

## Revisiting Teacher Commitment: A Bibliometric Analysis Based on CNKI and Scopus Databases

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### ABSTRACT

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The development of teacher commitment is crucial for improving educational quality and teacher retention. This study aimed to understand the current research on teacher commitment and predict future trends by analyzing literature from the CNKI and Scopus databases. A total of 302 and 647 relevant articles were selected. High-frequency keyword and co-word analysis revealed that "organizational commitment" and "teacher commitment" were the most common keywords in both databases. Other prominent themes included job satisfaction and leadership in Scopus, and career commitment and teacher turnover in CNKI. The findings highlight the importance of workplace factors and regional differences in teacher commitment research, providing insights for future studies.

**Contribution/Originality:** This study contributes to the existing literature by providing a comprehensive bibliometric analysis of teacher commitment research in both global and Chinese academic contexts. The paper's primary contribution is finding that while international research emphasizes leadership and work environment, Chinese research focuses on teacher attrition and professional development, particularly in early childhood and basic education.

## 1. Introduction

In today's rapidly changing educational environment, higher education institutions face many challenges, including issues related to the stability and development of their faculty. Research has found that teacher commitment is an important predictor of teacher job stability and mobility and plays a positive role in teacher engagement (Cohen, Blake, & Goodman, 2016). Teacher commitment refers to teachers' high level of engagement, responsibility, and loyalty in student learning, teaching work, schools, and educational endeavors (Thien, Razak, & Ramayah, 2014). In addition, teacher

commitment is critical to the success of educational reforms and the sustainability of school effectiveness (Yang et al., 2019), which not only affects student learning and teacher performance, but is also closely related to teacher mobility.

Despite the gradual increase in relevant literature, the field of teacher commitment remains diverse and fragmented, with studies varying according to geographic backgrounds, educational systems, and cultural environments. While international studies have provided valuable contributions to the understanding of teacher commitment, there is still a noticeable gap in studies focusing on China. In China, rapid educational reforms and changing teacher policies have created a unique context for teacher retention and commitment.

This study aims to fill this gap by revisiting the concept of teacher commitment and analyzing Chinese and international research findings to gain a comprehensive understanding of the development of teacher commitment research. Through bibliometric methods, this study systematically analyzes teacher commitment literature from two important academic databases, China National Knowledge Infrastructure (CNKI) and Scopus. China National Knowledge Infrastructure (CNKI) and Scopus are two important academic databases widely used in research. CNKI is the largest and most comprehensive database for Chinese academic literature, covering a wide range of disciplines, including natural sciences, social sciences, engineering, and medical fields. It's an essential resource for research related to China. On the other hand, Scopus is a global, multidisciplinary citation database. It offers high-quality citation analysis tools, allowing researchers to track citations and evaluate the impact of articles and journals. While CNKI focuses on Chinese scholarly work, Scopus provides a broader, international perspective, making both databases valuable for conducting comprehensive literature reviews in different research contexts. By analyzing high-frequency keywords and constructing a keyword co-occurrence matrix, the study explores the knowledge structure and thematic trends in teacher commitment research, identifying key research hotspots and emerging research areas.

Through this bibliometric analysis, the study delves into the connections between various areas in teacher commitment research, providing an integrated knowledge map. The findings not only provide valuable insights into the theoretical underpinnings and methodology of the field, but also provide guidance for future research directions. In addition, this study provides practical implications for administrators of educational institutions by offering theoretical references and strategies for enhancing teacher commitment, a key factor in improving the quality and sustainability of education.

In order to guide the direction of the study more clearly and to ensure that the findings can effectively answer the questions, the following research objectives are clearly stated in this paper. First review the concept of teacher commitment, analyze its development in Chinese and international research, and identify relevant theoretical frameworks and research hotspots. Second, through bibliometric analysis, we explore the evolution of knowledge structures and themes in teacher commitment research and reveal the cutting-edge trends of current research. Identify key issues in teacher commitment research and suggest possible research gaps and future research directions. Finally, to provide theoretical support for educational administrators to analyze strategies to enhance teacher commitment and help educational institutions develop more effective teacher management policies.

By accomplishing these goals, this study aims to fill the gaps in existing research and provide theoretical support and practical guidance for future related research.

## 2. Literature Review

Teacher commitment, as an important topic in educational research, involves teachers' attitudes and behaviors toward education and has a significant impact on teaching quality and student development. With deeper research, various perspectives have emerged to explore the structure and influencing factors of teacher commitment. Based on the content and focus of teacher commitment, mainstream studies classify it into three dimensions: organizational commitment, professional commitment, and multidimensional commitment. These classifications reflect the diversity of research perspectives and reveal the evolution of teacher commitment from single-dimensional to multi-dimensional, and from traditional to newly developed models. The following provides a review of these three aspects.

### 2.1. Organizational Commitment

The first category of teacher commitment is organizational commitment. Many studies are based on [Allen and Meyer \(1990\)](#) three-dimensional theory of organizational commitment (e.g., [Mustafa et al., 2021](#); [Skinner, Leavey, & Rothi, 2021](#)). [Allen and Meyer \(1990\)](#) divided organizational commitment into three dimensions: affective commitment, continuance commitment, and normative commitment. This theory is widely accepted and applied in research on teacher commitment. Affective commitment refers to teachers' emotional attachment to their school, which comes from their perception of the school's cultural atmosphere and interpersonal relationships. Continuance commitment involves teachers making rational decisions to stay in the school after considering economic benefits such as salary, personal development, network resources, and social status. Normative commitment is a sense of responsibility that teachers develop in their organizational life, influenced by school values and social norms.

The concept of organizational commitment was first proposed by [Becker \(1960\)](#). [Mowday, Steers, and Porter \(1979\)](#) further defined it as an individual's sense of identification with and involvement in an organization. In studies on teacher commitment, [Hussein and Costa \(2008\)](#) found that principals' leadership styles significantly influence teachers' affective and normative commitment, which are critical to the school climate and teacher teams. [Berkovich and Bogler \(2020\)](#) analyzed the factors influencing teacher organizational commitment, emphasizing the role of organizational culture, decision-making participation, and principal leadership. Other research also shows that a well-ordered school environment and opportunities for teacher participation are closely related to organizational commitment (e.g., [Kushman, 1992](#); [Dee, Henkin, & Singleton, 2006](#)). Distributed leadership strengthens organizational commitment by increasing teachers' sense of support and teamwork quality ([Hulpia, Devos, & Keer, 2011](#)). [Sezgin \(2009\)](#) used a different three-dimensional concept of organizational commitment in a study on Turkish primary school teachers, while [McInerney et al. \(2015\)](#) explored the relationship between affective, continuance, and normative commitment and school outcomes in Hong Kong. Most research on teacher commitment is based on [Allen and Meyer \(1990\)](#) three-commitment theory, examining how different dimensions of commitment influence teachers' school identification and organizational commitment.

## 2.2. Professional Teacher Commitment

The second dimension of teacher commitment is professional commitment, which refers to teachers' passion for and dedication to the teaching profession. Many studies have explored the effects and role of professional commitment. For example, [Somech and Bogler \(2002\)](#) found that professional commitment is significantly related to teachers' sense of responsibility toward students and is closely linked to opportunities for professional growth. [Ling et al. \(2012\)](#), using structural analysis, pointed out that professional commitment consists of three dimensions: affective, normative, and continuance, and it significantly influences school education outcomes. [Tentama and Pranungsari \(2016\)](#) emphasized that teachers' professional motivation and job satisfaction play an important role in enhancing their professional commitment.

## 2.3. Multidimensional Teacher Commitment

Teacher commitment is a multidimensional concept, and its focus varies depending on researchers' goals. [Chan et al. \(2008\)](#) stated that teacher commitment includes connections to the profession, colleagues, students, professional associations, and the school, and it is considered a key factor influencing educational outcomes ([Yang et al., 2019](#); [Park, 2005](#)). [Nir \(2002\)](#) argued that in service-oriented organizations like public schools, teacher commitment mainly involves teaching, students, and the organization. [Zheng et al. \(2020\)](#) summarized it as commitment to the school, profession, and students. [Thien, Razak, and Ramayah \(2014\)](#) further identified four dimensions: commitment to the school, students, classroom teaching, and the profession, highlighting their central role in improving educational outcomes. Research shows that overall commitment positively impacts student engagement and academic achievement ([Kalai, Kirmi, & Lhassan, 2022](#)). Supportive leadership and teamwork can enhance teachers' loyalty to schools, promoting multidimensional commitment ([Hulpia & Devos, 2010](#)). Career development opportunities are closely linked to teachers' dual commitment to their school and profession ([Tansky & Cohen, 2001](#)). Collaborative leadership also strengthens the interaction between professional and organizational commitment ([Shohib, Suhariadi, & Agustina, 2024](#)). These studies demonstrate that the multidimensional structure of teacher commitment is vital for improving educational outcomes and advancing organizational development.

Teacher commitment is a complex and multifaceted construct that plays a critical role in enhancing educational outcomes and organizational development. Whether through the three-factor framework of organizational commitment, dedication to the teaching profession, or multidimensional commitments to students, colleagues, and professional growth, teacher commitment serves as a cornerstone for effective education. Understanding its various dimensions and the factors that influence them, such as leadership, teamwork, and career opportunities, provides valuable insights for building supportive environments that foster both teacher satisfaction and student success. By emphasizing the interconnected nature of these commitments, educators and administrators can better address the needs of teachers and create a thriving educational community.

## 3. Method

Using the Scopus database, the author conducted a search for "teacher commitment," "organizational commitment," and "professional commitment" in the title, abstract, and

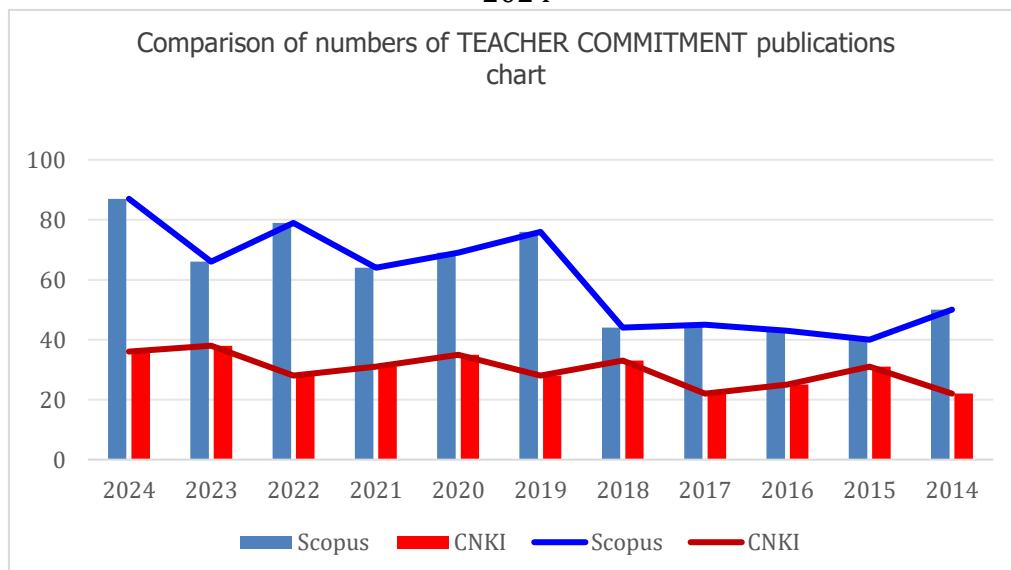
keywords, filtering results to include only English journal articles published between 2014 and 2024, identifying 647 papers. Similarly, the CNKI database was used to perform an advanced search with the same keywords under the "topic" field. The search was restricted to journals classified as "Peking University Core, CSSCI, AMI, CSCD, and WJCI," resulting in 302 relevant papers within the same time frame. Although Scopus and CNKI use different terminology for their search fields, both approaches employed equivalent criteria to ensure consistency. This study uses word frequency analysis and co-word matrix methods to analyze data extracted from the CNKI and Scopus databases. Word frequency analysis counts the occurrence of keywords in the literature to identify hot topics and their trends (Liu, Hu, & Wang, 2012; He, 1999). The co-word matrix analyzes the patterns of keywords appearing together in the literature, building a network of relationships between research topics to reveal the knowledge structure of the field (Bhattacharya & Basu, 1998; Liu, Hu, & Wang, 2012). The combination of these methods provides strong support for this study. Word frequency analysis identifies the core issues in the research field, while the co-word matrix reveals the connections between these issues, offering a clear tool for understanding the structure and dynamics of the research field. This study primarily employs Python for co-word matrix analysis and keyword visualization, along with the database's built-in statistical analysis functions, to analyze teacher commitment-related sample literature through a combination of charts.

#### 4. Findings

##### 4.1. Statistical Analysis of the Numbers of "Teacher Commitment" Relevant Literature Publications from CNKI and Scopus

The Figure 1 shows a comparison of the number of publications on the topic of teacher commitment in the CNKI and Scopus databases from 2014 to 2024, revealing the comparative perspectives and differential research emphases on teacher commitment between Chinese and international academic communities.

Figure 1: Comparison of Numbers of Teacher Commitment Publications from 2014 to 2024



## 4.2. Word Frequency Analysis

We retrieved 302 core journal articles from CNKI and extracted field information using "keywords," manually synthesizing synonyms such as "teacher commitment," "organizational commitment," and "professional commitment." The same process was applied to 647 journal articles from the Scopus database. From these two databases, we obtained a list of high-frequency keywords related to teacher commitment and their frequencies, which is shown in [Table 1](#). Due to space limitations, only the top 19 keywords are listed. The higher the frequency of a keyword in the results, the greater its relevance to the topic, indicating a richer body of research in that area.

Table 1: List of High-frequency Keywords in CNKI and Scopus Teacher Commitment Literature

No.	CNKI High-frequency Words	Frequency	Scopus High-frequency Words	Frequency
1	Organizational Commitment	160	Organizational	
2	Professional Commitment	54	Commitment	237
3	Job Satisfaction	39	Teachers	105
4	Turnover Intention	34	Job Satisfaction	65
5	Preschool Teachers	34	Leadership	30
			Commitment	25
			Teacher	
6	Job Performance	23	Commitment	20
			Organizational	
7	Job Engagement	18	Citizenship Behavior	19
			Transformational	
8	Job Burnout	13	Leadership	19
			Affective	
9	University Teachers	12	Commitment	17
10	Psychological Capital	10	Higher Education	17
			Organizational	
11	Primary School Teachers	10	Culture	17
12	Affective Commitment	10	Self-Efficacy	16
13	Work Burnout	10	Education	15
			Emotional	
14	Perceived Organizational Support	9	Intelligence	13
			Organizational	
15	Influencing Factors	9	Justice	13
			Professional	
16	Work Values	9	Commitment	13
	Primary and Secondary School			
17	Teachers	8	Motivation	12
			Perceived	
	Organizational Citizenship		Organizational	
18	Behavior	7	Support	11
19	Professional Identity	7	School	11

## 4.3. Co-word Matrix

A co-word matrix is a tool used to see how keywords are related based on how often they appear together in the same research papers. In the matrix, each keyword is listed, and when two keywords appear together in a paper, the matrix shows this connection. The diagonal of the matrix shows how often each keyword appears, while the other

numbers show how often two keywords appear together, showing how closely related they are.

**Table 2** and **Table 3** show the co-word matrix for teacher commitment-related papers from the CNKI and Scopus databases. This matrix can see which keywords appear together most often and gives us an idea of the main topics and research trends in the field of teacher commitment. It can also help us spot emerging areas for future research.

Table 2: Co-word Matrix of CNKI Teacher Commitment Literature

	Job Engagement	Job Satisfaction	Job Performance	Affective Commitment	Turnover Intention	Organizational Commitment	Job Burnout	Professional Commitment	University Teachers	Preschool Teachers
Job Engagement	18	2	1	1	1	14	0	2	0	3
Job Satisfaction	2	39	3	2	10	30	0	5	3	3
Job Performance	1	3	23	2	0	18	1	1	0	2
Affective Commitment	1	2	2	10	1	1	0	0	0	0
Turnover Intention	1	10	0	1	34	24	1	6	0	5
Organizational Commitment	14	30	18	1	24	160	4	2	8	14
Job Burnout	0	0	1	0	1	4	13	7	1	2
Professional Commitment	2	5	1	0	6	2	7	54	0	17
University Teachers	0	3	0	0	0	8	1	0	12	0
Preschool Teachers	3	3	2	0	5	14	2	17	0	34

Table 3: Co-word Matrix of Scopus Teacher Commitment Literature

	Affective Commitment	Commitment	Higher Education	Job Satisfaction	Leadership	Organizational Citizenship	Organizational Commitment	Teacher Commitment	Teachers	Transformational Leadership
Affective Commitment	17	0	0	1	0	0	3	1	2	0
Commitment	0	25	1	3	4	1	1	3	8	0
Higher Education	0	1	17	1	1	0	2	0	0	0
Job Satisfaction	1	3	1	65	3	2	43	4	9	0
Leadership	0	4	1	3	30	0	10	2	3	2
Organizational Citizenship	0	1	0	2	0	19	11	1	3	3

Behavior										
Organizational										
Commitment	3	1	2	43	10	11	237	23	35	14
Teacher	0	0	0	1	1	0	3	20	3	0
Commitment	1	5	0	8	1	2	35	3	105	1
Teachers	0	0	0	0	2	3	14	0	1	19
Transformational Leadership	0	0	0	0	0	0	0	0	0	0

## 5. Discussion

In the discussion section of this study, we will delve into the research status and development trends in the field of teacher commitment, based on the results of statistical analysis of publication numbers from CNKI and Scopus, word frequency analysis, and co-occurrence word matrix methods. These data analysis methods effectively reveal the key areas of focus, research dynamics, and potential future research directions in teacher commitment within both domestic and international academic communities.

From [Figure 1](#), the number of publications in the Scopus database is significantly higher than in CNKI, showing that the international academic community has consistently paid more attention to teacher commitment research. Notably, the number of publications in Scopus reached its peak in 2019, while CNKI remained relatively stable at a lower level, indicating that Chinese academic interest in this topic has yet to show significant growth.

From a trend perspective, the number of publications in the Scopus database shows clear fluctuations, which may be related to periodic research trends and changes in educational reforms worldwide. The sharp decline in 2018 and the subsequent recovery suggest that research interest in this topic may have been influenced by global education policy changes and trends in teachers' professional development. In contrast, the CNKI database shows relatively stable numbers without significant growth, suggesting that domestic research on teacher commitment has not yet developed into a large-scale academic discussion or in-depth exploration.

Through an analysis of keyword frequencies, co-occurrence matrices, and annual publication trends in CNKI and Scopus databases, we can clearly observe the development and focal points of teacher commitment research in global and Chinese academic contexts.

In global research trends, the Scopus database shows continuous attention to teacher commitment and organizational commitment, with particularly significant associations with job satisfaction and leadership. This reflects the international academic community's increasing emphasis on how work environments and leadership styles (such as transformational leadership) positively influence teacher commitment. Moreover, Scopus data highlights research on teacher commitment in higher education, indicating growing international interest in university teachers' professional development and academic environments.

In Chinese research trends, CNKI database data reveals more distinct localized characteristics. For instance, professional commitment and turnover intention emerge

as research hotspots, highlighting the urgency of teacher attrition issues in the Chinese education system. Keywords like preschool teachers and primary school teachers frequently appear, demonstrating Chinese scholars' special attention to teacher commitment in basic and early childhood education. Additionally, the co-occurrence matrix analysis reveals a strong correlation between organizational commitment and job satisfaction, reflecting Chinese researchers' in-depth exploration of how organizational support and work environments can enhance teacher commitment.

Overall, while global and Chinese research differ in their focus, both emphasize the importance of teacher commitment to educational quality and teacher retention. International research focuses on leadership, work environment, and their impacts in higher education and organizational behavior, while Chinese research concentrates more on localized teacher professional development and attrition issues, particularly in preschool and basic education stages.

## 6. Conclusion

The analysis of teacher commitment from both CNKI and Scopus highlights key areas for future research and practical implications. Firstly, the relationship between teacher commitment and organizational factors, particularly organizational commitment, remains central in the literature. Future studies should explore how improvements in organizational management and enhancing professional commitment can strengthen overall teacher commitment. Additionally, the relationship between teacher commitment and organizational culture, support, and other related factors may emerge as a key focus for research in the coming years.

Secondly, the role of work satisfaction and leadership is becoming increasingly significant, particularly in international studies. Future research should investigate how enhancing teacher work satisfaction and optimizing leadership styles can contribute to increased teacher commitment. Moreover, as the educational environment evolves, understanding how to cultivate supportive leadership will become an essential research topic.

Thirdly, cross-cultural research is expected to gain prominence as globalization and internationalization of education continue. Exploring how teacher commitment manifests in different cultural contexts and understanding the mechanisms and factors that influence commitment across cultures will enrich the theoretical framework of teacher commitment. This can lead to a deeper understanding of the cultural dimensions of teacher commitment and how it varies across different educational settings.

Additionally, teacher burnout and psychological capital are gaining attention in Chinese literature. Future research could further examine how boosting teachers' psychological capital—such as self-efficacy and resilience—can mitigate burnout and enhance teacher commitment. Exploring how psychological factors influence commitment could provide new pathways for improving teacher retention and satisfaction.

Moreover, the study of teacher commitment is increasingly moving toward a multidimensional perspective. Future research should consider teacher commitment as a multi-faceted concept and investigate how various dimensions of commitment (e.g., organizational, professional, emotional) impact teacher behavior. Interventions

targeting different aspects of teacher commitment could be instrumental in improving teacher retention and fostering a deeper sense of professional attachment.

In terms of policy implications, educational administrators can use these findings to align teacher professional development with organizational management strategies. By offering more career development opportunities, improving work environments, and enhancing leadership practices, administrators can effectively increase teachers' work satisfaction and organizational commitment, thereby strengthening overall teacher commitment.

Furthermore, school leaders should focus on emotional and transformational leadership to create a more supportive and open work environment, helping teachers develop a strong professional identity and emotional commitment to their roles.

In conclusion, research on teacher commitment reveals diverse focuses in different academic contexts, with varying methods and applications between Chinese and international studies. Future research will likely delve deeper into multidimensional aspects of teacher commitment and provide more concrete and actionable insights for improving teacher commitment and retention.

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Not applicable

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### **Conflict of Interest**

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