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Career management strategies, commitment and instructional leadership among university teachers in China

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Abstract

This study examines the career management strategies, career commitment, and instructional leadership among university teachers in China. The majority of respondents were female, with most falling within the 26-35 age group. The largest portion held a Master's degree, and the majority had 1-10 years of teaching experience, indicating a sample consisting of relatively young, highly educated, and early to mid-career professionals. The findings revealed that respondents generally agreed on the significance of various career management strategies, particularly those emphasizing self-promotion and active career engagement. Furthermore, the respondents expressed strong agreement regarding the importance of career commitment, especially in areas such as reflective dialogue, school recognition, and the effectiveness of teaching strategies. In terms of instructional leadership, respondents also agreed on the importance of several aspects, suggesting a shared understanding of its role in professional development. Additionally, the study found significant differences based on sex, age, highest educational attainment, and length of service, particularly in seeking mentoring, building networks, and extending work involvement. However, the data also revealed a significant relationship between career management strategies and career commitment, implying that the more effective the career management strategies, the stronger the career commitment. Based on these findings, a development program for enhancing career management strategies, career commitment, and instructional leadership among university teachers in China is proposed. This program is aimed at improving the professional growth of educators and fostering a supportive environment for both teaching and leadership development.

Keywords: academic settings, career commitment, career management strategies, instructional leadership, management strategies

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1. Introduction

Career management strategies, career commitment, and instructional leadership are crucial elements that significantly impact the professional development and effectiveness of university teachers in China. Effective career management allows educators to strategically plan and navigate their professional paths, enhancing job satisfaction and career longevity (Wang et al.,2021). Career commitment, the psychological attachment and loyalty to one's career, plays a vital role in sustaining motivation and resilience, especially in the rapidly evolving educational landscape of China (Li et al.,2022). Moreover, instructional leadership, which involves guiding and influencing the instructional practices of peers, is essential for fostering an environment of continuous improvement and educational excellence within universities (Chen et al.,2019). Together, these components are integral in ensuring that university teachers not only advance in their careers but also contribute to the overall quality of higher education in China. Career management strategies is of critical importance among universities in China as it directly influences the professional growth and satisfaction of academic staff, ultimately impacting the quality of education delivered. Effective career management practices enable universities to retain talented educators by providing clear career pathways, professional development opportunities, and support systems tailored to individual needs (Zhao et al.,2020). These practices are crucial in the context of China's rapidly changing educational environment, where universities must continuously adapt to new challenges and expectations (Wang et al.,2019). Furthermore, strategic career management contributes to building a motivated and committed workforce, which is essential for achieving institutional goals and enhancing the global competitiveness of Chinese universities (Chen et. al., 2021).

Career commitment is a pivotal factor in enhancing the effectiveness and long-term success of universities in China. High levels of career commitment among faculty members are associated with increased job satisfaction, professional development, and a sustained focus on educational quality (Zhang et al., 2020). This commitment not only encourages faculty to invest in their own growth and development but also fosters a stable and motivated academic workforce, which is essential for maintaining a high standard of education (Liu et al., 2019). Moreover, career commitment is linked to reduced turnover rates, which is particularly important in the competitive landscape of higher education in China, where retaining skilled educators is crucial for institutional continuity and the achievement of long-term strategic goals (Xu et al., 2021). As universities in China continue to expand and evolve, fostering career commitment among faculty is essential for sustaining academic excellence and meeting the demands of an increasingly globalized education sector.

Instructional leadership plays a crucial role in enhancing the quality of education and fostering academic excellence in universities across China. By emphasizing the importance of instructional leadership, universities can ensure that teaching and learning processes are continuously improved, leading to better student outcomes and overall institutional success (Li et al., 2019). Effective instructional leaders guide and support faculty members in adopting innovative teaching practices, aligning curricula with industry standards, and promoting a culture of continuous professional development (Chen et al., 2020). Moreover, instructional leadership contributes to creating a collaborative and reflective academic environment, where educators are encouraged to share best practices and work together to address challenges, ultimately driving the institution's mission and vision forward (Zhao et al.,2022).

The integration of these three interconnected concepts—career management, career commitment, and instructional leadership—addresses critical factors that directly influence the effectiveness and sustainability of academic institutions in an increasingly competitive and globalized educational landscape. Career management is a vital process that enables academic staff to strategically navigate their professional paths, fostering job

satisfaction, reducing turnover, and enhancing overall institutional effectiveness (Wang et al., 2019). As universities in China face the challenges of attracting and retaining top talent, especially in the context of rapid educational reforms and globalization, the ability to offer clear career pathways and development opportunities becomes essential (Zhao et al.,2020). Similarly, career commitment among faculty is crucial as it reflects the level of dedication and psychological attachment to one's profession. High levels of career commitment led to sustained engagement, resilience in the face of challenges, and a stronger alignment with institutional goals (Xu et al., 2021). In the dynamic environment of Chinese higher education, fostering career commitment is essential for building a motivated and high-performing academic workforce that is capable of driving innovation and excellence in teaching and research (Zhang et al., 2020). Instructional leadership is key to improving teaching practices and ensuring that educational programs meet both local and international standards. Instructional leaders play a pivotal role in guiding faculty, fostering collaboration, and promoting a culture of continuous improvement (Li et al., 2019). In China, where universities are increasingly competing on the global stage, strong instructional leadership is necessary to maintain and enhance the quality of education (Chen et al., 2020).

Together, career management, career commitment, and instructional leadership form a comprehensive framework that addresses the multifaceted needs of universities in China. By exploring the interplay between these elements, the title underscores the importance of a holistic approach to faculty development and institutional leadership, which is essential for sustaining academic excellence and achieving long-term strategic goals in the rapidly evolving landscape of higher education.

While there has been extensive research on career management strategies and career commitment in various professional fields, there is a notable lack of studies specifically focusing on university teachers, especially within the context of Chinese higher education. In particular, the intersection of career management, career commitment, and instructional leadership remains under-explored in the literature. Existing research has often treated these concepts in isolation, without adequately examining how they interact and influence each other in the unique setting of Chinese universities. Additionally, while instructional leadership is a well-established concept in educational research, most studies have focused on leadership in primary and secondary education or leadership styles of university administrators. Instructional leadership among university teachers, particularly in China, has not received the same level of attention. In China, higher education is undergoing significant reforms, and the role of university teachers is evolving beyond traditional teaching responsibilities to encompass leadership in curriculum development, student engagement, and innovative teaching practices. However, there is limited understanding of how career commitment and management strategies impact a teacher's ability to lead effectively in instructional settings. Furthermore, much of the research conducted on career management and commitment within the Chinese context tends to focus on employees in the corporate sector, leaving a gap in understanding how these concepts apply specifically to the academic profession. The cultural and systemic differences in higher education in China also make it essential to examine how career management strategies are adapted to the unique needs and challenges faced by university teachers in this context.

Thus, this study seeks to fill these gaps by exploring the relationships between career management, career commitment, and instructional leadership among university teachers in China, providing insights that have not yet been fully addressed in the literature. The topic of Career Management Strategies, Career Commitment, and Instructional Leadership among university teachers in China is of paramount importance in the context of higher education's ongoing transformation. As universities worldwide face challenges such as increasing student demands, the rapid development of technology, and the pressure for academic excellence, the role of university teachers has become more complex. In China, where higher education is rapidly evolving and expanding, understanding how teachers manage their careers, commit to their roles, and lead within instructional contexts is critical for both individual professional development and institutional growth. The need for this study arises from the growing recognition that university teachers are not just educators, but leaders who shape the academic environment, influence students' success, and contribute to the overall functioning of educational institutions. While career management strategies and career commitment have been explored in various professions, limited research has specifically focused on how these factors interact with instructional leadership in the context of

Chinese higher education. Moreover, as Chinese universities continue to adapt to global trends in education and integrate innovative teaching methods, understanding the ways in which teachers navigate their careers and demonstrate leadership in instructional settings is crucial. This study aims to fill this gap by exploring the relationships between career management, career commitment, and instructional leadership.

This research contributes to the academic field by advancing knowledge about the role of instructional leadership in higher education, specifically in China. It provides a deeper understanding of how career management strategies and career commitment intersect with leadership behaviors in the classroom. The study also explores the challenges faced by university teachers in China and the strategies they employ to overcome these challenges, offering practical insights for educators, administrators, and policymakers. Additionally, this research will contribute to the global discourse on professional development, career satisfaction, and leadership in higher education, providing a contextual understanding of these issues in the Chinese academic setting.

The intended output of this study is to develop a comprehensive framework that explores the relationship between career management, career commitment, and instructional leadership. The study aims to identify the key career management strategies employed by university teachers in China and examine how these strategies influence their career commitment. It also seeks to explore how career commitment affects instructional leadership and the overall quality of teaching. Based on these findings, the study will provide recommendations for university administrators on how to enhance career management programs, foster career commitment, and support the development of instructional leadership among teachers. Additionally, this research will contribute to the academic discourse on higher education leadership, particularly within the context of Chinese universities, by offering insights into how teachers' professional development influences their leadership practices in teaching. Ultimately, the findings of this study will assist universities in creating a more supportive environment for teachers, enabling them to grow professionally, lead effectively in the classroom, and remain committed to their academic careers in the face of an evolving higher education landscape.

Objectives of the Study - The general objective of this study is to investigate the current state and propose optimization strategies for career management, career commitment, and instructional leadership among university teachers in China. To achieve this, the study seeks to address several specific objectives. First, the study will evaluate career management strategies in various areas, including seek monitoring, maintaining career flexibility, building a network, extending work involvement, and self-presentation. Second, the study will determine career commitment through factors such as the recognition of the school, commitment to teaching, the effectiveness of teaching strategies, classroom management, student participation, reflective dialogue, and perceived organizational politics. Additionally, it will assess instructional leadership by focusing on provisions for teaching resources, professional development of teachers, maximizing teaching time, monitoring student progress, providing feedback on teaching and learning, curriculum implementation, and the overall teaching effectiveness and learning environment. Furthermore, it will also examine the significant relationships among the variables of career management strategies, career commitment, and instructional leadership. Finally, the study will develop a program based on the research findings, aiming to enhance and contribute to institutional initiatives and deepen insights into the study's scope.

2. Methods

Research Design - To explore the relationships between career management strategies, career commitment, and instructional leadership among university teachers in China, a quantitative research design using survey methodology will be employed. This approach allows for the systematic collection of numerical data to analyze patterns and correlations among the variables of interest. The study will utilize structured questionnaires to gather data on career management strategies, career commitment levels, and perceptions of instructional leadership among university teachers. Descriptive research design is a type of research method that focuses on providing an accurate and detailed description of a phenomenon or situation. This design aims to describe characteristics of a population or a phenomenon being studied, without manipulating variables or attempting to

establish cause-and-effect relationships. Descriptive research is often used to answer questions about who, what, where, when, and how, providing a comprehensive understanding of the subject matter in its natural context.(Kumar, 2019)

Participants of the Study - To explore the interplay of career management strategies, career commitment, and instructional leadership among university teachers, the research included teachers from the following Chinese universities: Hangzhou Normal University, Zhejiang Gongshang University, and Zhejiang University of Finance & Economics. The teachers at these universities were taken as samples for the study. They comprised a total of 10,000 teachers in China, so a minimum of 425 teachers participated in this research. Teachers were selected based on sex, age, length of service, and highest educational attainment. The inclusion and exclusion criteria for respondents were meticulously defined to ensure the sample was representative and relevant. The inclusion criteria specified that participants were full-time teachers currently employed in educational institutions, ensuring they had direct experience with teaching practices and accountability measures. Age was set to include teachers within a practical range, such as those between 25 and 60 years old, ensuring a mix of early-career and experienced educators. Gender was not a restrictive factor to maintain inclusivity, but ensuring a balanced representation of both sexes was important for comprehensiveness. Length of service was categorized to capture a range of experience levels, including teachers with at least one year but no more than 30 years of service, allowing the study to explore how varying lengths of service influenced teaching performance and accountability. Educational attainment was also considered, requiring participants to have at least a bachelor's degree in education or a related field to ensure they had a baseline level of professional training and knowledge.

Exclusion criteria involved eliminating respondents who did not meet these specific conditions. For example, teachers under 25 or over 60 years old were excluded to maintain focus on those within the defined age range. Similarly, individuals who were not currently employed as full-time teachers, those without a relevant educational background, or those who could not provide complete information regarding their length of service and teaching practices were excluded. Additionally, individuals involved in administrative roles or who did not directly engage in classroom teaching were excluded to ensure that the study's focus remained on active teaching practices and experiences. The participants in this study on career management strategies, career commitment, and instructional leadership among university teachers in China included a diverse sample of academic staff from multiple higher education institutions across the country. The study aimed to recruit university teachers from various disciplines and academic ranks to ensure a comprehensive representation of the teaching population. This approach allowed for a nuanced analysis of how career management strategies and career commitment levels varied across different academic contexts and roles. According to recent research, including a diverse sample enhanced the generalizability of the findings and provided insights into the varying experiences and perceptions of instructional leadership among university educators.

To achieve a representative sample, the study utilized stratified random sampling, targeting universities in both urban and rural settings to capture a broad spectrum of experiences and practices. This method aligned with best practices in educational research, which emphasized the importance of diversity in participant selection to obtain a well-rounded understanding of the phenomena under investigation. The sample size was determined based on statistical power analyses to ensure that the study had sufficient power to detect meaningful relationships and effects, contributing to robust and reliable conclusions.

Data Gathering Instrument - The research instruments consist of three questionnaires, each designed to collect specific data related to the research objectives. Relevant background information of the participants, including sex, age, years of service, highest educational attainment will be collected before the questionnaires. The Career Management Strategies Questionnaire was adapted Adapted from: Duffy et al. (2022). Personality traits, career development, and well-being. A total of 25 entries are scored on a 4-point scale. The questionnaire was divided into five dimensions: seek mentoring (5), Maintain career flexibility (5), Builds Networks (5) Extended work involvement (5) and self presentation (5). The Career Commitment Questionnaire Adapted from Singh et al. (2024). Testing generalizability of a career commitment measure and its impact on employee

turnover. There are 28 questions in total and was divided into 7 dimensions; Recognition of the school, Commitment to teaching; effectiveness of teaching strategy; effectiveness of school management; effectiveness of student participation; reflective dialogue perceived organizational politics and the scale was scored on a 4-point scale, with higher scores indicating the better the teaching accountability.

The Instructional Leadership Questionnaire was adapted from Hallinger et al. (2020). Assessing Instructional Leadership with the Principal Instructional Management Rating Scale. All items were rated on a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). The questionnaire consists of 40 items, which are classified into seven dimensions; provision of teaching resource; professional development of teachers; maximize teaching time; monitoring of students progress; feedback on teaching and learning; curriculum implementation; teaching and learning environment. To ensure the reliability of the questionnaire, a pilot study will be conducted among 30 teachers from selected University in China. Data from these participants will be collected via "Questionnaire Star" (www.wjx.cn), and then were coded and entered into SPSS 27.0 for analysis. The Cronbach Alpha coefficients of the subscales as well as that of the whole questionnaire were calculated. Reliability results for three variables under investigation, which illustrated that the Cronbach Alpha coefficients of all the subscales ranged from 0.915 to 0.936. The Cronbach Alpha of the whole questionnaire reached 0.936. The internal consistency reliability coefficients of the sub-scales and the whole questionnaire were acceptable as they were over 0.70.

Table 1

Reliability Summary Table

Indicators	Cronbach Alpha	Remarks
Seek Mentoring	0.813	Good
Maintain Career Flexibility	0.862	Good
Build Networks	0.859	Good
Extend Work Involvement	0.908	Excellent
Self-Presentation	0.896	Good
Affective Commitment	0.828	Good
Continuance Commitment	0.911	Excellent
Normative Commitment	0.856	Good
Instructional Resource Provider	0.884	Good
Maintaining Visible Presence	0.879	Good
Teachers Professional Development	0.908	Excellent
Maximize Instructional Time	0.876	Good
Monitoring Student Progress	0.836	Good
Feedback on Teaching and Learning	0.870	Good
Curriculum Implementer	0.891	Good

George and Mallery (2003) provide the following rules of thumb:"_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and_ < .5 – Unacceptable"

Data Gathering Procedure - The main purposes of the study are to evaluate teachers in Universities in China about teaching experience, teaching accountability and teaching performance. As for the data gathering, questionnaires were distributed through an online survey -- "Questionnaire Star" (www.wjx.cn) to participants of teachers from various schools in China . The questionnaire will be sent to them in the form of a QR code, and they were explained in detail about the specific purpose of the questionnaire. Therefore, it was assumed that the teachers who can answer the questions could cooperate with the investigation in a serious manner. Once teachers received the QR code, those who were interested and willing to participate in the survey could scan the code directly in WeChat to get the link and answer the questions on their cell phones. After the questionnaire was submitted, respondents obtained the reward in the form of a token to ensure the quantity and quality of the feedback. Then data were collected and finally treated statistically with the use of frequency count, percentage, ranking and weighted mean in interpreting, analyzing, and comparing the responses of the participants by using SPSS 27.0.

Data Analysis - Weighted average and ranking calculations were then used to determine the data's average, considering different variables' weights for more accurate reflection. This method offered a comprehensive and

precise data description. The Shapiro-Wilk test was performed to check the normality of the data distribution. With p-values for the main variables under 0.05, the data set was found to be non-normally distributed, necessitating non-parametric statistical methods for further analysis. To evaluate significant relationships among career management strategies, commitment, and instructional leadership, the Spearman rho correlation coefficient was used. This method effectively assessed correlations between non-normally distributed variables, determining the significance, direction, and strength of their relationships. A Likert scale was employed to capture respondents' attitudes and opinions in detail, providing richer information for data analysis. All analyses were performed using SPSS version twenty-eight software, with an alpha level of 0.05 for interpreting results. This comprehensive approach allowed the researcher to understand the data set's characteristics and patterns, providing a reliable basis for interpreting and applying the research results.

Ethical Considerations - This study rigorously adhered to ethical principles to safeguard the rights and privacy of Chinese University teachers who participated. Legitimacy was established by obtaining consent from schools and teachers during data collection. All questionnaires and interviews were conducted anonymously, with personally identifiable information strictly confidential. The researcher provided comprehensive information about the study's purpose and ensured voluntary participation. Potential risks were minimized, and research results were solely used for academic purposes. These ethical considerations ensured both moral compliance and the protection of participating teachers' rights. Regarding confidentiality, respondents' personal information remained undisclosed, except for sex, age, length of employment, and educational background. Throughout the study, participants were well-informed about instructions, procedures, and survey objectives. The voluntary investigation approach further safeguarded respondents' rights. Confidentiality was paramount during data collection. Ethical approval was obtained from research center at University of the Lyceum in the Philippines.

3. Results and discussion

Table 2
Summary Table on Career Management Strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
Seeking Mentoring	3.31	Agree	5
Maintaining Career Flexibility	3.35	Agree	4
Building Networks	3.38	Agree	3
Extending Work Involvement	3.41	Agree	2
Self-presentation	3.73	Strongly Agree	1
Composite Mean	3.44	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 presents a summary of the weighted means for various career management strategies, along with their corresponding verbal interpretations and ranks. The composite mean for all strategies is 3.44, which falls within the "Agree" category, indicating a general consensus that these strategies are moderately important in career management. The highest-ranked strategy is Self-presentation with a weighted mean of 3.73 and a verbal interpretation of "Strongly Agree." This suggests that participants place the highest value on presenting themselves effectively within their professional environment, emphasizing the importance of visibility and demonstrating competence to superiors, which aligns with studies highlighting the role of self-promotion in career advancement (Wu et al., 2021). In second place, Extending Work Involvement has a weighted mean of 3.41 and an "Agree" interpretation, indicating that respondents recognize the importance of putting extra effort into their work, such as working beyond regular hours or responding to work-related emails promptly. This behavior is often linked to higher engagement and commitment, which can enhance career prospects (Yang et al., 2020).

The third-ranked strategy is Building Networks, with a weighted mean of 3.38 and an "Agree" interpretation. Participants acknowledge the value of networking, both within and outside the organization, as a crucial factor in career management. Networking plays a key role in career growth by expanding opportunities and gaining

access to new information (Zhao et al., 2022). Maintaining Career Flexibility comes in fourth with a weighted mean of 3.35, indicating that while it is seen as important, it ranks lower compared to other strategies. This reflects the need to adapt to changes and develop skills for future roles, but it may be seen as a less immediate priority than strategies focused on performance and visibility (Li et al., 2019).

Finally, Seeking Mentoring is ranked fifth, with a weighted mean of 3.31, indicating agreement but placing it at the bottom among the strategies. Mentoring is acknowledged as beneficial, yet it appears less prioritized compared to other strategies like self-presentation and work involvement. This could suggest that while mentoring relationships are valuable, respondents may perceive more direct actions, like performing well and networking, as more immediately impactful for career advancement (Wu et al., 2021).

Table 3
Summary Table on Career Commitment

Indicators	Weighted Mean	Verbal Interpretation	Rank
Recognition of the School	3.63	Strongly Agree	2.5
Commitment to Teaching	3.55	Strongly Agree	4
Effectiveness of the teaching strategies	3.63	Strongly Agree	2.5
The effectiveness of the classroom management	3.36	Agree	7
The effectiveness of the student participation	3.52	Strongly Agree	5
Reflective Dialogue	3.66	Strongly Agree	1
Perceived organizational politics	3.50	Strongly Agree	6
Composite Mean	3.55	Strongly 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 presents a summary of career commitment indicators based on participants' responses, ranked by their weighted means. The composite mean of 3.55 falls in the "Strongly Agree" range, reflecting a strong overall agreement with the factors listed. The highest-ranked indicator is "Reflective Dialogue" with a mean of 3.66, indicating that teachers strongly agree that engaging in reflective dialogue is crucial for their career commitment. This suggests that self-reflection and discussions with colleagues play an important role in professional growth. Tied for second place with a mean of 3.63 are "Recognition of the School" and "Effectiveness of Teaching Strategies," both of which highlight the significant impact of institutional recognition and the use of effective teaching methods on career commitment. "Commitment to Teaching," ranked fourth with a mean of 3.55, also falls within the "Strongly Agree" category, showing that teachers' intrinsic commitment to the profession is a key factor in their career dedication. "Effectiveness of Student Participation," with a mean of 3.52, is ranked fifth, suggesting that active student engagement is also viewed as an important element of career commitment. "Perceived Organizational Politics," with a score of 3.50, shows that teachers strongly agree that navigating the political dynamics within the institution influences their career commitment. Finally, "Effectiveness of Classroom Management" ranks seventh with a mean of 3.36, placing it in the "Agree" category. Although classroom management is considered important, it is perceived as having a lesser impact on career commitment compared to other factors. Overall, the composite mean of 3.55 indicates that teachers strongly agree that the factors listed—ranging from reflective dialogue and teaching effectiveness to school recognition and organizational politics—are crucial in fostering career commitment.

One of the most influential elements is Reflective Dialogue, which teachers strongly agree is essential for their professional growth. This finding aligns with the work of Day et al. (2021), who emphasize the significance of reflective practice in enhancing teachers' self-awareness and teaching efficacy. Reflective dialogue, including discussions with peers and personal reflection, helps educators refine their teaching methods and reinforce their career commitment by fostering a deeper understanding of their role and impact. Recognition of the School, tied with Effectiveness of the Teaching Strategies, also received high agreement, underscoring the importance of institutional recognition and effective teaching practices in career commitment. Lavy et al. (2020) highlight that recognition within the institution can significantly boost teachers' job satisfaction and sense of belonging, which in turn strengthens their commitment to their profession. Similarly, Zhao et al. (2021) find that teachers who use effective teaching strategies feel more accomplished and satisfied, which leads to higher career commitment.

Additionally, Commitment to Teaching reflects teachers' intrinsic motivation, which is critical for long-term career satisfaction. Research by Richards et al. (2018) confirms that teachers' passion for teaching is central to their ability to overcome challenges and sustain their commitment. Effectiveness of Student Participation also emerged as an important factor, as active student engagement is linked to greater job satisfaction and professional fulfillment, as supported by Zhang et al. (2020). Teachers who see their students participating and thriving are more likely to feel motivated and committed to their roles.

On the other hand, Perceived Organizational shows that navigating the political dynamics of an institution is perceived as a strong influence on career commitment. Cheng et al. (2023) argue that organizational politics can affect faculty members' career trajectories, and the ability to effectively navigate these politics can either support or hinder career development. Lastly, Effectiveness of Classroom, while important, was perceived as less impactful on career commitment compared to the other factors. This finding aligns with Kim et al. (2019), who suggest that while classroom management is a critical component of teaching, it may not have as strong an effect on long-term career satisfaction as factors like recognition, teaching strategies, and intrinsic motivation.

Overall, the results indicate that reflective practices, recognition from the school, effective teaching strategies, and intrinsic commitment to teaching are the most influential factors in career commitment, a view supported by recent research in the field (Day et al., 2021; Zhao et al., 2021). Teachers who feel supported, both professionally and institutionally, are more likely to remain committed to their careers, and their engagement in reflective dialogue and effective teaching practices plays a key role in sustaining that commitment.

Table 4
Summary Table on Instructional Leadership

Indicators	Weighted Mean	Verbal Interpretation	Rank
The provision of teaching resources	3.53	Strongly Agree	3
Professional development of teachers	3.38	Agree	7.5
Maximize the teaching time	3.38	Agree	7.5
Monitoring of student progress	3.43	Agree	5
Feedback on teaching and learning	3.52	Strongly Agree	4
Feedback on Curriculum implementation	3.63	Strongly Agree	1
The visibility and influence of the teachers	3.54	Strongly Agree	2
Teaching effect and learning environment	3.39	Agree	6
Composite Mean	3.48	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 4 presents a summary of the instructional leadership indicators, with a composite mean of 3.48, which suggests general agreement with the importance of these factors in enhancing teaching and learning. The table ranks eight indicators, with the highest-ranking indicator being "Feedback on Curriculum Implementation" (3.63), followed by "The Visibility and Influence of the Teachers" (3.54) and "The Provision of Teaching Resources" (3.53). The lowest-ranked indicators are "Teaching Effect and Learning Environment" (3.39) and a tie between "Maximize the Teaching Time" and "Professional Development of Teachers," both with a weighted mean of 3.38.

The highest-ranked indicator, "Feedback on Curriculum Implementation," is crucial in helping teachers assess and adjust their teaching strategies to ensure that the curriculum effectively meets student needs. This is especially significant in China, where ongoing educational reforms are focused on improving curriculum quality. Researchers like Chen et al. (2020) emphasize that consistent feedback on curriculum helps teachers make necessary adjustments, contributing to better educational outcomes. Following closely is "The Visibility and Influence of the Teachers," which underscores the importance of teachers' active participation in academic and school activities. Teachers with strong visibility within the academic community can influence both the curriculum and the overall school environment. According to Wang et al. (2021), teacher leadership plays a key role in shaping educational practices and fostering a collaborative school culture, which can improve both teaching quality and student performance. The third indicator, "The Provision of Teaching Resources," highlights the necessity of ensuring that educators have the tools and materials they need to deliver high-quality instruction.

With increasing emphasis on digital technology and other resources, Liu et al. (2022) note that well-equipped classrooms are essential for engaging students and facilitating diverse teaching methods.

The fourth-ranked indicator, "Feedback on Teaching and Learning," further supports the importance of continuous feedback in improving teaching practices. Regular feedback helps teachers identify areas for improvement, which enhances both student learning and instructional quality. Zhao et al. (2020) argue that timely and constructive feedback is essential for fostering a growth mindset among students and refining teaching strategies. "Monitoring of Student Progress," ranked fifth, reflects the critical role of regularly assessing student performance to ensure timely intervention and support for struggling students. The sixth indicator, "Teaching Effect and Learning Environment," highlights the importance of creating an engaging and supportive environment. Though ranked sixth, creating an optimal learning environment remains a critical factor in encouraging student participation and ensuring academic success. "Maximize the Teaching Time" and "Professional Development of Teachers" both tied for seventh place. Effective time management in the classroom is essential to ensure that every moment is utilized productively, covering all necessary content while allowing for active student engagement. Liu et al. (2020) suggest that efficient use of class time helps maintain focus and ensures that learning objectives are met. Lastly, professional development remains crucial in ensuring that educators continue to refine their skills and stay updated on the latest teaching strategies.

Table 5
Relationship Between Career Management Strategies and Career Commitment

Seeking Mentoring	r-value	p-value	Interpretation
Recognition of the School	.201**	0.000	Highly Significant
Commitment to Teaching	.324**	0.000	Highly Significant
Effectiveness of the teaching strategies	.323**	0.000	Highly Significant
The effectiveness of the classroom management	.312**	0.000	Highly Significant
The effectiveness of the student participation	.258**	0.000	Highly Significant
Reflective Dialogue	.277**	0.000	Highly Significant
Perceived organizational politics	.267**	0.000	Highly Significant
Maintaining Career Flexibility			
Recognition of the School	.562**	0.000	Highly Significant
Commitment to Teaching	.592**	0.000	Highly Significant
Effectiveness of the teaching strategies	.477**	0.000	Highly Significant
The effectiveness of the classroom management	.719**	0.000	Highly Significant
The effectiveness of the student participation	.813**	0.000	Highly Significant
Reflective Dialogue	.602**	0.000	Highly Significant
Perceived organizational politics	.493**	0.000	Highly Significant
Building Networks			
Recognition of the School	.568**	0.000	Highly Significant
Commitment to Teaching	.683**	0.000	Highly Significant
Effectiveness of the teaching strategies	.649**	0.000	Highly Significant
The effectiveness of the classroom management	.699**	0.000	Highly Significant
The effectiveness of the student participation	.738**	0.000	Highly Significant
Reflective Dialogue	.553**	0.000	Highly Significant
Perceived organizational politics	.675**	0.000	Highly Significant
Extending Work Involvement			
Recognition of the School	.609**	0.000	Highly Significant
Commitment to Teaching	.720**	0.000	Highly Significant
Effectiveness of the teaching strategies	.572**	0.000	Highly Significant
The effectiveness of the classroom management	.688**	0.000	Highly Significant
The effectiveness of the student participation	.766**	0.000	Highly Significant
Reflective Dialogue	.550**	0.000	Highly Significant
Perceived organizational politics	.625**	0.000	Highly Significant
Self-presentation			
Recognition of the School	.718**	0.000	Highly Significant
Commitment to Teaching	.727**	0.000	Highly Significant
Effectiveness of the teaching strategies	.598**	0.000	Highly Significant
The effectiveness of the classroom management	.449**	0.000	Highly Significant
The effectiveness of the student participation	.563**	0.000	Highly Significant
Reflective Dialogue	.624**	0.000	Highly Significant
Perceived organizational politics	.727**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the association between Career Management Strategies and Career Commitment. The computed r-values indicates a strong direct correlation and the resulted p-values less than the alpha level except on professional ability. This means that there was significant relationship exists and implies that the better is the career management strategies, the better is the career commitment. The table explores the relationship between different career management strategies and various aspects of career commitment. It presents correlation coefficients (r-values) and associated p-values to assess the strength and significance of these relationships. The data reveals highly significant correlations between each career management strategy and all career commitment indicators, with p-values consistently below 0.01, suggesting strong and reliable associations.

For seeking mentoring, the highest correlation is found with commitment to teaching (r = 0.324), followed closely by effectiveness of the teaching strategies (r = 0.323), effectiveness of classroom management (r = 0.312), and reflective dialogue (r = 0.277). This indicates that seeking mentorship is positively related to a teacher's commitment to teaching and their perceived effectiveness in various instructional domains. Teachers who actively seek mentoring also tend to show greater dedication to improving their teaching methods and classroom management practices, with a notable emphasis on reflective practices. Regarding maintaining career flexibility, the correlations are particularly strong across all dimensions of career commitment, with the strongest associations seen in the effectiveness of student participation (r = 0.813) and reflective dialogue (r = 0.602). The high correlation with student participation suggests that flexible career management strategies are linked to a greater emphasis on engaging students and encouraging active participation in the learning process. Additionally, the significant relationship with reflective dialogue reflects that flexible career management practices encourage ongoing professional growth and self-reflection, which are essential for career longevity and effectiveness in teaching.

For building networks, the highest correlation is observed with the effectiveness of student participation (r = 0.738), followed by commitment to teaching (r = 0.683) and the effectiveness of classroom management (r = 0.699). These findings suggest that teachers who actively build professional networks are more likely to be engaged in enhancing both their teaching strategies and their classroom environments. The strong correlation with student participation indicates that networking may provide teachers with strategies and resources to foster greater student involvement and create a more dynamic classroom atmosphere. In the case of extending work involvement, the highest correlation is with the effectiveness of student participation (r=0.766), underscoring the importance of teachers' extended roles in fostering student engagement. Other significant relationships are found with commitment to teaching (r=0.720) and effectiveness of teaching strategies (r=0.572), suggesting that teachers who invest more time and effort in their professional responsibilities also exhibit stronger dedication to teaching and are more effective in delivering lessons and engaging students. Finally, self-presentation demonstrates strong positive correlations with almost all aspects of career commitment, with the highest r-values found in commitment to teaching (r=0.727), recognition of the school (r =0.718), and perceived organizational politics (r=0.727). This indicates that teachers who manage their professional image and presence are more likely to be recognized for their contributions to the school and are more committed to their teaching roles. The link with perceived organizational politics suggests that self-presentation is also crucial for navigating the school environment and building professional relationships that influence career advancement.

Table 6 illustrates the association between Career Management Strategies and Instructional Leadership. The computed r-values indicates a strong direct correlation and the resulted p-values less than the alpha level except on professional ability. This means that there was significant relationship exists and implies that the better is the career management strategies, the better is the instructional leadership. The table presents the relationships between various career management strategies and instructional leadership, highlighting the strength and significance of these associations through correlation coefficients (r-values) and p-values. All relationships reported are highly significant, with p-values less than 0.01, indicating that the results are statistically reliable and reflect meaningful connections between career management strategies and instructional leadership outcomes.

Seeking mentoring is strongly correlated with several aspects of instructional leadership. The highest correlations are observed with the visibility and influence of the teachers (r = 0.347) and monitoring of student progress (r = 0.325), suggesting that teachers who actively seek mentorship are more likely to be visible in their schools, thereby enhancing their leadership presence and their ability to monitor student progress effectively. Other notable correlations, such as with professional development of teachers (r = 0.173) and feedback on curriculum implementation (r = 0.278), further emphasize the positive impact of mentoring on various instructional leadership practices, with mentorship contributing to the development of leadership qualities such as fostering teacher development and giving feedback on curriculum.

Table 6
Relationship Between Career Management Strategies and Instructional Leadership

Seeking Mentoring	r-value	p-value	Interpretation
The provision of teaching resources	.311**	0.000	Highly Significant
Professional development of teachers	.173**	0.000	Highly Significant
Maximize the teaching time	.221**	0.000	Highly Significant
Monitoring of student progress	.325**	0.000	Highly Significant
Feedback on teaching and learning	.215**	0.000	Highly Significant
Feedback on Curriculum implementation	.278**	0.000	Highly Significant
The visibility and influence of the teachers	.347**	0.000	Highly Significant
Teaching effect and learning environment	.189**	0.000	Highly Significant
Maintaining Career Flexibility			
The provision of teaching resources	.448**	0.000	Highly Significant
Professional development of teachers	.521**	0.000	Highly Significant
Maximize the teaching time	.596**	0.000	Highly Significant
Monitoring of student progress	.629**	0.000	Highly Significant
Feedback on teaching and learning	.792**	0.000	Highly Significant
Feedback on Curriculum implementation	.500**	0.000	Highly Significant
The visibility and influence of the teachers	.544**	0.000	Highly Significant
Teaching effect and learning environment	.421**	0.000	Highly Significant
Building Networks			
The provision of teaching resources	.556**	0.000	Highly Significant
Professional development of teachers	.543**	0.000	Highly Significant
Maximize the teaching time	.661**	0.000	Highly Significant
Monitoring of student progress	.712**	0.000	Highly Significant
Feedback on teaching and learning	.749**	0.000	Highly Significant
Feedback on Curriculum implementation	.580**	0.000	Highly Significant
The visibility and influence of the teachers	.693**	0.000	Highly Significant
Teaching effect and learning environment	.491**	0.000	Highly Significant
Extending Work Involvement			
The provision of teaching resources	.564**	0.000	Highly Significant
Professional development of teachers	.667**	0.000	Highly Significant
Maximize the teaching time	.776**	0.000	Highly Significant
Monitoring of student progress	.733**	0.000	Highly Significant
Feedback on teaching and learning	.743**	0.000	Highly Significant
Feedback on Curriculum implementation	.558**	0.000	Highly Significant
The visibility and influence of the teachers	.697**	0.000	Highly Significant
Teaching effect and learning environment	.577**	0.000	Highly Significant
Self-presentation			
The provision of teaching resources	.594**	0.000	Highly Significant
Professional development of teachers	.518**	0.000	Highly Significant
Maximize the teaching time	.506**	0.000	Highly Significant
Monitoring of student progress	.602**	0.000	Highly Significant
Feedback on teaching and learning	.511**	0.000	Highly Significant
Feedback on Curriculum implementation	.776**	0.000	Highly Significant
The visibility and influence of the teachers	.620**	0.000	Highly Significant
Teaching effect and learning environment	.512**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

For maintaining career flexibility, correlations are particularly strong across all areas of instructional leadership. Highest correlation is found with feedback on teaching and learning (r=0.792), indicating that flexible career management strategies are closely tied to the ability to provide constructive and continuous feedback. Monitoring of student progress (r=0.629) and maximizing teaching time (r=0.596) show strong positive relationships, suggesting maintaining flexibility in one's career enables more effective management of

classroom dynamics and teaching processes. This strategy's influence on teaching resources (r=0.448) and visibility (r=0.544) illustrates that flexibility enhances leadership in terms of resource allocation and teacher presence.

The correlation with building networks also reveals strong relationships across instructional leadership components. The strongest correlations here are with feedback on teaching and learning (r = 0.749), monitoring student progress (r = 0.712), and visibility (r = 0.693). These results suggest that networking, which facilitates collaboration and information sharing, directly contributes to leadership in fostering student learning and providing effective feedback. The correlation with teaching time maximization (r = 0.661) and teaching effect and learning environment (r = 0.491) further indicates that well-established professional networks help optimize instructional time and improve the overall classroom environment. For extending work involvement, the correlations with various dimensions of instructional leadership are even stronger. Maximizing teaching time (r=0.776) and monitoring of student progress (r=0.733) exhibit the highest correlations, emphasizing that teachers who take on more responsibilities and become more involved in their work are likely to show leadership in effectively managing time and tracking student outcomes. Other significant relationships include feedback on teaching and learning (r=0.743) and visibility (r=0.697), suggesting that extended involvement enhances teachers' capacity to provide feedback and increase their visibility within the school, which is crucial for leadership.

Finally, self-presentation also shows strong correlations with instructional leadership. The strongest relationship is with feedback on curriculum implementation (r = 0.776), which indicates that teachers who actively manage their professional image are more likely to engage with curriculum development and provide relevant feedback. Correlations with monitoring of student progress (r = 0.602) and teaching resources (r = 0.594) reflect that self-presentation contributes to a teacher's leadership in resource management and student assessment, while also fostering professional development and leadership visibility.

All career management strategies, including seeking mentoring, maintaining career flexibility, building networks, extending work involvement, and self-presentation, demonstrate highly significant positive relationships with various aspects of instructional leadership. Findings suggest that effective career management strategies are crucial for enhancing teachers' leadership qualities, particularly in areas such as student progress monitoring, providing feedback, maximizing teaching time, and maintaining visibility. The data emphasizes the interconnectivity between career management and instructional leadership, underscoring the importance of intentional career development in fostering effective teaching and leadership in educational settings.

Table 7 shows the association between Career commitment and Instructional Leadership. The computed r-values indicates a strong direct correlation and the resulted p-values less than the alpha level except on professional ability. This means that there was significant relationship exists and implies that the better is the career commitment, the better is the instructional leadership. The table shows the highly significant relationships between various career commitment indicators and instructional leadership outcomes, with all correlations being statistically significant at a p-value of less than 0.01. These relationships suggest that greater career commitment in terms of school recognition, teaching commitment, teaching effectiveness, classroom management, student participation, reflective dialogue, and perceived organizational politics is strongly associated with enhanced instructional leadership qualities across several dimensions.

In particular, recognition of the school exhibits strong correlations with nearly all aspects of instructional leadership, with the highest correlation found with the visibility and influence of teachers (r = 0.731). This indicates that teachers who are more recognized within their schools are more likely to have an increased leadership presence, significantly impacting areas such as feedback on teaching and learning (r = 0.686) and the provision of teaching resources (r = 0.603). Commitment to teaching also shows significant positive relationships across instructional leadership dimensions. The highest correlation is observed with maximizing teaching time (r = 0.840), indicating that teachers with a strong commitment to teaching are more effective in

managing instructional time. Other notable correlations include monitoring student progress (r = 0.807), feedback on curriculum implementation (r = 0.879), and the visibility and influence of teachers (r = 0.805), highlighting the crucial role of teaching commitment in fostering leadership in various instructional practices.

Table 7
Relationship Between Career Commitment and Instructional Leadership

Recognition of the School	r-value	p-value	Interpretation
The provision of teaching resources	.603**	0.000	Highly Significant
Professional development of teachers	.573**	0.000	Highly Significant
Maximize the teaching time	.524**	0.000	Highly Significant
Monitoring of student progress	.600**	0.000	Highly Significant
Feedback on teaching and learning	.686**	0.000	Highly Significant
Feedback on Curriculum implementation	.711**	0.000	Highly Significant
The visibility and influence of the teachers	.731**	0.000	Highly Significant
Teaching effect and learning environment	.500**	0.000	Highly Significant
Commitment to Teaching			
The provision of teaching resources	.702**	0.000	Highly Significant
Professional development of teachers	.662**	0.000	Highly Significant
Maximize the teaching time	.840**	0.000	Highly Significant
Monitoring of student progress	.807**	0.000	Highly Significant
Feedback on teaching and learning	.775**	0.000	Highly Significant
Feedback on Curriculum implementation	.879**	0.000	Highly Significant
The visibility and influence of the teachers	.805**	0.000	Highly Significant
Teaching effect and learning environment	.605**	0.000	Highly Significant
Effectiveness of the Teaching Strategies			
The provision of teaching resources	.639**	0.000	Highly Significant
Professional development of teachers	.539**	0.000	Highly Significant
Maximize the teaching time	.699**	0.000	Highly Significant
Monitoring of student progress	.682**	0.000	Highly Significant
Feedback on teaching and learning	.678**	0.000	Highly Significant
Feedback on Curriculum implementation	.790**	0.000	Highly Significant
The visibility and influence of the teachers	.709**	0.000	Highly Significant
Teaching effect and learning environment	.498**	0.000	Highly Significant
The Effectiveness of the classroom management			
The provision of teaching resources	.574**	0.000	Highly Significant
Professional development of teachers	.461**	0.000	Highly Significant
Maximize the teaching time	.682**	0.000	Highly Significant
Monitoring of student progress	.731**	0.000	Highly Significant
Feedback on teaching and learning	.788**	0.000	Highly Significant
Feedback on Curriculum implementation	.684**	0.000	Highly Significant
The visibility and influence of the teachers	.629**	0.000	Highly Significant
Teaching effect and learning environment	.473**	0.000	Highly Significant
The effectiveness of student participation			
The provision of teaching resources	.584**	0.000	Highly Significant
Professional development of teachers	.562**	0.000	Highly Significant
Maximize the teaching time	.713**	0.000	Highly Significant
Monitoring of student progress	.772**	0.000	Highly Significant
Feedback on teaching and learning	.928**	0.000	Highly Significant
Feedback on Curriculum implementation	.734**	0.000	Highly Significant
The visibility and influence of the teachers	.734**	0.000	Highly Significant
Teaching effect and learning environment	.483**	0.000	Highly Significant
Reflective Dialogue			
The provision of teaching resources	.756**	0.000	Highly Significant
Professional development of teachers	.547**	0.000	Highly Significant
Maximize the teaching time	.654**	0.000	Highly Significant
Monitoring of student progress	.674**	0.000	Highly Significant
Feedback on teaching and learning	.859**	0.000	Highly Significant
Feedback on Curriculum implementation	.920**	0.000	Highly Significant
The visibility and influence of the teachers	.784**	0.000	Highly Significant
Teaching effect and learning environment	.558**	0.000	Highly Significant
Perceived Organizational Politics			

The provision of teaching resources	.795**	0.000	Highly Significant
Professional development of teachers	.715**	0.000	Highly Significant
Maximize the teaching time	.782**	0.000	Highly Significant
Monitoring of student progress	.848**	0.000	Highly Significant
Feedback on teaching and learning	.749**	0.000	Highly Significant
Feedback on Curriculum implementation	.897**	0.000	Highly Significant
The visibility and influence of the teachers	.891**	0.000	Highly Significant
Teaching effect and learning environment	.706**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Effectiveness of teaching strategies shows strong and consistent positive relationships with all instructional leadership variables. The highest correlation is found with feedback on curriculum implementation (r = 0.790), suggesting that teachers who are more effective in their teaching strategies are better equipped to provide constructive feedback on curricula. Similarly, other significant correlations, such as those with the provision of teaching resources (r = 0.639) and monitoring of student progress (r = 0.682), indicate that effective teaching strategies contribute to more efficient use of resources and improved student assessment.

For classroom management effectiveness, the correlations are also highly significant, with the highest correlation observed with monitoring of student progress (r = 0.731) and feedback on teaching and learning (r = 0.788). These results imply that teachers who manage their classrooms effectively are more likely to track student progress and provide valuable feedback to enhance learning outcomes. Effectiveness of student participation shows especially strong relationships with instructional leadership, with the highest correlation being with feedback on teaching and learning (r = 0.928). This indicates that teachers who create an environment conducive to student participation are more likely to provide meaningful feedback on their teaching practices. Other significant correlations with monitoring of student progress (r = 0.772) and the visibility and influence of teachers (r = 0.734) suggest that engaging students in the learning process enhances leadership in tracking and assessing student performance.

Reflective dialogue also demonstrates highly significant positive correlations with instructional leadership, with the highest correlation found with feedback on curriculum implementation (r = 0.920). This suggests that teachers who engage in reflective dialogue, whether with themselves or colleagues, are more likely to provide effective feedback on curriculum practices. The correlation with the visibility and influence of teachers (r = 0.784) also emphasizes that reflective practices contribute to teachers' leadership presence within their schools. Lastly, perceived organizational politics shows some of the highest correlations with instructional leadership dimensions, including feedback on curriculum implementation (r = 0.897) and the visibility and influence of teachers (r = 0.891). These findings imply that teachers' perceptions of organizational dynamics significantly influence their leadership in providing feedback and becoming more influential within their teaching environments. Additionally, monitoring of student progress (r = 0.848) and maximizing teaching time (r = 0.782) suggest that organizational politics can impact leadership in terms of assessing student performance and managing instructional time effectively.

In summary, the findings of the table demonstrate that career commitment, whether through school recognition, teaching commitment, teaching effectiveness, classroom management, student participation, reflective dialogue, or organizational politics, plays a critical role in enhancing instructional leadership. Teachers who exhibit higher levels of career commitment are more likely to engage in practices that strengthen their leadership, improve student outcomes, and contribute positively to their school environments. This development plan aims to address the weak areas identified in the summary tables by focusing on improving instructional leadership quality, enhancing career commitment, and strengthening career management strategies. Through targeted professional development, mentoring programs, and structured workshops, teachers will be better equipped to manage classrooms effectively, adapt to changing educational environments, and advance in their careers. The overall success of this plan will be measured through teacher feedback, student engagement, and improvements in classroom management and career satisfaction.

Table 8
Development Program for Career Management Strategies, Career Commitment and Instructional Leadership among University Teachers in China

KRA	Objective	Activities/ Development Plans	Success Indicators	Persons Involved
Instructional Leadership	To enhance teachers' ability to maximize teaching time, engage in effective professional development, and improve the learning environment.	Professional Development Workshops: Focus on time management and optimal learning environment creation. Peer Collaboration and Mentoring: Establish peer mentoring programs. Classroom Management Training: Introduce behavior management and student engagement strategies.	- Increased teacher satisfaction in managing time and improving classroom environments. - Improved student engagement and performance. - Positive feedback from professional development workshops.	- School Administrators - Teachers (Participants, Peer Mentors) - External Trainers (Time Management Experts, Classroom Management Consultants)
Career Commitment	To improve the effectiveness of classroom management and engagement in reflective dialogue among teachers.	Classroom Management Workshops: Focus on conflict resolution and fostering a positive classroom atmosphere. Reflection and Feedback Sessions: Organize structured reflection sessions and peer reviews. Incentive Programs: Reward teachers for improvements in classroom management and participation.	- Improvement in teacher self-assessments of classroom management effectiveness. - Increased participation in reflection sessions. - Enhanced student behavior and participation.	- Teachers (Participants) School Administrators External Trainers (Classroom Management Experts)
Career Management Strategies	To increase engagement in mentoring and enhance career flexibility among teachers.	Mentoring Program Enhancement: Formalize mentoring pairings for career advice and growth. Workshops on Career Flexibility: Focus on managing career growth and adaptability. Building Networks: Encourage joining professional networks and internal school networks.	- Increased participation in the mentoring program. - Positive feedback from career flexibility workshops. - Enhanced retention rates and career progression.	- Experienced Teachers (Mentors) School Administrators External Trainers/Coaches (Career Development Experts)

4. Conclusion and recommendations

The results indicate that respondents generally agree on the importance of these strategies, particularly those focused on self-promotion and active career engagement. The result indicates that the respondents strongly agree with most aspects of career commitment, particularly in areas such as reflective dialogue, school recognition, and the effectiveness of teaching strategies. The result indicates that the respondents generally agree on the importance of various aspects of instructional leadership. There was significant relationship exists and implies that the better is the career management strategies, the better is the career commitment. A Development plan for Career Management Strategies, Career Commitment and Instructional Leadership among University Teachers in China. Teachers, especially those in the early to mid-career stages, may continue to focus on self-presentation and building networks to enhance their career development. School administrators and heads may recognize the importance of fostering a supportive environment for teachers' professional growth. Providing adequate teaching resources, promoting reflective practices, and encouraging open feedback on teaching and curriculum can help strengthen instructional leadership. Human resource departments may prioritize professional development programs tailored to teachers' career stages and needs. The Education Department may consider implementing policies that promote a more flexible career progression system, allowing teachers to transition smoothly through different stages of their careers. Future research may explore the relationship between career management strategies and career commitment in more diverse educational contexts.

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