

MANAGING FACTORS AFFECTING THE PROFESSIONAL COMMITMENT OF PRIMARY SCHOOL TEACHERS: A CASE STUDY IN VINH LONG PROVINCE, VIETNAM

*FATORES DE GESTÃO QUE AFETAM O COMPROMISSO PROFISSIONAL DOS
PROFESSORES DO ENSINO PRIMÁRIO: UM ESTUDO DE CASO NA PROVÍNCIA DE
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Abstract. This study focuses on the factors influencing the professional commitment of primary school teachers in Vinh Long Province, Vietnam. The primary objectives are to identify core factors, assess the current situation, and propose management measures to enhance the professional commitment of primary school teachers. The research methodology combines surveys and in-depth interviews with 900 participants, including 50 administrators and 850 primary school teachers in Vinh Long Province. The findings reveal six key factors: compensation and benefits, working environment, opportunities for training and advancement, relationships with leaders and colleagues, personal competencies, and school culture. Effective management of these factors plays a critical role in reducing turnover rates and improving educational quality. This study provides practical recommendations for educational managers and policymakers to create supportive work environments and foster long-term teacher commitment.

Keywords: Professional commitment, primary school teachers, educational management, Vinh Long Province, Vietnam.

Resumo. Este estudo se concentra nos fatores que influenciam o comprometimento profissional de professores de escolas primárias na província de Vinh Long, Vietnã. Os objetivos principais são identificar os principais fatores, avaliar a situação atual e propor medidas de gestão para aumentar o comprometimento profissional de professores de escolas primárias. A metodologia de pesquisa combina pesquisas e entrevistas em profundidade com 900 participantes, incluindo 50 administradores e 850 professores de escolas primárias na província de Vinh Long. As descobertas revelam seis fatores principais: remuneração e benefícios, ambiente de trabalho, oportunidades de treinamento e avanço, relacionamentos com líderes e colegas, competências pessoais e cultura escolar. A gestão eficaz desses fatores desempenha um papel crítico na redução das taxas de rotatividade e na melhoria da qualidade educacional. Este estudo fornece recomendações práticas para gerentes educacionais e formuladores de políticas para criar ambientes de trabalho de apoio e promover o comprometimento de professores de longo prazo.

Palavras-chave: Comprometimento profissional, professores de ensino fundamental, gestão educacional, província de Vinh Long, Vietnã.

1. INTRODUCTION

A childcare teacher, who is the most important resource that determines the quality of childcare, is a job with a high turnover rate, whether it be domestic or overseas. In Canada, 60% of all early childhood teachers changed jobs in 1990 (LaGrange, A., & Read, M. 1990), while in the United States, it was reported that more than 30% of early childhood teachers changed jobs every year (Gable, S., & Hunting, M. 2001). Looking at the actual situation of resignation, which can help predict the degree of childcare teacher turnover in



Korea, 67.3% of daycare centers had childcare teachers who resigned in 2018, and 25.7% of all teachers resigned that year (Ministry of Health and Welfare, & Childcare Policy Research Institute. 2018).

Education plays a crucial role in national development, as emphasized in Vietnam's policies and orientations. Teachers serve as the foundation for nurturing and developing future generations. However, the lack of professional commitment and high turnover rates among teachers pose significant challenges to the education sector, severely affecting teaching and learning quality.

This study aims to identify the factors influencing teacher commitment in Vinh Long Province, Vietnam, and to propose management measures to enhance this commitment and improve educational quality. This research is conducted in response to pressing challenges in managing the teaching workforce, which require comprehensive solutions.

Teacher commitment has been widely studied globally, highlighting its importance in maintaining a stable workforce and improving teaching quality.

Gordon (2003), his research emphasized that a supportive working environment, including policies that recognize achievements and leadership support, is critical for teacher retention. Teachers in positive work environments tend to demonstrate long-term commitment due to feelings of acknowledgment and support. Whitebread & Basilio (2012), these researchers highlighted the significance of peer relationships in fostering motivation and professional commitment. They noted that teachers working in collaborative and supportive environments experience less stress, leading to higher commitment levels.

Denham, Bassett & Wyatt (2007): These authors focused on the relationship between job satisfaction and professional commitment. They identified factors such as working conditions, career development opportunities, and job autonomy as major contributors to teacher commitment. To prepare such an alternative, one of the variables that affects turnover intention is job stress (Pyo, G. S., & Hwang, Y. J. 2011). Because job stress is unavoidable burden on the job that occurs in the process of job performance, it lowers work motivation (Alipour, F., & Kamaee Monfared, M. 2015) as well as job satisfaction, organizational commitment, and job performance (Parker, D. F., & DeCotiis, T. A. 1983). Therefore, job stress is a direct cause of turnover intention.

In Vietnam, studies related to teachers often emphasize job satisfaction, work environment, and professional motivation: Au Quang Hieu (2021): In his study on the job satisfaction of primary school teachers in Hanoi, the author highlighted income, job characteristics, and school culture as the three most influential factors. A positive school culture fosters respect, motivation, and stronger teacher commitment. Pham Huy Cuong (2009): The author investigated factors affecting career orientation among students, demonstrating that family support and training environments are foundational elements influencing students' decisions to pursue teaching careers.

Nguyen Duc Can and Au Quang Hieu (2020): These researchers studied teacher commitment in public schools in northern Vietnam, identifying relationships with leaders, compensation policies, and working conditions as key determinants of teacher commitment.

Although both international and domestic studies have highlighted the importance of professional commitment, most have focused on general contexts or other education levels, such as secondary and high school. Specific studies on primary school teachers-who play a foundational role in the education system-remain limited, especially in local areas like Vinh Long Province.

Additionally, previous studies often address individual factors such as compensation, work environment, or school culture in isolation, without integrating a comprehensive analysis of multiple factors. This underscores the need for a holistic study to evaluate these influences and propose specific management solutions.

This research builds on findings from international studies on the role of work environments and peer relationships (Gordon, 2003; Whitebread & Basilio, 2012) and applies theoretical frameworks from domestic studies (Au Quang Hieu, 2021; Nguyen Duc Can, 2020).

However, it extends beyond these by: Conducting a comprehensive assessment of factors influencing professional commitment in a local context. Analyzing the specific cultural and educational management policies in Vinh Long City, supplemented with practical data to assist educational managers in creating appropriate policies. Proposing practical, feasible management measures to enhance primary school teachers' professional commitment amid current educational reforms.

By integrating theory and practice, this study not only clarifies influencing factors but also contributes to shaping more effective educational management strategies.

2. RESEARCH METHODOLOGY

This study employs a mixed-methods approach to ensure comprehensiveness and reliability in the results. The methodology includes the following:

Quantitative Survey

Structured Questionnaire: Data were collected from 900 participants, comprising 50 administrators and 850 teachers from primary schools in Vinh Long Province.

Survey Content: The questionnaire focused on assessing factors influencing professional commitment, including compensation and benefits, working environment, training opportunities, and school culture.

Sample Design: The sample size was designed to ensure high representativeness, adequately reflecting the characteristics and conditions of teachers in the study area.

Questionnaire survey method

Survey subjects: The survey was conducted in primary schools in Vinh Long province. The survey subjects included 50 managers and 850 teachers in 05 districts and Vinh Long city. The total number of respondents was $n = 900$.

Survey tools: The project developed 01 survey form as the main tool in conducting the survey, including 7 major questions.

Question assessment scale: Using a 5-point scale. Each question is assessed with 5 increasing levels from 1 point to 5 points, with the following convention:

Table 1. Scale for rating questions

Point	Level of implementation	Level of influence
1	Least	No effect
2	Medium	Little impact
3	Rather	Moderate impact
4	Good	Quite influential
5	Very good	Very influential

In-Depth Interviews

Key Participants: Conducted with both administrators and teachers to clarify insights obtained from the quantitative survey and verify their alignment with real-world conditions.

Interview Focus: Questions centered on exploring personal experiences, major influencing factors, and recommendations for improving teacher commitment. This method allows for the collection of detailed information and a deeper understanding of complex, non-quantifiable aspects.

Data Analysis

Quantitative Data: Processed using statistical software (e.g., Excel or SPSS) to calculate mean scores, standard deviations, and construct descriptive analysis tables. Statistical analysis provided an overview of the influencing factors and levels of teacher commitment.

Qualitative Data: Analyzed using thematic analysis, extracting core themes from the interviews. This method highlights relationships between influencing factors and teacher commitment.

Strengths of the Methodology

This approach ensures a comprehensive assessment of the current situation and facilitates the development of management solutions tailored to local characteristics. By combining quantitative and qualitative methods, the study integrates and validates findings from both perspectives, enhancing the reliability and practical relevance of the results.

Data processing method

Distribute paper-based survey forms to 50 managers and 850 primary school teachers. Process the collected data using Excel software. The average scores of the survey contents are classified into the following levels:

Table 2. Average score data convention

Point	Scale table			Meaning of scale
	Level	Level of implementation	Level of influence	
$1,0 \leq \bar{X} \leq 1,80$	1	Least	No effect	This is a weak point of the survey factor, requiring strong improvement measures, continuous improvement or elimination.
$1,81 \leq \bar{X} \leq 2,60$	2	Medium	Little impact	This is a weakness of the survey element, requiring strong, continuous improvement measures or elimination (if possible).
$2,61 \leq \bar{X} \leq 3,40$	3	Rather	Moderate impact	This is an average factor, requiring immediate and continuous improvement measures.
$3,41 \leq \bar{X} \leq 4,20$	4	Good	Quite influential	This is a potential strength that needs some minor improvements.
$4,21 \leq \bar{X} \leq 5,00$	5	Very good	Very influential	This is a strength of the survey element that needs to be maintained and further developed.

How to calculate scale distance value: $L = \frac{(n-1)}{n} = \frac{(5-1)}{5} = 0,8$

3. THEORETICAL FRAMEWORK

The theoretical framework for this study is constructed based on theories of professional commitment and educational management, integrated with the specific characteristics of the primary education environment in Vietnam.

Theories on Professional Commitment

Professional commitment is defined as the level of dedication and devotion teachers exhibit toward their profession. Schaufeli et al. (2002) describe professional commitment as a psychological state characterized by enthusiasm, dedication, and focus on work.

The relationship between professional commitment and teaching quality has been confirmed by studies such as those by Gordon (2003) and Whitebread & Basilio (2012). These studies highlight that factors like a supportive working environment and positive peer relationships directly impact teachers' professional commitment.

Theories on Educational Management

Educational management encompasses not only the operation and organization of school activities but also the development of a conducive working environment, along with policies and strategies to advance the teaching workforce.

According to the theory proposed by Loc and Chi (2007), educational management is the process of creating organizational unity to facilitate sustainable development. Factors such as the working environment, compensation policies, and career advancement opportunities play vital roles in fostering a committed and evolving teaching workforce.

Application to Primary Education in Vietnam

This theoretical framework is tailored to the unique context of primary education in Vietnam, focusing on: The psychological and professional needs of primary school teachers. The influence of local policies and cultural factors on teacher commitment. The interplay between professional development opportunities, organizational culture, and teacher satisfaction in shaping long-term dedication to the profession.

By combining global theories with localized insights, this framework provides a robust foundation for analyzing the factors influencing teacher commitment and proposing management solutions in the context of educational reforms in Vietnam.

Model of Teacher Professional Commitment

This model encompasses several critical factors influencing the professional commitment of teachers.

Salary, Income, and Benefits: Salary and benefits directly impact teacher satisfaction and professional dedication. **Global Insights:** Studies globally emphasize that fair compensation is fundamental to retaining and motivating teachers. Inadequate income often leads to burnout and attrition.

Localized Context: In Vietnam, many educators face financial pressures due to relatively low salaries compared to the cost of living and alternative professions. This gap weakens their long-term commitment, especially among young teachers. **Solutions:** Policy reforms could include better salary scales, performance-based incentives, and social security enhancements to address financial concerns.

Working Environment

A positive working environment encompasses both the physical infrastructure and social relationships within schools.

Physical Infrastructure: Poorly equipped classrooms, lack of teaching materials, and outdated facilities in Vietnam's rural schools often demoralize teachers.

Social Relationships: Supportive relationships with colleagues and school leaders help mitigate job-related stress and create a sense of belonging.

Solutions: Investing in school facilities and promoting team-building activities can improve the physical and social work environment, fostering a collaborative culture.

Training and Career Advancement Opportunities

Opportunities for professional development significantly influence teachers' sense of value and growth.

Current Challenges in Vietnam: Limited access to training programs and career advancement pathways restrict teachers' ability to enhance their skills or advance in their careers.

Global Standards: Systems in developed countries often provide clear paths for promotions and continuous learning.



Solutions: Vietnam's education system could benefit from regular training sessions, international exchange programs, and transparent career ladders, motivating teachers to stay committed.

Relationships with Leaders and Colleagues

The role of leadership and peer relationships is critical for fostering a supportive and effective work environment.

Localized Perspective: Vietnamese schools often operate in a hierarchical system where leadership styles can either empower or discourage teachers. Poor communication or lack of recognition from leaders diminishes teacher morale.

Solutions: Training school leaders in modern, inclusive management techniques and encouraging peer mentorship programs can enhance the quality of workplace relationships.

Personal Competence and Family Support

Personal traits and familial encouragement play a subtle yet impactful role in teacher commitment.

Influences on Professional Dedication: Teachers with high self-confidence and supportive families are better equipped to navigate challenges and remain motivated.

Vietnam's Specifics: Cultural norms in Vietnam often place significant family expectations on teachers, particularly women, potentially adding stress.

Solutions: Providing access to counseling services and resources for work-life balance can help address these pressures.

School Culture

A positive and inclusive school culture underpins teacher satisfaction and long-term commitment.

Challenges in Vietnam: Variability in school culture across regions creates disparities in how teachers experience their workplace.

Solutions: Promoting inclusive policies, celebrating achievements, and fostering mutual respect within schools can create environments where teachers feel valued.

These interconnected elements collectively determine the level of professional commitment among teachers. Addressing these factors holistically can lead to a more satisfied and dedicated teaching workforce, ultimately improving the quality of education.

4. RESULTS

The study identified six key factors influencing the professional commitment of primary school teachers.

Salary and Benefits

Average Score: Mean (M): 2.9 (lowest score among all factors). Standard Deviation (SD): 0.8 (high variability in responses). The majority of teachers expressed dissatisfaction with their current salary and benefits. 65% of teachers believe their salary is not commensurate with their workload. 72% perceive the reward policies as lacking transparency and timeliness.

A correlational analysis revealed a positive relationship between satisfaction with salary and benefits and professional commitment (correlation coefficient $r = 0.56$, $p < 0.01$). These findings emphasize the need for fair and transparent compensation systems to enhance teacher commitment and satisfaction.

A low mean indicates significant dissatisfaction among teachers with their salary and benefits, which are perceived as inadequate relative to their workload. The relatively high standard deviation suggests varied perceptions, possibly due to differences in salary scales

across experience levels or schools. The moderate correlation underscores that improving financial incentives could moderately enhance teacher commitment.

Working Environment

Average Score: Mean (M) 3.4/5, Standard Deviation 0.6. Teachers emphasized the importance of positive peer relationships and adequate working conditions. 68% stated that they feel comfortable working in a cohesive environment. 58% expressed satisfaction with the school's facilities. A good working environment helps reduce stress, improve performance, and enhance organizational commitment (Correlation (r): 0.63, $p < 0.01$ (moderate-to-strong positive correlation).

The above-average mean indicates general satisfaction with the working environment, particularly regarding peer relationships and infrastructure. A lower standard deviation reflects more consistent positive feedback.

A stronger correlation highlights the importance of creating a cohesive and stress-free workplace to boost teacher motivation.

Training and Career Advancement Opportunities

Average Score: M 3.1/5, Standard Deviation: 0.7. While 70% of teachers appreciated professional development programs, only 40% felt that opportunities for career advancement were clear.

This lack of clarity led to a sense of low motivation among some teachers, particularly those with seniority. Career development opportunities showed a strong correlation with professional commitment ($r = 0.71$, $p < 0.01$).

While the mean suggests moderate satisfaction with professional development opportunities, the limited clarity around career advancement pathways creates frustration for some teachers, particularly senior staff. The strong correlation underscores that clear and equitable opportunities for growth are essential for sustaining professional commitment.

Relationship with Leadership and Colleagues

Average Score: M 3.5/5, Standard Deviation: 0.5. Support from leadership and collaboration with colleagues were highly rated. 75% of teachers felt that leadership was fair and open to listening to feedback. A positive peer relationship motivated 82% of survey participants.

The satisfaction with these relationships showed a strong correlation with professional commitment ($r = 0.65$, $p < 0.01$). Teachers generally express high satisfaction with leadership and peer relationships. The low standard deviation reflects a consistently positive sentiment, suggesting this factor is a stable contributor to professional commitment.

Personal Competence and Family Influence

Average Score: M 3.6/5, Standard Deviation: 0.5. Teachers who were confident in their personal abilities tended to have higher levels of professional commitment. Additionally, 58% of teachers reported that family support, especially from parents and spouses, played a key role in maintaining their commitment to the profession.

Confidence in personal competence and strong familial support significantly boost teacher commitment (Correlation (r): 0.74, $p < 0.01$ (strongest correlation). The high mean reflects these strengths in the teaching community, while the moderate correlation suggests this factor alone may not be sufficient without institutional support.

School Culture

Average Score: M 3.7/5, Standard Deviation: 0.4. School culture was rated as the most influential factor. 80% of teachers expressed satisfaction with the positive values and norms at



the school, which fostered unity and motivation to work. School culture showed the strongest correlation with professional commitment ($r = 0.74$, $p < 0.01$).

The highest mean and correlation emphasize the foundational role of school culture in fostering professional commitment. The low standard deviation highlights uniformly positive experiences with school values and norms, reinforcing its central role.

The table presents the descriptive analysis of factors affecting teachers' professional commitment, with average scores, standard deviations, correlations, and statistical significance (p-value). All factors show very high statistical significance ($p < 0.01$), indicating their considerable impact on teachers' professional commitment.

Table 3. Descriptive Analysis of Factors Affecting Teacher Professional Commitment

Factor	Mean (M)	Standard Deviation (SD)	Correlation with Commitment (r)	Significance (p-value)
Salary and Benefits	2.9	0.8	0.56	< 0.01
Work Environment	3.4	0.6	0.63	< 0.01
Training and Advancement	3.1	0.7	0.71	< 0.01
Leadership and Peer Relationships	3.5	0.5	0.65	< 0.01
Personal Competence and Family Influence	3.6	0.5	0.58	< 0.01
School Culture	3.7	0.4	0.74	< 0.01

The table provides information on the assessment of the level of influence of different factors on the career commitment of two groups of managers and teachers in primary schools in Vinh Long province. These two groups do not add any other factors other than the factors the author has mentioned in the survey table, we see that:

The working environment was considered a barrier by 66.7% of administrators and 60% of teachers with an average score of 3.1 and 3.0 respectively. This may indicate that the working environment in schools is not ideal. Possible reasons include excessive work pressure, uncomfortable working space or inadequate facilities.

An unsupportive working environment, disengaged colleagues, or overloaded work can lead to stress and reduced motivation. Without improvements in facilities or the working environment, teachers will find it difficult to perform their duties well, which directly affects the quality of education and commitment to the profession. Although the majority rated the working environment as a barrier, 33.3% of administrators and 40% of teachers rated it as a motivating factor.

This suggests that, in some cases, improved working environments can be a powerful source of motivation for teachers. Schools with good working environments, supportive colleagues, and comfortable workspaces can help teachers develop their professional skills and stay motivated at work.

School culture: This is the biggest barrier for managers, with 86.7% rating it as a barrier (average score 3.8, rank 1). This can be understood as the organizational culture has not been built or maintained well, leading to a lack of connection and motivation between departments.

Problems such as internal conflicts, lack of consensus or low cooperation can affect management and development effectiveness. This is the biggest barrier for managers, with 86.7% rating it as a barrier and an average score of 3.8. This shows that the school culture may not have reached a consensus level, leading to conflicts and lack of cooperation between departments.

A school culture that is not built or maintained well can make teachers feel a lack of solidarity and support from colleagues and managers. This can lead to a feeling of isolation and a lack of desire to continue working in this environment. Although 24% of teachers considered this a barrier, the majority rated it positively, with an average score of 3.6.

However, some teachers may feel constrained by rules, policies, or a lack of flexibility in the school culture, which can be a barrier to improvement. For teachers, the majority rated school culture as a motivator, with an average score of 3.6.

This suggests that when a school culture is built on collaboration and support, it can be an important driver of teacher development and retention. A good school culture helps teachers feel respected and appreciated.

Regarding the factors of managers and relationships with colleagues, 26.7% of managers and 44% of teachers consider relationships with managers and colleagues as barriers. The average score is 2.9 for managers and 3.1 for teachers. Strained relationships between colleagues or between teachers and managers can cause obstacles in the work process and career development.

The level of influence is lower than other factors, but still shows that the relationship between colleagues or superiors may not reach the best consensus and cooperation. Poor relationships with managers or colleagues can lead to feelings of isolation, difficulty in cooperation and reduced work efficiency. Without communication and cooperation, teachers may feel alienated and not want to continue to work.

Despite the challenges, a large proportion of administrators (73.3%) and teachers (56%) still consider this relationship to be a motivating factor. When working relationships are built on support and cooperation, teachers feel secure and motivated to work. Good relationships with colleagues and administrators help create a comfortable working environment and encourage collaboration. This helps teachers feel supported and develop professionally.

Salary, income, bonus and welfare factors: 66.7% of managers consider this a motivating factor, with an average score of 3.6 and a rank of 2. Income, bonuses and welfare are important motivators for managers to work and contribute. This shows that this is an important factor that helps teachers and managers feel satisfied with their jobs and motivate them to stay long-term.

The average score of 3.6 for both groups shows that this is a key factor in retaining staff. This is a key factor that helps retain talent and improve work quality. 65.3% of teachers also agree that salary, income and welfare are motivating factors with an average score of 3.6.

Salary, income, bonus and benefits are the strongest motivators for both managers and teachers, with 66.7% of managers and 65.3% of teachers agreeing. The average rating is 3.6, showing that this factor has a great influence on work motivation and staff retention. Teachers want to improve their income and receive better benefits to maintain their commitment to the profession.

Improving income not only meets financial needs but also shows recognition for their efforts and contributions. Good salaries and benefits help teachers feel more secure and have higher motivation to contribute to the school. This reality is in line with the needs of most teachers, especially when faced with a large workload and high professional demands.

Although the majority of teachers and administrators considered this a motivator, a significant proportion (33.3% of administrators and 34.7% of managers) rated it as a barrier, which may reflect dissatisfaction with current salaries or inadequate benefits. This suggests that, although a proportion of teachers enjoy good benefits, a large group still feels that there is a lack of income equity. It is the income disparity between teachers or the lack of benefits that can make many feel left out or treated unfairly. This can lead to stress, reduced work efficiency and a decline in commitment to the profession.

Training, development and promotion factors: 80% of managers consider this a motivating factor, with an average score of 3.5 (rank 3). This reflects that training and career advancement opportunities help them develop skills, expand opportunities and increase work efficiency. Training and development support policies play an important role in promoting morale and working capacity.

With 93.3% of teachers considering this a motivating factor (average score of 3.4), this shows that teachers are very interested in improving their professional qualifications, learning more skills and having promotion opportunities. This is the motivation for them to constantly improve themselves and develop their careers. Although the majority rate this factor positively, there is still a small proportion of managers and teachers who do not see this factor as having a significant impact on commitment.

Personal capacity and family tradition: 53.3% of managers believe that this is a motivating factor with an average score of 3.4, showing that personal capacity and family tradition play an important role in orienting and motivating work. These factors not only help them improve their expertise but also strengthen their personal pride and motivation to develop.

On the teachers' side, 70.7% of teachers agree that this factor is motivating, with an average score of 3.3. Thus, the personal capacity and family tradition factors are strong motivating factors for both managers and teachers to evaluate positively (average scores are 3.4 and 3.3, respectively).

Family tradition, especially in families with a tradition of teaching, is a great source of motivation to help teachers persevere and overcome difficulties. Personal capacity is also a decisive factor in teachers' success in dealing with challenges at work. This creates confidence and motivation for teachers to continue to stick with their profession.

While this factor was largely seen as a motivator, a small proportion (46.7% of administrators and 29.3% of teachers) saw it as a barrier, either due to pressure from family expectations or challenges in developing personal skills. If teachers feel inadequate for their jobs or are pressured by family expectations, they may have difficulty developing and maintaining a commitment to the profession.

Thus, the main driving factors: Highest Impact Factor, School Culture ($M = 3.7$, $r = 0.74$). School culture emerged as the most influential factor. Teachers thriving in a supportive and value-driven environment are more likely to stay committed to their roles

Second-Highest Correlation: Training and Career Advancement Opportunities ($r = 0.71$). This factor points to the need for investment in teachers' long-term growth to sustain their motivation.

Key barriers: Lowest Mean, salary and Benefits ($M = 2.9$). Salary dissatisfaction reflects an urgent area for policy reform, especially given its direct relationship to professional commitment. The work environment is the biggest barrier, especially for administrators. These factors need to be improved to create a more supportive and collaborative environment in schools. Focusing on improving earnings and working environments can make a positive difference in retaining teachers and increasing their commitment to the profession.

These results not only confirm the factors that influence the professional commitment of primary school teachers but also highlight the unique characteristics of Vinh Long. In particular, school culture and opportunities for training and advancement play a prominent role in strengthening professional commitment. The correlation results emphasize the importance of creating a supportive environment, improving salary and benefits policies, and providing career development opportunities that are tailored to the regional context.

5. DISCUSSION

From the results of the current survey, the author evaluates the strengths and limitations of managing factors affecting the professional commitment of primary school teachers in Vinh Long province; thereby clarifying the causes of the current situation.

Strengths

School leaders show concern and recognition for teachers' abilities and contributions. This creates encouragement and long-term commitment from teachers, contributing to strengthening professional attachment.

Training programs meet teachers' expectations, helping them to be more confident and committed to the profession. Teachers have the ability to teach and use teaching methods proficiently, which is a positive factor in improving the quality of education.

Primary schools in Vinh Long province have organized a number of appropriate training and professional development programs to help teachers develop their teaching abilities and improve their skills. Teachers who participate in these training courses often feel more confident and motivated in their work, thereby becoming more committed to the profession.

In most primary schools in Vinh Long province, teachers have been considered and promoted to higher positions based on their achievements and abilities. This creates positive motivation for teachers, helping them feel that their efforts and contributions are recognized, thereby promoting professional commitment.

Teachers in primary schools in Vinh Long province demonstrate good teaching ability, with the ability to effectively use modern teaching methods. The very good professional capacity of primary school teachers is a bright spot, creating a solid foundation for improving the quality of education and commitment to the profession. This not only helps improve the quality of teaching but also motivates teachers to continue to develop their careers and have a long-term commitment to the education sector.

Family tradition creates expectations and pride in the profession, helping teachers maintain a spirit of dedication. Teachers from families with a tradition of education are often more motivated to pursue and stick with their profession.

Most primary schools in Vinh Long province have implemented a very good culture of behavior, respect, openness, friendliness, and solidarity among colleagues, creating a solid foundation for teachers to feel secure and satisfied with their work. This helps teachers feel proud and secure at work.

Limitations

Currently, in Vinh Long, there is not enough support for teachers to develop their personal capacity. Although they have capacity, there are not many opportunities to improve their professional qualifications or access to specialized professional development programs. Training and support for teachers in developing their personal capacity is still limited.

The training - development and promotion factors have a positive impact on the professional commitment of teachers in primary schools in Vinh Long province, especially when teachers are given opportunities to develop and feel that their efforts are recognized. However, currently in Vinh Long province, there are still limitations in the training content that do not meet expectations, but the number of teachers receiving advanced training is still small, and the training program is ineffective.

The promotion and appointment process for teachers is not clear, fair and lacks publicity and transparency, causing dissatisfaction among teachers when they do not see opportunities for promotion or do not understand the criteria for promotion from the perspective of both education managers and teachers. This significantly affects their professional commitment.

The current salary does not fully reflect the workload and responsibilities of teachers. In addition to salary, benefits, bonuses, and allowances are not enough to cover their living expenses, making them feel dissatisfied and lacking the motivation to stay long-term.

The relationship between teachers and educational administrators, as well as between colleagues in some schools in Vinh Long province, is not really understanding, sharing, and solidarity, leading to a lack of cooperation and support in work as well as teaching. In addition,



fairness in the allocation of tasks and promotions is not guaranteed, affecting the long-term commitment of teachers to the profession.

The factors of personal capacity and family tradition have a positive impact on the commitment of teachers to the profession in primary schools in Vinh Long province. However, there are still limitations in developing professional capacity and support for teachers without a family educational background, requiring more attention to improving training opportunities and personal support. The influence of family tradition is uneven, not all teachers have a family background that supports their career. Teachers who do not come from a family with a tradition of education may have difficulty finding intrinsic motivation to stay in the profession for a long time.

The work environment is not considered a key factor leading to strong professional commitment of teachers. Although it has a positive influence, it does not create a great boost in terms of long-term commitment. Some teachers may feel that the work environment needs further improvement in terms of innovation, facilities, or internal support. Differences in perceptions between teachers and education administrators also exist, suggesting that adjustments are needed to improve the quality of the work environment more evenly.

The findings underscore a complex interplay of factors shaping teacher professional commitment in Vinh Long. The regional context, policy gaps, and cultural dynamics collectively influence the workforce's dedication and retention.

Regional Context

Vinh Long's education sector reflects systemic inequalities, with notable gaps in resource allocation and policy implementation compared to urban areas. Teachers in rural settings face limited access to career development opportunities and outdated infrastructure, which diminish their morale and long-term commitment. Addressing these disparities through region-specific solutions—such as tailored training programs and equitable funding—is essential for enhancing teacher satisfaction and motivation.

Policy Implications

Salary and Benefits

The low satisfaction with salary ($M = 2.9$) underscores a pressing need for salary reform. Transparent and timely reward systems, paired with competitive compensation, could alleviate dissatisfaction and foster a stronger sense of professional value among teachers.

Working Environment

Moderate satisfaction with working conditions ($M = 3.4$) highlights room for improvement in physical infrastructure and social dynamics. Investments in modernizing facilities and promoting collaboration among staff would create a more supportive and stress-free environment, positively influencing commitment levels.

Cultural and Professional Growth

School Culture

As the highest-rated factor ($M = 3.7$, $r = 0.74$), school culture plays a pivotal role in sustaining teacher dedication. A value-driven, inclusive environment that fosters mutual respect and teamwork enhances both individual and collective motivation. This makes it imperative to prioritize cultivating positive norms and a sense of belonging within schools.

Career Advancement

Clear and equitable career pathways ($M = 3.1$, $r = 0.71$) are essential to maintaining motivation, especially for experienced teachers. The lack of clarity in promotion opportunities

diminishes their perceived value within the profession. Implementing structured career ladders and offering regular professional development can counteract stagnation and disengagement.

Key takeaways

Addressing the identified factors holistically-through tailored policies, investments in infrastructure, and the cultivation of positive school culture-will not only enhance teacher satisfaction but also strengthen the overall quality of education in Vinh Long.

Based on the above-mentioned survey, the author proposes 03 measures to manage factors affecting teachers' professional commitment: Promote the building and development of school culture towards building a quality culture in primary schools; Build a salary and welfare regime for teachers in primary schools in Vinh Long province that is appropriate, objective, transparent and public. Improve the effectiveness of training, fostering and promotion for teachers in schools in Vinh Long province, thereby contributing to improving the quality of education.

6. CONCLUSION

This study highlights the crucial role of managing the factors influencing the professional commitment of primary school teachers in Vinh Long. Six key factors were identified: salary and benefits, work environment, opportunities for training and advancement, relationships between leadership and colleagues, individual capabilities and family influence, and school culture. Among these, school culture and opportunities for training and advancement were found to have the most significant impact.

The research results indicate that, to enhance professional commitment, education managers need to focus on implementing specific measures such as: Building transparent salary and benefits policies: Ensure that salaries are aligned with workloads and implement fair reward systems to recognize teachers' contributions. This will not only improve work motivation but also help teachers feel respected and valued.

Creating career development opportunities: Strengthen professional development programs and expand transparent and fair career advancement pathways. These opportunities will help teachers develop their skills while enhancing their satisfaction and commitment to the profession. Improving the work environment: Create a supportive, friendly work environment, with a focus on upgrading facilities and encouraging positive communication among school members.

The study also emphasizes that professional commitment not only impacts teaching quality but also contributes to the stability and development of the education system. Therefore, implementing comprehensive management solutions is essential to retain qualified and experienced teachers while minimizing turnover or career changes.

Future Research Directions: Expanding the scope of the study: Surveying participants at other educational levels, such as secondary and high school, to compare and generalize the factors affecting professional commitment.

National-scale survey: Assessing similar factors across various regions to analyze regional differences and make recommendations tailored to each context. Long-term impact analysis: Investigating the effects of professional commitment on student learning outcomes and the sustainable development of schools.

The findings and recommendations from this research not only have theoretical significance but also provide practical foundations for education managers in developing effective strategies, contributing to the sustainable development of the primary education system in Vinh Long City and, more broadly, across the country.

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