

Teacher's instructional competence, commitment, and satisfaction: Basis for professional development program

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Abstract

This study assessed the performance of 405 teachers in instructional competence, teacher responsibility and satisfaction by questionnaire. In this study, descriptive research using SPSS analysis was employed for data interpretation methods. The results showed that teachers' overall instructional competence is strong, but there is still a need to strengthen the systematic transmission of core knowledge and the use of student feedback. Teachers have the highest level of responsibility to students, but their professional recognition needs to be improved. In terms of satisfaction, the relationship with the school is good, but the problem of salary matching still exists. There is a significant positive correlation between instructional competence, responsibility and satisfaction. There is no significant difference between the groups of teachers corresponding to different demographic attributes, and the systematic continuity is strong. Therefore, schools and educational administrations need to establish a system that covers training, communication, cultural identity, performance appraisal, and environmental optimization to improve the quality of education and teacher development.

Keywords: instructional competence, commitment, satisfaction

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1. Introduction

In recent years, there has been an increasing focus in education on improving the quality of teaching and learning and ensuring that students have the best possible learning experience. Teachers are at the center of these efforts, and they are a key force that directly impacts student learning experiences and outcomes. This emphasis has revealed certain dynamics of the teaching profession: pedagogical competence, teacher commitment, and teacher satisfaction (Wang, 2022). Exploration of these aspects is of academic interest, relevant to students, educators, and the educational system.

There are some phenomena worth thinking about in education. First, although the teaching ability of teachers has been recognized by society as a whole, there is still room for improvement. Some teachers' teaching methods are outdated and difficult to meet the needs of students in the new era. Secondly, in terms of job commitment, some teachers may lack enthusiasm and commitment for various reasons, which affects the teaching quality to a certain extent. In addition, the problem of student satisfaction cannot be ignored. From the feedback of students, the disconnect between teaching content and actual needs, and the lack of interaction between teachers and students are still prominent problems. Finally, the current evaluation system also has some problems and deficiencies, such as overemphasis on quantitative indicators and neglect of teacher-student emotion, which may have a negative impact on teachers' teaching enthusiasm and students' learning interest.

Teachers' competence is the ability of teachers to effectively manage the classroom, deliver content, and facilitate student learning. It reflects teachers' professional training and experience in translating theory into practice (Wang, 2021). Teaching competence is the cornerstone of any effective educator in modern education that demands differentiation, technology integration and critical thinking (Chen, 2021). Parallel to competence, teachers' commitment is their dedication to their profession, the institution they serve, and most importantly, their students. It is an intrinsic motivation that drives them to improve, seek professional development, and adapt to the ever-changing educational environment. Dedicated teachers are not just doing a job, they are fulfilling a vocation (Zou & Chen, 2021).

Satisfaction in the teaching profession refers to the sense of fulfillment that teachers derive from their roles (Xu & Li, 2020). This fulfillment is determined by a myriad of factors, ranging from the tangible (e.g., salary and working conditions) to the intangible (e.g., appreciation from students, peers, and the community). Satisfaction is not only a personal indicator of a teacher's longevity in the profession, but also of his or her likelihood to motivate students (Wu, 2019). Satisfaction reflects teachers' sense of fulfillment and happiness in their educational work (Baer & Velasco, 2022). Factors affecting satisfaction are both external such as salary and work environment, and internal such as student and parent recognition and social status (Shao, 2019). High satisfaction means that teachers personally gain a sense of fulfillment and signifies that teachers are more likely to motivate students and be engaged in education for a long time (Zhang, 2020).

This theme was chosen because the researcher recognizes that teachers are the backbone of any education system. By understanding the relationship between teachers' pedagogical competence, commitment, and satisfaction, students can gain insights that will lead to better support systems for teachers, which in turn will enhance the learning experience for students (Zhang, 2020). One of the clichés of the education industry is to improve the quality of teaching and learning to ensure that students have the best possible learning experience (Huang, 2019). Teachers are a key factor in achieving this goal because they directly influence and shape the learning process and outcomes for students (Baer & Velasco, 2022). Focusing on three key aspects of teachers' professional development surfaced: teaching competence, accountability, and satisfaction (Huang, 2019). This is

These three closely related factors constitute a framework for teachers' professional development, and their changes will directly affect the quality of education (Wang, 2018). Fully recognizing these intrinsic connections can better support and develop the teaching force, thereby enhancing the effectiveness of the entire education system. This is not only a guiding significance for the development of individual teachers, but also an important reference value for educational policy making (Wang, 2018).

The value of this study lies in the researcher's recognition that teachers are the core of the education system. By exploring the interrelationships between the three key dimensions of teaching competence, responsibility and satisfaction, the researcher hopes to advance a professional development plan that can inform how to improve teaching quality and support teacher development. This will benefit not only educators, but also students, parents and educational institutions as a whole. However, this study is limited to Hunan Province in China, and the results may not be applicable to other parts of China or other countries in the world; moreover, the research method of this study is limited to quantitative research, and it lacks the perspective of qualitative research to extend the answers to the relevant results generated. Despite some of the limitations of this study, the paper is conducted for professional development implications.

Objectives of the Study - This study aims to explore in depth the relationship between teachers' teaching competence, commitment and satisfaction, and how they work together to influence teachers' professional development. More specifically, it determined the teaching competence concerning strategies and methods, classroom management, instructional materials and learning assessment and feedback; identified teacher commitment in terms of commitment to profession, school, students and teaching; assessed teacher satisfaction with regard to teaching facilities, environment, professional development, school relations and colleagues, also income. Further, it tested the significant relationships among the variables; and proposed teacher's professional development program to enhance the teaching competence, commitment and satisfaction of the teachers in China.

2. Method

Quantitative research method was used in this study. The correlational method was also used to cross analyze two or more groups of variables to study the correlations and differences to provide a comprehensive understanding and interpretation of the problem. Therefore, the final results of this study relied on these two research methods aimed at systematically describing, analyzing and explaining the relationship between teaching competence, teachers' commitment and satisfaction, and suggesting constructive teacher development programs. The location of this study is in Changsha City, Hunan Province, China. In order to ensure the objectivity of the study, the researcher purposely selected Hunan University from the 31 institutions of higher education in Changsha City and selected the College of Arts of Hunan University as the survey respondents. The sample size for this study is 405 teachers regardless of their tenure, taken as the total population of the faculty members with 100% retrieval.

This study utilized one questionnaire which included four sections: Demographic Teaching Competence, Teacher Commitment and Teacher Satisfaction, which were all adopted and modified based on standardized questionnaires. A Likert-type scale was utilized, with a range from 1 (strongly disagree) to 4 (strongly agree) to measure the students' responses. Part 1 is designed to get some personal information about the participants, it includes items such as age, sex, length of teaching experience, and educational attainment. These personal data serve as important indices to investigate the relationship between individual profile and the three main variables. Part 2 is Questionnaire 1, including 20 statements for teaching competences. The questionnaire was on the basis of Catano and Harvey (2011) "Student perception of teaching effectiveness: development and validation of the Evaluation of Teaching Competencies Scale (ETCS)". To align with the sub-domains, some revisions were made. Four sub-scales were included in this part which consisted of teaching strategies and methods (5 items),

classroom management (4 items), instructional materials (4 items) and learning assessment and feedback (4 items). Part 3 is Questionnaire 2, containing 4 sub-domains, dealing with commitment, which was adapted from Meena Buddhisagar Rathod and Madhulika (2009). "Teacher's Role Commitment Scale (TRCS)". Some revisions were made in order to determine respondents' commitment to professionalism, school, students and teaching. Part 4 is Questionnaire 3, there were 17 items in the last section of the questionnaire, which was taken from "Teacher Job Satisfaction Scale" in the Boston College Public Library (PIRLS, 2016). The aim of this part was to identify the satisfaction of the teachers, involving five dimensions: teaching facilities, environment, professional development, school relations and colleagues as well as income.

To examine the validity and reliability of the instrument, a pilot study was carried out. Thirty faculty members from different college took part in the pilot test. These participants' data were gathered through the Wen Juanxing (Questionnaire Star) website, and after coding, they were entered into SPSS 27.0 for analysis. The Cronbach Alpha coefficients of both the entire questionnaire and the subdomains were determined, which was presented in the following:

Summary of Reliability Test

Indicators	Cronbach Alpha	Remarks
Teaching Strategies and Methods	0.913	Excellent
Classroom Management	0.897	Good
Instructional Materials	0.904	Excellent
Learning Assessment and Feedback	0.919	Excellent
Commitment to Profession	0.895	Good
Commitment to School	0.891	Good
Commitment to Students	0.910	Excellent
Commitment to Teaching	0.910	Excellent
Teaching Environment	0.920	Excellent
Professional Development	0.915	Excellent
School Relations and Colleagues	0.919	Excellent
Income	0.905	Excellent

Prior to the distribution, the questionnaire was content validated and its reliability results were assured to be all acceptable. A copy of the questionnaire was first sent to LPU University for review and approval by the LPU University Statistician and the LPU University Ethics Committee. After the questionnaire has been reviewed and ethical requirements have been met, the researcher requested assistance from the institution where the survey was conducted. After obtaining approval from the administration, the researcher sent the questionnaire to the appropriate person in charge for a second review to confirm before proceeding to the next step of distribution. Before distributing the questionnaires, the researcher clearly informed the respondents of the purpose and reason for this study, and the collection time of the questionnaires and the confidentiality of the information in the questionnaires. The recovered data were processed in a uniform way using Statistical Package for the Social Sciences (SPSS) statistical software, which was chosen to be used mainly because of some of the main functions of SPSS, such as descriptive statistical analysis, which allowed data to be analyzed to derive mean, median, standard deviation, frequency, etc (Zhu,2019). The inference statistical analysis function can better help researchers analyze the correlation between the data and apply SPSS to data sorting and correlation analysis.

3. Results and discussion

Table 1

Summary Table on Instructional Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teaching Strategies and Methods	3.21	Agree	3.5
2. Classroom Management	3.22	Agree	1.5
3. Instructional Materials	3.21	Agree	3.5
4. Learning Assessment and Feedback	3.22	Agree	1.5
Composite Mean	3.21	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 provides a comprehensive overview of teachers' instructional competence, covering the four main areas of teaching strategies and methods, classroom management, instructional materials, and assessment of learning and feedback. The weighted means of the indicators are all within the "Agree" range, indicating that teachers' performance in these areas is generally recognized.

Classroom management (3.22) and learning assessment and feedback both tied for first rank indicating that teachers excelled in maintaining classroom order and promoting an effective learning environment. Good classroom management involves not only maintaining discipline but also creating a positive learning atmosphere. Wu's (2019) study emphasized the importance of effective classroom management in promoting student engagement and learning outcomes. On the other hand, assessment of learning and feedback indicates that teachers excel in assessing student learning and providing feedback. Effective assessment of learning and timely feedback are important factors in improving the effectiveness of student learning (Wang, 2018) stated that diverse assessment tools and effective feedback strategies are essential for understanding and facilitating students' learning process.

Lower in the rank are about instructional materials (3.21), comparable to that of instructional strategies and methods, showing that teachers are able to select and use instructional materials effectively. Effective teaching strategies and methods are key to teaching success, and they help students better understand and absorb knowledge. A study by Wang et al. (2018) pointed out that teachers' instructional competence includes the ability to flexibly use a variety of instructional methods to accommodate the learning needs of different students. Moreover, he stated that appropriate instructional materials can enhance students' interest and engagement in learning, thus improving teaching effectiveness.

Overall, the data from Table 1 show that teachers' performance in each area of instructional competence is relatively balanced and generally recognized. To further improve these competencies, teachers' professional development programs should include continuous improvement and training in instructional strategies, classroom management techniques, selection and use of instructional materials, and methods of learning assessment and feedback. Such professional development will help teachers to better meet the learning needs of their students and improve the quality of teaching and student learning outcomes.

Table 2

Summary Table on Teachers' Commitment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Profession	2.76	Agree	4
2. School	3.18	Agree	2
3. Students	3.20	Agree	1
4. Teaching	3.07	Agree	3
Composite Mean	3.05	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 summarizes teachers' levels of commitment in different areas, including commitment to the profession, school, students and teaching. Overall, teachers' commitment in each of these areas was characterized as "Agree," indicating a positive attitude toward their profession and role. The following is a synthesis of these indicators, supported by relevant literature.

Commitment to students (3.20) received the highest score indicating that teachers' commitment to students is particularly strong. This reflects the importance teachers place on the essence of education, which is to focus on the academic progress and personal growth of their students. A study by Xu, Y. et al. (2021) suggests that fulfilling the demands of the job is critical to enhancing job commitment and job satisfaction.

Commitment to school (3.18), ranked second among the indicators, shows that teachers hold a strong

commitment to the school they belong to. This commitment may stem from identification with the school's culture, vision, and mission, as well as satisfaction with the support and resources provided by the school. Wang (2021) stated that strengthening intrinsic motivation is a key path for teachers' professional development.

Commitment to teaching (3.07), ranked third and showed that teachers held positive attitudes towards teaching. They not only enjoy teaching but also feel that they are an important part of teaching as a profession. This commitment is important for improving the quality of teaching and student learning outcomes. Commitment to the profession (2.76), although scoring the lowest on this indicator, is still within the "agree" range, indicating that teachers have a relatively high level of commitment to their profession. Xu Bo and Chen Xiaoduan's (2020) study emphasized that commitment to the profession is an important component of teachers' instructional competence, which affects their teaching effectiveness and career satisfaction.

The data in Table 2 show that teachers have relatively high levels of commitment in different areas, especially commitment to students and teaching. To further enhance teachers' commitment, educational institutions and policymakers should provide the necessary support and resources to help teachers better meet the demands of their jobs and their professional development goals. This includes providing professional development opportunities, improving working conditions, and creating an environment that is supportive and respectful of the teacher profession. Through these efforts, teachers' commitment can be enhanced, which in turn will improve the quality of teaching and student learning outcomes.

Table 3

Summary Table on Teachers' Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teaching Environment	3.21	Agree	1.5
2. Professional Development	3.20	Agree	3
3. School Relations and Colleagues	3.21	Agree	1.5
4. Income	2.87	Agree	4
Composite Mean	3.12	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 provides a comprehensive overview of teacher satisfaction in the areas of teaching environment, professional development, interactions with school relationships and colleagues, and income satisfaction. Overall, teachers were generally satisfied with these areas, with the highest levels of satisfaction with the teaching environment and relationships with colleagues.

Teachers expressed the highest level of satisfaction with the teaching environment (3.21) and relationships with colleagues (also 3.21), which reflects that a good working environment and positive collegiality have a significant impact on teacher satisfaction. A study by Wang, and Jiao, (2018) emphasized the importance of a good teaching environment and collegiality in improving the quality of teaching and teacher professional satisfaction. Support and collaboration among coworkers help create a positive work atmosphere that promotes knowledge sharing and innovation in teaching methods.

Satisfaction with professional development (3.20) ranked third, indicating that teachers felt that the school provided sufficient opportunities to support their professional growth. A study by Wang, et al. (2018) showed that teachers' professional development is critical to enhancing their instructional competence and student learning outcomes. Professional development opportunities, such as trainings and workshops, not only enhance teachers' teaching skills, but also increase their career satisfaction and commitment. However, the relatively low level of satisfaction in terms of income (2.87) indicates that teachers are somewhat dissatisfied with their salary levels. This may affect their motivation and career satisfaction. A study by Wang, (2021) indicated that there is a correlation between the level of teachers' income and their instructional competence and impact on student learning outcomes. Appropriate remuneration is not only a material reward for teachers' work but also a

recognition of their professional efforts.

In summary, the data from Table 3 shows that teachers are satisfied in most aspects, but there is still room for improvement in the area of income. To further improve teacher satisfaction, schools and education policymakers should pay attention to teachers' concerns about income and ensure that salaries are commensurate with teachers' work efforts and contributions. At the same time, the continued provision of high-quality professional development opportunities and the maintenance of a favorable teaching and learning environment and collegiality are equally important in enhancing teachers' career satisfaction and teaching effectiveness. Through these efforts, the overall career satisfaction of teachers can be enhanced, thereby contributing to improved teaching quality and student learning outcomes.

Table 4

Relationship Between Instructional Competence and Teacher's Commitment

Teaching Strategies and Methods	rho-value	p-value	Interpretation
Commitment to Profession	.444**	0.000	Highly Significant
Commitment to School	.382**	0.000	Highly Significant
Commitment to Students	.357**	0.000	Highly Significant
Commitment to Teaching	.389**	0.000	Highly Significant
Classroom Management			
Commitment to Profession	.367**	0.000	Highly Significant
Commitment to School	.390**	0.000	Highly Significant
Commitment to Students	.352**	0.001	Highly Significant
Commitment to Teaching	.349**	0.000	Highly Significant
Instructional Materials			
Commitment to Profession	.356**	0.000	Highly Significant
Commitment to School	.422**	0.000	Highly Significant
Commitment to Students	.399**	0.000	Highly Significant
Commitment to Teaching	.418**	0.000	Highly Significant
Learning Assessment and Feedback			
Commitment to Profession	.341**	0.000	Highly Significant
Commitment to School	.328**	0.000	Highly Significant
Commitment to Students	.411**	0.000	Highly Significant
Commitment to Teaching	.394**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 illustrates the relationship between teachers' instructional competence and commitment to teaching. Based on the data presented, there is a significant and highly correlated relationship between instructional competence in the areas of instructional strategies and methods, classroom management, instructional materials, and assessment of learning and feedback, and commitment to the profession, school, students, and teaching.

These results suggest that the greater the instructional competence of teachers in instructional strategies and methods, classroom management, instructional materials, and assessment of learning and feedback, the greater their commitment to the profession, school, students, and teaching. This finding echoes Yang Li's (2019) study, which emphasized the importance of teachers' professional development and indicated that teachers' instructional competence directly affects their professional commitment and career satisfaction. Teachers' instructional competence is related to students' learning outcomes and affects teachers' professional fulfillment and career development.

In addition, these results reflect that teachers' instructional competence is closely related to their level of commitment to education. Yang Qiang's (2020) study pointed out that teacher team building is crucial for

improving the quality of education, and teachers' instructional competence and commitment are important components of team building. Teachers' commitment to education motivates them to continuously improve their instructional competence, and in turn, a high level of instructional competence enhances their commitment to the profession.

Table shows a significant positive relationship between teachers' instructional competence and commitment to teaching. This finding emphasizes the importance of improving teachers' instructional competence in enhancing their commitment to their educational career. To improve the quality of education, educational institutions should emphasize the professional development of teachers by providing the necessary support and resources to help them enhance their instructional competence and to stimulate their passion and commitment to education. Through these efforts, teachers' professional satisfaction and teaching effectiveness can be enhanced, thereby providing students with a better-quality educational experience.

Table 5*Relationship Between Instructional Competence and Teacher's Satisfaction*

Teaching Strategies and Methods	rho-value	p-value	Interpretation
Satisfaction with Teaching Environment	.431**	0.000	Highly Significant
Satisfaction with Professional Development	.450**	0.000	Highly Significant
Satisfaction with School Relations and Colleagues	.396**	0.000	Highly Significant
Satisfaction on Income	.395**	0.000	Highly Significant
Classroom Management			
Satisfaction with Teaching Environment	.390**	0.000	Highly Significant
Satisfaction with Professional Development	.448**	0.000	Highly Significant
Satisfaction with School Relations and Colleagues	.448**	0.001	Highly Significant
Satisfaction on Income	.413**	0.000	Highly Significant
Instructional Materials			
Satisfaction with Teaching Environment	.334**	0.000	Highly Significant
Satisfaction with Professional Development	.390**	0.000	Highly Significant
Satisfaction with School Relations and Colleagues	.373**	0.000	Highly Significant
Satisfaction on Income	.385**	0.000	Highly Significant
Organizational Behavior			
Satisfaction with Teaching Environment	.410**	0.000	Highly Significant
Satisfaction with Professional Development	.407**	0.000	Highly Significant
Satisfaction with School Relations and Colleagues	.438**	0.000	Highly Significant
Satisfaction on Income	.403**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 illustrates the relationship between teachers' instructional competence and satisfaction. Based on the data presented, there is a significant and highly correlated relationship between instructional competence in the areas of teaching strategies and methods, classroom management, instructional materials, and assessment of and feedback on learning, and satisfaction with the teaching environment, satisfaction with professional development, satisfaction with relationships with the school and with coworkers, and income satisfaction.

Table 5 presents the relationship between instructional competence and teacher's satisfaction. These results suggest that the greater the instructional competence of teachers in instructional strategies and methods, classroom management, instructional materials, and assessment and feedback of learning, the greater their satisfaction with the teaching environment, professional development, relationships with colleagues, and income. This finding echoes Wang's (2020) study, which states that the scientific focus of teacher development in the new era should be on improving teachers' overall instructional competence, as this directly affects their job

satisfaction.

In addition, these results reflect that teachers' instructional competence is closely related to their satisfaction with their work environment. Iwu et al.'s (2018) study showed that understanding the factors that influence teachers' job satisfaction is critical to achieving quality education. Teachers' satisfaction with the teaching environment, professional development opportunities, and relationships with colleagues may affect their teaching effectiveness and commitment to the profession.

In addition, the significant association between teachers' income satisfaction and their instructional competence suggests that teachers' belief that they are fairly compensated for their work is an important component of their job satisfaction. Toropova, et al (2021) study noted that teachers' job satisfaction is significantly influenced by school working conditions and teachers' personal characteristics, with income being a key factor.

The data from Table 5 indicate that teachers' instructional competence is significantly and positively related to their satisfaction with the teaching environment, professional development, relationships with colleagues, and income. This finding emphasizes the importance of improving teachers' instructional competence in enhancing their job satisfaction. Educational institutions should pay attention to the professional development of teachers by providing the necessary support and resources to help them improve their instructional competence, and also focus on enhancing their job satisfaction, especially in terms of income. Through these efforts, teachers' professional satisfaction can be enhanced, which in turn will contribute to improving the quality of teaching and student learning outcome.

Table 6

Relationship between Teachers' Commitment and Teacher's Satisfaction

Commitment to Profession	rho-value	p-value	Interpretation
Satisfaction with Teaching Environment	.347**	0.000	Highly Significant
Satisfaction with Professional Development	.348**	0.000	Highly Significant
Satisfaction with School Relations and Colleagues	.390**	0.000	Highly Significant
Satisfaction on Income	.377**	0.000	Highly Significant
Commitment to School			
Satisfaction with Teaching Environment	.390**	0.000	Highly Significant
Satisfaction with Professional Development	.396**	0.000	Highly Significant
Satisfaction with School Relations and Colleagues	.354**	0.001	Highly Significant
Satisfaction on Income	.371**	0.000	Highly Significant
Commitment to Students			
Satisfaction with Teaching Environment	.368**	0.000	Highly Significant
Satisfaction with Professional Development	.334**	0.000	Highly Significant
Satisfaction with School Relations and Colleagues	.380**	0.000	Highly Significant
Satisfaction on Income	.351**	0.000	Highly Significant
Commitment to Teaching			
Satisfaction with Teaching Environment	.381**	0.000	Highly Significant
Satisfaction with Professional Development	.421**	0.000	Highly Significant
Satisfaction with School Relations and Colleagues	.417**	0.000	Highly Significant
Satisfaction on Income	.436**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 illustrates the relationship between teacher commitment and teacher satisfaction. Based on the data presented, there is a significant and high correlation between commitment to the profession, school, students, and teaching and satisfaction with the teaching environment, satisfaction with professional development, satisfaction

with school relationships and colleagues, and income satisfaction.

Table 6 presents the relationship between teachers' commitment and teacher's satisfaction. These results indicate that the higher the level of teachers' commitment to their profession, school, students, and teaching, the higher their satisfaction with the teaching environment, professional development, relationships with colleagues, and income. This finding echoes the study by Iwu et al. (2018), which emphasized that understanding the factors that influence teachers' job satisfaction is critical to achieving quality education. Teachers' commitment not only reflects their level of dedication to their work, but also influences their perception and satisfaction with their work environment. Moreover, these results also show that teachers' commitment is closely related to their satisfaction with the teaching environment and professional development opportunities. According to Wang Xiaoliang (2020), the scientific focus of teacher development should be on improving teachers' overall instructional competence, which directly affects their job satisfaction and commitment.

The study of Toropova, Myrberg and Johansson (2021) also pointed out that the key factors of teachers' job satisfaction include school working conditions and teacher characteristics. This implies that increasing the level of teacher commitment may require improving the teaching and learning environment, providing better professional development opportunities, and enhancing good relationships with colleagues. The data in Table 22 suggests that there is a significant positive relationship between teachers' level of commitment and their satisfaction. This finding emphasizes the importance of providing teachers with a supportive teaching and learning environment, rich professional development opportunities, good school relationships, and a reasonable income package. Through these efforts, teachers' commitment can be enhanced, thereby increasing their job satisfaction and contributing to the quality of teaching and student learning outcomes.

4. Conclusions and recommendations

Respondents agreed on teaching competence regarding classroom management as the highest and instructional materials as the lowest. Most of the participants agreed that dedication to students was the highest, while professional identity needed to be improved, suggesting that career development mechanisms and incentive structures need to be strengthened and reformed. In terms of satisfaction, school relationships are rated well, but there is still a mismatch of income, which implies that the remuneration system needs to be continuously optimized according to workload, while also focusing on individual needs. There is a high significant relationship among the competence, commitment and satisfaction of teachers. Teachers' commitment to education motivates them to continuously improve their instructional competence, and in turn, a high level of instructional competence enhances their satisfaction with the profession. The researcher proposed an improvement program to enhance the competence, commitment and satisfaction of the teachers in the college of Arts in one university in China.

The Academic administrators may strengthen training of teachers in collecting and utilizing student feedback to be applied to the adjustment of teaching plans and the optimization of teaching methods. The Human Resource training centers may continuously provide teacher training programs on the principles of developing and applying teaching resources, raise teachers' awareness of the criteria for "effective teaching resources," and enable them to monitor and evaluate the use of their own resources more clearly. The school management may strengthen the support for teachers' professional development and to create a favorable professional environment. Schools should also create a culture of teamwork and mutual support so that teachers can feel professional dignity and a sense of accomplishment. While adhering to the existing salary protection policy, schools may also pay attention to the sensitive signals in individual feedback, diagnose the existence of income matching problems and make targeted adjustments. The college may consider the proposed program for implementation to enhance the teachers' competence, commitment and satisfaction. Future researchers may duplicate similar study covering more samples across colleges to validate the results.

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