbach's alpha values for the reliability of the current study constructs.

Table 2*Reliability of Teachers' Administrative Support and Their Organization Commitment to the Current Study*

Questionnaire part	Dimension	Cronbach's Alpha Coefficient (α)
Part II: Administrative Support	Emotional Support	.92
	Appraisal Support	.95
	Informational Support	.98
	Instrument Support	.93
	Overall	.96
Part III: Organization Commitment	Affective Commitment	.85
	Continuance Commitment	.78
	Normative Commitment	.77

Overall	.85
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Means and Standard Deviations were used to determine the levels of teachers' perception of administrative support and their organizational commitment; the Pearson Product Moment Coefficient of Correlation was used to determine the relationship between the major variables and their constructs based on the data collected from this study.

Results and Discussion

Findings

For Research Objective One: the level of teachers' commitment in the selected schools

Research objective one of this study was to identify the level of teachers' commitment in the selected schools. The questions for objective one included 19 items. The organization's commitment is divided into three components. A five-point Likert scale was used to identify the level of teachers' perceptions concerning their affective commitment, continuance commitment, and normative commitment. Descriptive statistics like means and standard deviations were applied and are shown in Table 3.

Table 3

The Level of Teachers' Organization Commitment at the Selected Schools

Organization Commitment	Mean	S.D.	Interpretation
Affective Commitment	3.51	.82	High
Continuance Commitment	3.42	.95	Moderate
Normative Commitment	3.43	.94	Moderate
Mean	3.45	.54	Moderate

Based on the results of Table 3, the teachers' overall organizational commitment level was moderate (M= 3.45). The lowest score was *Continuance Commitment* (M=3.42); the highest score was *Affective Commitment* (M=3.51).

For Research Objective Two: the level of teachers' perceptions towards administrative support in the schools

Research objective two was to identify the level of teachers' perceptions towards administrative support in the rural primary schools, Huji Town, Northern Jiangsu provinces. Based on the questionnaire of Littrell (1992), this study collected information on teachers' perceptions of administrative support. Teachers' perceptions toward the school providing emotional support, appraisal support, informational support, and instructional support were analyzed and shown in Table 4.

Table 4

The Level of Teacher's Perceived Administrative Support at the Selected Schools

Administrative Support	Mean	SD	Interpretation
Emotional Support	3.10	.83	Moderate
Appraisal Support	3.27	.90	Moderate
Informational Support	3.33	.80	Moderate
Instructional Support	3.57	.82	High
Mean (Average)	3.32	.85	Moderate

As Table 4 shows, the level of teachers' perception of administrative support was regarded as Moderate, based on its mean scores of four subscales, *Emotional Support* was the lowest (M=3.10), and *Instructional Support* was the highest (M= 3.57).

For Research Objective Three: the relationship between teachers' perceptions towards administrative support and their commitment in the rural primary schools at Huji Town, Northern Jiangsu Province, China

Research objective three was to determine the relationship between teachers' perceptions of administrative support and their commitment in the rural primary schools in Huji Town, Northern Jiangsu Province, China.

For this objective, the Pearson product-moment correlation coefficient was applied to analyze the relationship between teachers' perceptions of administrative support and their commitment to rural primary schools in Huji Town, the Northern Jiangsu Province, China. The results, as Table 3 shows, proved there was a significant positive relationship between teachers' perceptions of administrative support and their organizational commitment in these rural primary schools in Huji Town, Northern Jiangsu Province, China.

Table 5

Correlation Analysis Results between Teachers' Perceptions towards Administrative Support and Their Commitment to the Selected Schools

		Teachers' Commitment
Administrative Support	Pearson Correlation	.494*
	Sig. (2-tailed)	.013

*Correlation is significant at .05 level

Meanwhile, correlation coefficients across the subscales of teachers' perceptions of administrative support and their commitment were also computed, as shown in Table 5 in the rural primary schools at Huji Town, Northern Jiangsu Province, China.

Table 6

Detailed Correlation Analysis Results between the Components of Teachers' Perceptions towards Administrative Support and Their Commitment

		Affective Commitment	Continuance Commitment	Normative Commitment
Emotional Support	Pearson Correlation	.447*	.414*	.707**
	Sig. (2-tailed)	.013	.023	.000
Appraisal Support	Pearson Correlation	.260	.589**	.665**
	Sig. (2-tailed)	.165	.001	.000
Informational Support	Pearson Correlation	.415*	.406*	.632**
	Sig. (2-tailed)	.023	.026	.000
Instructional Support	Pearson Correlation	.394**	.229	.389*
	Sig. (2-tailed)	.046	.223	.034

**Correlation is significant at .01 level

*Correlation is significant at .05 level

Based on Table 6, the coefficient scores from the data analysis further revealed that *Emotional Support* and *Informational Support* correlated with all three types of commitments; *Appraisal Support* correlated highly with *Continuance* and *Normative Commitments*, while *Instructional Support* correlated moderately with *Affective* and *Normative Commitments*.

Discussion

This study found that the level of teachers' organizational commitment in the selected primary schools was moderate, the same as the results of the study of Ucar and Dalgic (2021) since they also found that teachers' organizational commitment was at a moderate level in the secondary school of Turkey. The lowest score was *Continuance Commitment*; the highest score was *Affective Commitment*. The results are consistent with Kamaylar's study (2016), which also found that teachers' affective commitment was highest, next was the teachers' normative commitment, and teachers' continuance commitment was the lowest in her study of the selected Myanmar high schools.

The findings showed that teachers' affective commitment was the highest, which revealed that teachers in these two schools were generally committed, they devoted to the current schoolwork, and they had deep feelings and intentions toward their current job, position, and status in these schools (Samantha, et al., 2020). However, teachers' continuance commitment was the lowest. It also showed that the school might still have risks since some teachers had considered moving to the other school. These results indicated that some teachers in these rural schools had complicated feelings about working in the current school, though most of them had an emotional attachment to the school; however, some of them had also thought of resigning or leaving the

school for some reasons. The results should be a reminder for all the school administrators. The study found that teachers' continuance commitment was the lowest; this also needed the school administrators to understand the school management risk, to consider whether the teachers ever considered leaving the school, though they stayed now. Similarly, Kamaylar (2016) also found in her study that most teachers had considered moving to teach in other schools because of internal and external factors; therefore, teachers' continuance commitment was also very low in Myanmar schools which is similar to the findings of this study. It could be noted that administrators must be aware of teachers' continuance commitment, as many teachers did consider the costs of leaving the school and comparing the benefits of working at the current school. (Hina & Wafa, 2020).

Moreover, the findings showed that teachers' perceptions towards administrative support in these two primary schools were "moderate," just like their commitment level, which means the administrative departments' support for the teachers' work was not high and not low. Teachers could receive some support when they needed, but some support may not be sufficient. Emotional support was regarded as the lowest among those supports, and *Instructional Support* was the highest based on teachers' perceptions.

This study's results also revealed that some teachers might feel they do not receive enough emotional support or personal support from the school administrators in the selected school since the scores for those items were quite low; this is very important information for the school administrators that teacher may need to get more from them. Nancy and William (2008) strengthened the importance of emotional support compared with the other three types of administrative support; they believed if administrators could provide better emotional support for teachers, it would benefit the school more to create and build the stable human relationship among teachers. Hina and Wafa (2020) also supported this; they mentioned that teachers would be motivated and more satisfied with their work only if they felt cared for and focused on the school management process. Meanwhile, Chen and Ye (2021) suggested that emotional support would assist in creating a more democratic, friendly, and healthy organizational climate, which would also decrease teachers' occupational stress (Yang, 2017).

Moreover, the study found a significant relationship between teachers' perceptions of administrative support and their commitment to rural primary schools in Huji Town, Northern Jiangsu Province, China. *Emotional Support* and *Informational Support* correlated with all three types of commitments; Appraisal Support correlated highly with *Continuance* and *Normative Commitments*, while *Instructional Support* correlated moderately with *Affective* and *Normative Commitments*. The study also found some possible reasons for the dimensions of administrative support and teachers' commitment based on the results. As stated by Nancy & William (2008) that if the employees got enough administrative support from their organization, their commitment could be higher, and the employees could trust and rely on the organization more; their attitudes and performance could be better. Thus, the school administrators should provide more internal and external support to create and maintain a quality teacher team (Vigneswary et al., 2021).

Recently, Chinese researchers like Li and Ye (2021) found a significant relationship between teachers' perceptions of the school reward system and their commitment to Shanxi Experimental Secondary schools. Their findings highlighted the importance of non-financial support, which also referred to many different types of administrative support, such as emotional support and informational support. For the same reason, administrative support provided by the

school administrators could facilitate the school' teacher leadership reform and improve teachers' long-term commitment (Yang, 2017; Ucar & Dalgic, 2021).

Conclusion and Recommendations

Conclusion

In summary, this study found that: 1) The level of teachers' commitment was moderate. The lowest score was *Continuance Commitment*; the highest score was *Affective Commitment*; 2) The level of teachers' perception towards administrative support was regarded as Moderate, *Emotional Support* was the lowest, and *Instructional Support* was the highest; 3) There was a significant relationship between teachers' perceptions towards administrative support and their commitment in the rural primary schools at Huji Town, Northern Jiangsu Province, China. In addition, *emotional Support* and *Informational Support* correlated with all three types of commitments; Appraisal Support correlated highly with *Continuance* and *Normative Commitments*, while *Instructional Support* correlated moderately with *Affective* and *Normative Commitments*.

Recommendations

The school administrators should try their best to provide more emotional support for the teachers, such as listening to the teachers more and encouraging teachers to give feedback on the school in formal and non-formal ways. However, only when school administrators understand teachers' real needs and thoughts could they possibly create and maintain a professional stable teacher team, as emotional support for the teachers is still low, which may influence teachers' continuance commitment. Meanwhile, though the study result shows the selected school administrators have provided the teachers with more instructional support currently, to enhance the teachers' commitment, this kind of instructional support should be continuously offered, as it helps enhance teachers' teaching skills and classroom management behavior and eventually influence students' performance.

Teachers in these schools were recommended to express their ideas and feedback with their administrators more often; they can communicate actively with their administrators and try to solve their problems with the help of administrators by different means. Although effective communication and interaction between teachers and administrators may reduce teachers' occupational stress and burnout feelings, at least teachers should let the school administrators pay more attention to the issues that they cared about.

The study confirmed the relationship between teachers' perceptions of administrative support and their commitments in the selected primary schools in Northern Jiangsu Province, China. However, since China is very big, the rural schools situated in different provinces and places may be very different; the researchers suggested that future researchers could conduct similar studies in different locations of China, as well as investigate the difficulties and challenges in school administrative management and identify teachers' thoughts and needs from different perspectives. Moreover, future researchers could also consider applying qualitative and quantitative methods to further analyze the correlations and teachers' perceptions of different situations.

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