

The Role of Teachers' Organizational Commitment in Higher Education: A Literature Review and Guidance for Future Research

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Abstract: *Higher education thrives on committed teachers. Teachers' organizational commitment can be understood as teachers' identification with educational institutions. This study conducted a literature review of research on organizational commitment in higher education using PRISMA. The study defined the concept of organizational commitment in the field of higher education, identified its importance and influencing factors. The results of the study indicate that teachers' organizational commitment plays a vital role in the development of students, teachers and higher education institutions. The results of this review will be useful in understanding the meaning of teachers' organizational commitment and identifying the most influential factors to inform scholarly research and teaching practice.*

Keywords: teachers' organizational commitment, higher education, literature review

1. Introduction

In the context of intense global competition, many countries have emphasized the importance of organizational commitment. Organizational commitment is seen as a guarantee of increased competitiveness of the organization (B. Bashir & Gani, 2020; Maryam et al., 2021). One of the most important tasks of an organization is to retain professional employees and increase their commitment and loyalty (Sheikh & Aghaz, 2019). This is in line with Maryam et al. (2021), it viewed that when the goal of the employee and the organization is aligned, the employee feels committed to the organization and he/she voluntarily performs duties on behalf of the organization. Employee with high organizational commitment is more likely to stay in the organization than those who lack organizational commitment (Saraviroj et al., 2024).

With the continuous expansion of higher education institutions' enrollment, higher education institution needs more committed teachers. Therefore, education institutions are more concerned about how teachers' attachment to their work (Maryam et al., 2021), and teachers' willingness to invest more emotionally into their work (Huang & Chang, 2024). As highlighted in B. Bashir and Gani (2020), organizational commitment is a crucial concept that influences employees' work attitudes. A positive attitude towards the organization among employees will yield favorable outcomes.

Teachers with organizational commitment are critical to the development of education (Masry-Herzallah & Da'as, 2021), because they are able to implement educational curricula and

knowledge creation more effectively (Masry-Herzallah & Da'as, 2021). Teachers' organizational commitment stems from their desire to serve students through a shared identity and expertise (de Guzman & Dumantay, 2019). Teachers' affective commitment has a positive impact on students' achievement and education institutions' outcome (Masry-Herzallah & Da'as, 2021). Teachers who have a strong commitment or attachment to the workplace are more likely to do their jobs efficiently and try to address the diverse needs of their students.

It is perhaps worth noting that one of the most important issues in the field of organizational behavior is the retention of professional employees and increasing their commitment (Sheikh & Aghaz, 2019). As an ever-expanding field, research on organizational commitment has become more person-centered, focusing on employee profiles such as career, culture, and organization (Ashraf, 2020). Teachers' organizational commitment research in the education field as a new way of thinking is facing great challenges. Teachers' organizational commitment is more targeted than organizational commitment. Therefore, this paper recognizes the need for a more in-depth view of teachers' organizational commitment to understand its significance in education, which forms the necessity of providing a literature review in this field.

In summary, the purpose of this review is to clarify the concept of teachers' organizational commitment in higher education, demonstrate its significance and explore the factors affecting teachers' organizational commitment in higher education in order to further identify opportunities for future research in this area. In order to achieve these goals, this review poses three research questions: (1) what is teachers' organizational commitment? (2) what does teachers' organizational commitment mean in higher education? (3) what are the factors affecting teachers' organizational commitment in higher education?

2. Literature Review

2.1 Definition of organizational commitment

Porter et al. (1974) stated that organizational commitment refers to "the strength of an individual's identification with and participation in a particular organization". Thus, the characteristics of organizational commitment can be summarized as, identification, involvement and loyalty. A committed employee tends to strongly believe in and accept the values of the particular organization to which they belong (identification). In addition, he or she has a strong willingness to achieve organizational goals by working hard (involvement) and seeks to stay in the organization for a long time (loyalty).

Allen and Meyer (1993) proposed a three-component model of organizational commitment. The model emphasizes that the three components of commitment are affective commitment, continuance commitment and normative commitment. Affective commitment is linked to the employee's emotional attachment to the organization. Continuance commitment implies a commitment on the part of the employee which is due to the fear of loss. Normative commitment refers to an employee's obligation to the norms and values of the organization.

2.2 Teachers' organizational commitment

The importance of teachers' organizational commitment has been widely recognized (Y. T. Huang et al., 2021). In fact, the number of organizational commitment studies has been increasing over the past few decades. In particular, scholars had paid more attention to integrating organizational commitment into the field of education (Jung, 2022). Scholars had begun to explore the determinants of teachers' organizational commitment, such as perceived supervisor support (Li, 2020), transformational leadership (Sulaeman et al., 2024), and

education level (Fatimah et al., 2022). In addition, organizational commitment was found to play a decisive role in promoting positive organizational outcomes such as performance (Sulaeman et al., 2024), organizational citizenship behaviors (Ababneh & Hackett, 2019), and teachers' knowledge-sharing behaviors (Naeem et al., 2019). Regarding the consequences of organizational commitment, turnover intention and absenteeism have been the most widely studied (Pieters et al., 2020; Purnami et al., 2022).

Despite the growing trend in the current literature, there is a lack of clarity about the meaning of organizational commitment in the field of education. However, it is certain that teachers' organizational commitment is the application of organizational commitment in the field of education. Thus, teachers' organizational commitment can be summarized as: attachment to the university, shared values, professional development or personal achievement, and a sense of responsibility or loyalty to the university (Jung, 2022). Teachers' organizational commitment includes: commitment to the university, commitment to the students, commitment to teaching, commitment to the team, etc. Currently, it more focus on commitment of education institutions, which is mostly used to predict teachers' turnover intention.

Organizational commitment is a necessary trait for teachers because a committed teacher cares about the development of his or her students and does his or her best to improve their academic performance. This showed that teachers' organizational commitment is not only crucial for education institutions' efficiency, but also indirectly affects students (Ajmal et al., 2024). Similarly, teachers' commitment can be seen as a link between teachers and education institutions. That is, when teachers have high level of commitment to the university, they are more likely to develop greater dedication to the university and make greater contributions to it (C. Huang & Chang, 2024).

Therefore, it is of great theoretical and practical importance to identify the factors that influence the formation of organizational commitment in educational contexts to strengthen teachers' organizational commitment, and to establish a mechanism for cultivating teachers' commitment from an organizational perspective. Masry-Herzallah and Da'as (2021) suggested that innovation is an important factor in teachers' emotional connection to their education institutions. Teachers are able to achieve their goals when the organization is innovative and meets their psychological needs. Teachers have higher level of organizational commitment when they have autonomy in their teaching (Y. T. Huang et al., 2021).

3. Methodology

3.1 Research methods and tools

All the literature data in this paper was obtained from Scopus. The time span was set as 2014-2024 and the search terms were: TITLE-ABS-KEY ("teacher" OR "lecturer" OR "professor" OR "faculty" AND "organizational commitment" OR "affective commitment" OR "continuance commitment" OR "normative commitment" AND "university" OR "college" OR "higher vocational" OR "higher education") (see Table 1). Document types were limited to article. The subject area was narrowed down to "social science". A total of 145 documents were obtained. All articles included in this review should have met the eligibility and exclusion criteria set out in Tables 1 and 2 below.

Table 1: Eligibility criteria

Eligibility Criteria	
Filed	Organizational Commitment & Higher Education
Study Design	Empirical Studies & Theoretical (Qualitative and Quantitative)
Language	English
Year of Publication	2014-2024
Subject Area	Limit to social science

Table 2: Exclusion criteria

Exclusion criteria	
Paper without full text	
Paper not English	
Duplicate Publication	

3.2 Literature screening process

The study selection strictly followed the process shown in the PRISMA flow diagram (Figure 1). To ensure the unity of the themes of this study, the themes of these articles had to include **organizational commitment, college faculty, or university or college**. If the articles did not include both themes, they were excluded to ensure that the screened literature was consistent with the theme of this paper. At the same time, this study emphasizes the higher education setting, the final sample literature obtained for this study was 34.

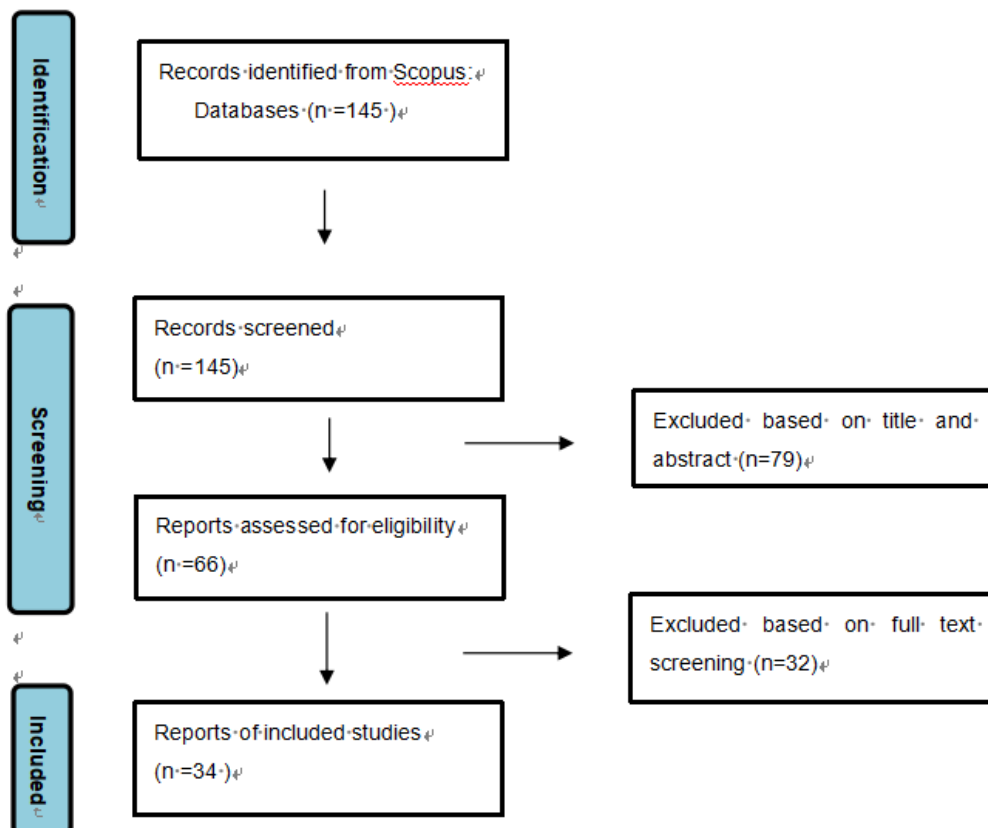


Figure 1: PRISMA flow diagram

4. Research Results and Analysis

In order to understand the research frontier and development trend of teachers' organizational commitment, this study conducted a detailed analysis of empirical research on teachers' organizational commitment in terms of the year of publication, country distribution, study object and sample size.

4.1 Year of Publication

The number of published articles on teachers' organizational commitment in higher education from 2014 to 2024 shows a rising trend in general (see Fig. 2). It reaching an outburst in 2020, as administrators was particularly concerned about the organizational commitment of their employees during this period due to the COVID-19. Overall, the number of teachers' organizational commitment research published averaged to close to 4 publications per year. This publication shows that research in this area can be carried out more widely.



Figure 2: Year of Publication

4.2 Country Distribution

Figure 3 shows the distribution of articles across geographical regions. Each study covers a specific country. China has the largest number of articles (8), followed by Indonesia (6), and closely followed by Pakistan and Namibia (5, 2 respectively). Other countries generally have less than 2 articles. Based on this trend in country distribution, more transnational research is strongly encouraged if a coherent framework is to be developed to support teachers' organizational commitment on a global scale.

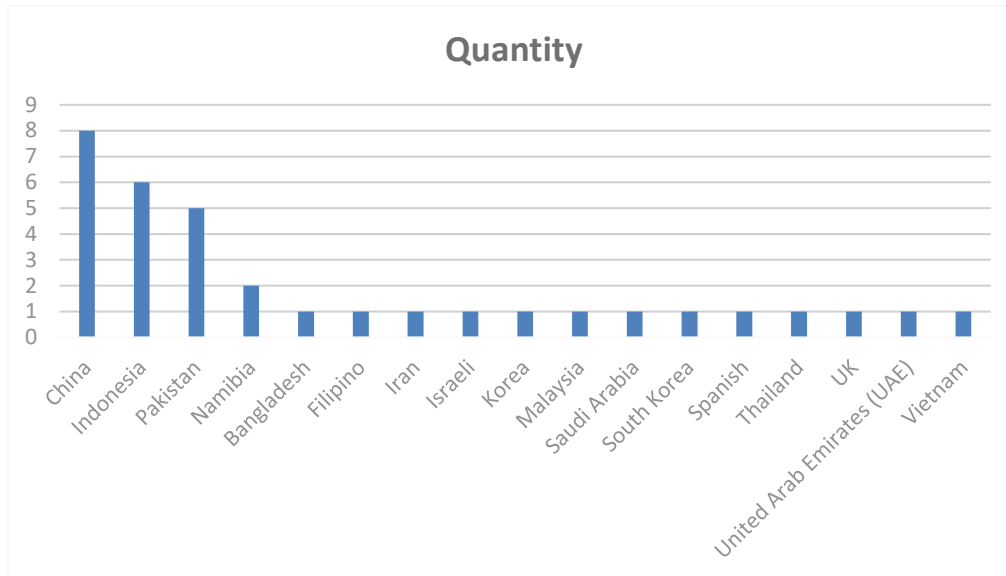


Figure 3: Country Distribution

4.3 Study object and sample size

The research subjects of the 34 sample papers show diversity and come from different types of higher education institutions, such as some from public education institutions and some from private education institutions. In terms of the sample size in those papers, most of them are concentrated in the ranges of 100-300 and 301-500, the samples are either sampled according to age and gender, or according to different types of higher education institutions. It is worth mentioning that the sample size of Huang et al. (2021) reached 1,278, and the authors used stratified sampling to select and survey the faculty members of 25 research universities in China, which provides a rich data resource for analyzing teachers' organizational commitment.

5. Results

According to the research objectives, the research results are summarized as follows:

5.1 The concept of teachers' organizational commitment in higher education

In order to analyze the concept of teachers' organizational commitment in higher education, this review extracts definitions from the retrieved studies and presents a compilation of teachers' organizational commitment definitions in Table 3. As can be seen from the 34 articles, only 8 articles describe the concept. Thus, it appears that most of the articles do not provide a clear definition of teachers' organizational commitment in their discussions. From these 8 papers, it can be identified three themes that define the concept of teachers' organizational commitment: teachers' organizational commitment is reflected in attachment to the university, shared values (identification), professional development or personal achievement (involvement), and a sense of responsibility or loyalty to the university (loyalty).

Teachers aim to provide students with professional knowledge and promote personal development (Lee et al., 2023). It has also been suggested that teachers' affective commitment is considered an important determinant of loyalty, belonging, increased engagement, and the pursuit of organizational goals (Masry-Herzallah & Da'as, 2021). Similarly, Lee et al. (2023) viewed that organizational commitment reflects the attitude of staff towards the university, which encompasses a sense of loyalty, dedication, and commitment to the university and is associated with a variety of positive outcomes, including job satisfaction and performance. It

can be seen that teachers' organizational commitment is the application of organizational commitment in the field of education, which has the general attribute of organizational commitment, but has its own research priority due to the characteristics of education institutions.

All in all, only 8 out of 34 articles clearly defined the concept of teachers' organizational commitment in higher education. Conceptually, the definition of teachers' organizational commitment represented by these 8 articles satisfies Porter et al. (1974) described as the characteristics of organizational commitment, namely, identification, involvement and loyalty. On the other hand, most of the scholars directly quoted the definition of organizational commitment because the definition remains vague in the educational context. It is also worth noting that the concept of teachers' organizational commitment needs to consider the educational context.

Table 3: Concept of Teachers' organizational commitment

Definition	Citation	Research design	Sample
Organizational commitment to the university reflects attachment to the university, shared values, professional development or personal achievement, and a sense of responsibility or loyalty to the university.	Jung (2022)	Quant	387
Teachers' commitment is an important factor influencing the teaching and learning process of students.	Ahad et al. (2021)	Quant	263
Organizational commitment is the degree of commitment made by teachers/lecturers and related to their workplace.	Tai (2021)	Quant	772
Teachers' commitment is viewed as identification with the university or teaching job.	Fatimah et al. (2022)	Quant	500
Organizational commitment reflects the emotional attachment, identification and engagement of teacher with the university, and the extent to which this engagement is maintained over time.	Lee et al. (2023)	Quant	466
Organizational commitment represents a psychological contract between faculty and the university.	Jing and Zhang (2014)	Quant	188
Organizational commitment has been regarded as an important guiding principle of teachers' teaching behavior.	Zhang and Jing (2016)	Quant	370
Teachers' organizational commitment is the psychological bond that connects teachers with schools, and it is closely related to teachers' attitudes, job performance, and turnover intentions.	Huang and Chang (2024)	Quant	667

5.2 Significance of teachers' organizational commitment in higher education

Of the 34 articles reviewed, 17 of them aimed at determining the significance of teachers' organizational commitment in the higher education environment, concluding that teachers' organizational commitment affects students, teachers and higher education institutions (see Table 4). The job characteristics of university faculty differ from those of employees in other business organizations and can be divided into three dimensions: teaching, research, and service. The impact of teachers' organizational commitment on student development is reflected in the basic goal of teachers to change students' behavior based on teaching principles (Zhang & Jing, 2016). Teachers' commitment is a key factor in influencing student learning. A committed teacher will maximize his or her efforts to improve the quality of student learning

(Ajmal et al., 2024), and teachers' affective commitment is positively correlated with student achievement (Masry-Herzallah & Da'as, 2021).

The role of teacher is crucial in a successful education system (B. Bashir & Gani, 2020). Naeem et al. (2019) conducted a questionnaire survey on 198 teachers and found that organizational commitment can affect teachers' knowledge sharing behavior. Highly committed teachers are more likely to share their opinions and knowledge with their colleagues. Sulaeman et al. (2024) revealed a statistically significant correlation between knowledge sharing and organizational commitment, and this correlation indicates that improving the level of knowledge sharing may enhance organizational commitment. The voluntary dissemination of skills and experience by teachers within the organization has enhanced the capabilities of each employee, thereby strengthening the cohesion of the organization. Moreover, teachers' organizational commitment significantly predicts teachers' teaching styles, including the use of creative teaching styles for effective teaching (Zhang & Jing, 2016.). In addition, teachers' commitment also affects their use of skills and knowledge as well as the work of the teaching process (Fatimah et al., 2022). In conclusion, loyal employees are critical to organizational effectiveness and competitive advantage, and organizations with loyal employees are likely to result in high-quality services and successful achievement of goals (M. S. Bashir et al., 2020).

It is worth noting that there is more research on university commitment, which is mostly used to predict teachers' turnover intention. If an employee's commitment to the organization is higher, his/her desire to leave the organization decreases (Purnami et al., 2022). On the contrary, when the goals of the employee and the organization are aligned, the employee feels committed to the organization and he/she voluntarily performs duties on behalf of the organization (Maryam et al., 2021). In addition, teachers' organizational commitment plays a decisive role in promoting positive organizational outcomes such as academic performance, low turnover rates, higher job performance, and organizational citizenship behavior (Masry-Herzallah & Da'as, 2021).

Table 4: Outcome of teachers' organizational commitment

Themes	Findings	Citation	Research design	Sample
Student	Teachers' affective commitment is positively related to student achievement.	Masry-Herzallah and Da'as, (2021)	Quant	268
	The strong motivation of university faculty to stay stems from their desire to serve students through their shared identity and expertise.	de Guzman and Dumantay (2019)	Quant	208
	Teachers' commitment is the decisive factor affecting students' teaching and learning process.	Ahad et al. (2021)	Quant	263
	Lecturing has become a profession that requires a higher level of commitment, as lecturers are directly responsible for teaching the knowledge, skills and abilities required to students.	Nagalingam et al. (2019)	Quant	361
Teacher	Teacher organizational commitment significantly predicts teacher teaching style.	Zhang and Jing (2016)	Quant	370
	Committed employees are likely to bring high quality service and succeed in achieving their goals.	M. S. Bashir et al. (2020)	Quant	265
	Teachers with higher affective commitment are more likely to be engaged in their work.	de Guzman and Dumantay (2019)	Quant	208

	Lecturers' commitment affects their work in using skills and knowledge as well as teaching and learning process.	Fatimah et al. (2022)	Quant	500
	Affective commitment has a positive effect on knowledge sharing behavior of lecturers.	Naeem et al. (2019)	Quant	198
	High organizational commitment promotes teachers' loyalty and enhance their loyalty to their profession.	Huang and Chang (2024)	Quant	667
	Emotional commitment has a negative effect on job burnout of university lecturers	Lu et al. (2023)	Quant	698
Higher education	If the teacher is more committed to the organization, his/her desire to leave the organization decreases.	Purnami et al. (2022)	Quant	217
	When the goals of the employee and the organization are aligned, the employee feels committed to the organization and he/she voluntarily performs duties on behalf of the organization.	Maryam et al. (2021)	Quant	500
	Teachers' organization commitment plays a decisive role in promoting positive organizational outcomes such as academic performance, low turnover rates, and organizational citizenship behavior.	Huang et al. (2021)	Quant	1278
	Affective commitment has been found to be related to university absorptive capacity and learning.	Masry-Herzallah and Da'as (2021)	Quant	268
	There is a negative correlation between organizational commitment and workplace deviance.	Abbasi et al. (2022)	Quant	600

5.3 Factors affecting the commitment of teachers' organizations

In this changing organizational environment, it is important to examine how teachers' attachment or connection to their job (Ashraf, 2020). A total of 19 articles (out of 34 screened studies) investigated factors that influence teachers' organizational commitment. From these 19 articles, factors influencing teachers' organizational commitment were identified and categorized into themes based on individual differences, job characteristics, and organizational characteristics.

Individual differences: when a teacher obtains higher qualifications, their confidence will increase and they look for other attractive jobs, due to which they become less dependent on the organization and therefore their commitment decreases. From the demographic variables, only the level of education and years of service significantly affect the commitment of university teachers (Fatimah et al., 2022). In addition, the personality traits are significantly related to organizational commitment (Farrukh et al., 2017).

Job characteristics: teachers are more committed when they have the resources they need, which means that they are likely to feel a sense of belonging to the university and want to stay in the university (Pieters et al., 2020). When university provides teachers with jobs that have a high degree of job autonomy and high job/skill diversity, low role conflict, they are rewarded with higher levels of organizational commitment (Ababneh & Hackett, 2019); and when teachers are provided with career development opportunities, they feel obligated to remain committed to their organizations (M. S. Bashir et al., 2020). On contrary, Lu et al. (2023) showed that during the COVID-19 period, many teachers are struggling to cope with the additional pressure of limited online teaching experience and the shift to online teaching, which

has exacerbated the workload burden of university lecturers. In this context, an increasing number of university lecturers in China seem to experience low organizational commitment.

Organizational characteristics: One of the organizational characteristics is the behavior of the leader. adaptive leadership (Martono et al., 2020), transformational leadership (Chen et al., 2023) have significant positive correlation with organizational commitment. Similarly, a trustworthy organizational culture increases teachers' commitment and satisfaction, and a culture of trust developed in an university also reduces the uncertainty of relationships between teachers and increases work commitment and achievement at the individual level (Jung, 2022; Yusuf, 2020).

Table 5: Factors of Teachers' organizational commitment

Themes	Findings	Citation	Research design	Sample
Personal characteristics	When a person gets a higher degree, his confidence will increase, so as to look for other attractive jobs, due to which they become less dependent on the organization and hence their commitment decreases.	Fatimah et al. (2022)	Quant	500
	Personality traits are significantly related to organizational commitment.	Farrukh et al. (2017)	Quant	306
Job characteristics	Teachers have higher levels of organizational commitment when they have autonomy in their teaching.	Y. T. Huang et al., (2021)	Quant	1278
	Academic staff should enjoy a certain degree of autonomy in their work and freedom to perform their job duties in terms of choosing teaching courses, research topics, and planning curricula, which helps to develop their commitment.	B. Bashir and Gani (2020)	Quant	396
	When university provides teachers with jobs that have a high degree of job autonomy and high job/skill diversity, low role conflict, they are rewarded with higher levels of organizational commitment	Ababneh and Hackett (2019)	Quant	249
	If teachers are offered career development opportunities, they feel obligated to remain committed to their organization.	M. S. Bashir et al. (2020)	Quant	265
	Higher education institutions can inspire organizational commitment from academics by promoting pay equity.	Rahman et al. (2023)	Quant	254
	During COVID-19, the shift to online teaching increased faculty workload and reduced organizational commitment.	Lu et al. (2023)	Quant	698
	Teachers' perceived organizational justice has a positive effect on affective commitment.	Li (2020)	Quant	426
Organizational characteristics	Organizational culture increases member commitment and satisfaction.	Jung (2022)	Quant	387
	Workplace spirituality is an important factor of employees' commitment to the organization. When employees gain spirituality in the workplace, they feel more responsible and commitment.	Purnami et al. (2022)	Quant	217

Islamic work ethic has a significant positive effect on organizational commitment. This means that Islamic work ethics can help to encourage employees to increase their commitment in the organization.	Romi et al. (2020)	Quant	365
Organizational culture has a positive influence on the organizational commitment of university teachers.	Yusuf (2020)	Quant	22
Perceived supervisor support enhances the affective commitment of employees by meeting their basic psychological needs, such as respect and emotional support.	Li (2020)	Quant	426
Spiritual psychological contract affects organizational commitment.	Suhartini et al. (2023)	Quant	121
Transformational leadership and perceived organizational support have had a significantly positive impact on organizational commitment	Sulaeman et al. (2024)	Quant	345
Servant leadership can significantly predict organizational commitment and emphasize its role in enhancing teachers' commitment.	Alghamdi (2024)	Quant	496
Organizational incentives can positively predict an organization's commitment.	Huang and Chang (2024)	Quant	667
There is a significant positive correlation between transformational leadership and organizational commitment.	Chen et al. (2023)	Quant	200

6. Discussion and Implications for Future Research

The primary purpose of this study is to identify trends in research on teachers' organizational commitment in higher education over the past decade. This review explains the definition of teachers' organizational commitment, identifies evidence of its importance in higher education, and identifies factors associated with teachers' organizational commitment. Only 34 articles published between 2013 and 2023 met the criteria for this review. This indicates that there is still a dearth of research on teachers' organizational commitment in higher education. The following conclusions can be drawn from this study:

(1) The definition of teachers' organizational commitment is consistent with the key criteria of "identification", "involvement" and "loyalty" (Porter et al., 1974). Teachers' organizational commitment is the application of organizational commitment in the field of education, which has the general attribute of organizational commitment, but has its own research priority due to the characteristics of education institutions. However, many articles do not specifically explain the definition of teachers' organizational commitment but refer directly to the concept of organizational commitment. Only a few authors explicitly define the concept of organizational commitment in the field of education. In conclusion, the findings of this review suggest that teachers' organizational commitment possesses the general attributes of organizational commitment but with its teacher attributes, including identification with the role of the teacher and the values of the university, involvement in teaching and learning, and loyalty to the university. Identification with the role of the teacher emphasizes identification with one's profession/job (Sheikh & Aghaz, 2019), and identification with the university or teaching (Fatimah et al., 2022), involvement in teaching emphasizes serving students with

professional knowledge (de Guzman & Dumantay, 2019), and loyalty to the university emphasizes a sense of responsibility or loyalty to the university (Jung, 2022).

(2) Teachers' organizational commitment is significant in higher education, affecting the development of students, teachers, and higher education institutions. For students, the impact of teachers' organizational commitment on student development is reflected in the basic goal of teachers to change student behavior based on teaching principles. Teachers' commitment is a key factor in influencing the success of students' learning process. A committed teacher cares deeply about student development and does his/her best to improve the quality of student learning (Ajmal et al., 2024). For teachers, teachers' organizational commitment is important in promoting professional development. Teachers' commitment affects their work in using their skills and knowledge as well as the teaching and learning process (Fatimah et al., 2022). For most teachers, teaching is the primary responsibility in their job description. Committed teachers are more willing to engage in extra effort to shape the knowledge, skills, and abilities needed by their students (de Guzman & Dumantay, 2019; Nagalingam et al., 2019).

For higher education institutions, when the goal of the teacher and university is aligned, he/she will voluntarily perform duties on behalf of the organization. Similarly, teachers' organizational commitment plays a decisive role in promoting positive organizational outcomes such as low turnover rates and organizational citizenship behaviors (Huang et al., 2021). Affective commitment has a positive impact on organizational effectiveness. This suggests that a teachers' loyalty and commitment to the organization provides strength for individuals and organizations to achieve their goals (Huang & Chang, 2024). Therefore, future research could focus on the dynamic factors that promote teachers' organization commitment to shed further light on this topic, which is the second research question in this paper.

(3) Teachers' organizational commitment is a psychological connection between employees and the organization that is not only related to leadership (Martono et al., 2020, Chen et al., 2023, Sulaeman et al., 2024) and organizational justice (Li, 2020), but also job characteristics of teacher may be a resistance or a driver of teacher organizational commitment. For example, providing necessary job resources and support, and having supportive colleagues and supervisors will increase organizational commitment (Pieters et al., 2022); conversely, with increasing the demands of teachers (e.g., excessive workloads, learning new instructional software, and adapting to higher student populations), which may lead to lower organizational commitment (Holliman et al., 2022). The study of organizational commitment in education is increasing, with most scholars are more focus on individual, job characteristics, and organizational characteristics to explain teachers' organizational commitment, but less attention has been paid to the dynamic changes of various factors that affect teachers' organizational commitment (such as educational background, students, etc.). Scholars can further explore teachers' organizational commitment from these factors, they will be able to have a clearer understanding of the dynamics of teachers' organizational commitment.

Meanwhile, most of the studies are quantitative and rely on questionnaires. In the future, it may be possible to explore the process of organizational commitment formation from a more in-depth qualitative approach. Little is known about how teachers develop organizational commitment and how organizational commitment is elicited. Therefore, there is a need for more in-depth research using qualitative methods such as in-depth interviews and observations to reveal the process of forming teachers' organizational commitment. In addition, researchers can also focus on the concepts, antecedent and outcome variables of teachers' organizational commitment in the context of Chinese culture.

7. Limitations

This review has some limitations. First, the data sources only come from Scopus, which does not guarantee the breadth of the literature and may not be comprehensive enough for the analysis of research on organizational commitment of teacher in higher education institutions. Second, there may be a language bias, as the authors could only review literature written in English. In addition, the review was limited to articles, excluding conference proceedings and papers.

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Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

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