

## A Literature Review of Commitment in Preschool Education in China

Dongsheng Xue<sup>1, a</sup>, Ooi Boon Keat<sup>2, b</sup> and Arun Kumar Tarofder<sup>1, c</sup>

<sup>1</sup>Post Graduate Center, Management and Science University, Shah Alam, Selangor, Malaysia

<sup>2</sup>School of Education and Social Sciences, Management and Science University, Shah Alam, Selangor, Malaysia

<sup>a</sup>rick1900@foxmail.com, <sup>b</sup>bkooi@msu.edu.my, <sup>c</sup>arun\_kumar@msu.edu.my

### Abstract

**This study explores the ever-changing world of preschool education in China, a field that is being greatly influenced by factors such as growing urbanization, more government support, and changing social mores. The main areas of concern are emotional, logical, and professional aspects of educators' commitment to this changing environment. Cultural values and the nature of the classroom are considered potential drivers of teachers' emotional investment in their work and their pupils. Practical considerations like job security, pay rate, and working conditions are the focus of rational commitment, which draws attention to recent progress and the continued gaps between urban and rural areas. How dedicated a professional is to their work in early childhood education is assessed by looking at their goals for the future and the chances for promotion they may have. Additionally, the study delves into how these different types of commitment interact with one another and how they affect the overall quality of preschool education, teacher retention rates, and the development of children in China. The results highlight the importance of using a comprehensive approach to support teachers' commitment in all areas to improve the quality and equity of preschool education in China.**

### Keywords

**Preschool Education, Teacher, Emotional Commitment, Rational Commitment, Career Commitment, China.**

### 1. Introduction

As a reflection of more considerable socio-economic changes and significant governmental developments, China's preschool education scene has changed dramatically in recent years. Rapid urbanization, more government funding for preschool, and shifting social ideals around parenting and education are all factors that have contributed to the development of this ever-changing setting. Educators' dedication in this crucial field can be studied in depth along several dimensions during this transition (Azarmandi et al., 2023; Badland et al., 2023).

Social dynamics and family structures in China have seen significant transformations due to the country's fast economic growth in the last several decades. The public's view of schooling has changed due to the country's economic transition from agrarian to industrial and, more recently, digital. The importance of education as a means to an end has given way to its status as a cornerstone of individual growth and societal advancement. Thanks to this shift in thinking, preschool is now seen as a pivotal point in a child's developmental trajectory (Hong et al., 2023; Lv et al., 2022; McNair, 2022).

Recognizing the significance of preschool education, the Chinese government has enacted multiple initiatives to increase enrollment and enhance program quality. Standing out among

these endeavors is the 'Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020)', which established lofty goals for expanding and enhancing preschool programs. Government financing for preschools has increased dramatically, additional preschools have opened, and educational resources and teacher training have expanded as a direct consequence of these policies (Liu et al., 2021; Wang et al., 2022).

A change in parental views and new policies have combined to put more emphasis on preschool programs. Investing in a child's early education is becoming more important to Chinese parents as the middle class grows. A rising amount of research is highlighting the relevance of early childhood experiences in influencing cognitive and social-emotional development, which is partly responsible for this shift. The importance of preschool teachers and their dedication is rising in response to the rising demand for high-quality preschool programs (Liu et al., 2023; Lv et al., 2022).

There are three main ways to look at the idea of commitment in the Chinese preschool education setting: from an emotional, logical, and professional perspective. Educators' emotional commitment to their careers is defined by their sincere love of teaching and profound care for their pupils' well-being. However, educators remain in the field for logical and pragmatic reasons, such as job security, perks, or the absence of better options. This is known as rational commitment. A career commitment shows a solid willingness to stay in the teaching profession for the long haul and advance one's career (Souto-Manning & Emdin, 2023). It is critical to comprehend the emotional investment of preschool teachers (Taguiam, 2022). Teachers who care deeply about what they do have a much better chance of being effective educators, making their classroom a welcoming place for pupils to study, and helping them develop a strong sense of identity and safety. A strong emotional connection to one's work as a preschool teacher can significantly influence a child's early learning experiences, especially in this formative year of schooling (Peng et al., 2019).

Despite appearances, rational devotion is just as crucial as idealistic commitment. Salary, benefits, working conditions, and job stability are some reasonable considerations that could impact the choice to stay in the teaching profession. The rational components of commitment are crucial to attracting and maintaining high-quality educators in China, a country where teaching has a reputation for low pay and high demands. Recent initiatives by the Chinese government to raise teacher pay and improve working conditions show that these reasonable concerns are being recognized (Parejo et al., 2021; Park et al., 2023).

Due to the sector's fast growth and transformation, professional dedication is paramount in China's preschool education setting. The importance of providing opportunities for professional growth, career promotion, and specialization in attracting and maintaining top-notch educators is growing. The field of preschool education is rapidly developing and growing, which means that there are more and more chances for educators to advance their careers and hone their craft (Shay et al., 2022).

There are many facets to the intricate relationship between commitment's emotional, logical, and career components. Preschool teachers' dedication is like a shifting landscape, shaped by the interplay and influence of each component. For example, when educators have a deep personal investment in their work, they are more likely to pursue opportunities for professional development because they are passionate about teaching (Sikma, 2019). Similarly, enhancing the logical parts of the profession—like pay and benefits—can strengthen workers' emotional and career commitments by making the workplace less stressful and more favorable to professional development (Brouhier et al., 2023).

To improve preschool education, keep good teachers in the field, and help kids reach their full potential, we need a deeper understanding of the components of commitment. The dedication

of preschool teachers dramatically influences the level of care and instruction that children receive in their formative years, which in turn influences their future paths of development (Salonen & Havu-Nuutinen, 2022). Thus, delving into and improving these aspects of dedication is essential to constructing a community that cherishes and promotes the all-around growth of its youngest citizens; it is not merely a question of educational policy or the welfare of educators (Brooks et al., 2022).

Finally, the preschool education sector in China has been experiencing rapid development and expansion, which makes it an ideal time to investigate the many facets of teachers' dedication to their work. Stakeholders may improve educational quality, teacher retention, and child development results by understanding preschool educators' emotional, rational, and career commitment. Therefore, this study has far-reaching consequences for China's socio-economic and cultural environment as a whole, not only the realm of education (Li et al., 2022; Lv et al., 2022).

## 2. The Definition of Terms

### 2.1. Emotional Commitment

Traditional Confucian teachings on the importance of teaching from a moral and ethical perspective provide the emotional investment of Chinese preschool teachers (Zhou et al., 2023). Many have long seen teaching as more than just a job; it is a vocation, and this philosophical foundation has played a significant role in shaping educators' personal involvement in their work. There has been growing pressure on this conventional wisdom due to China's fast modernization, according to Hong et al. (2023), who pointed out that educational results and efficiency are receiving more and more attention (Dinç & Gizir, 2019).

The educational system in China has been profoundly affected by the country's recent economic and social upheaval. Educators' emotional commitment has been impacted by the increasing stress and strain caused by China's economic reforms (Hong et al., 2023; Wei et al., 2021). Educators' profound sense of responsibility for their pupils likely explains why, despite these difficulties, they remain emotionally invested in their work (Wei et al., 2021).

An educator's level of personal investment in their work is heavily influenced by the policies put in place by the government. The Chinese government has taken positive initiatives, including better teacher training programs and expanding expenditure on preschool education (Xian & Bin Ismail, 2022). Im et al. (2023) state that teachers' emotional investment in their work may be enhanced or diminished due to these policies' increased accountability and expectations.

The quality of programs designed to train teachers significantly impacts the level of emotional investment that future educators have in their profession. Comprehensive training programs that address both technical and interpersonal aspects of teaching, as noted by (Brouhier et al., 2023), greatly aid in forming a deep personal connection to the teaching profession. Nevertheless, there are still concerns about the disparities in training quality across different regions of China (Brouhier et al., 2023).

School leadership significantly impacts teachers' level of personal investment in their work. Nuñez-Flores and Llorent (2022) found that when leaders are empathetic and helpful, it benefits teachers' emotional engagement with their work. Peng et al. (2019) found that employees feel less invested emotionally when leaders are disengaged or too authoritarian.

**Teacher Dedication and Parental Expectations:** Within the framework of China's intensely competitive educational system, parents' expectations greatly influence teachers' dedication. Teachers' emotional commitment can be enhanced when parents are supportive, but it can be

diminished when expectations and pressure are too great, according to research by (Peng et al., 2019; Platzgummer & Thoma, 2023).

**Cultural Aspects of Emotional Devotion:** Emotional commitment is influenced by cultural variables specific to China. Teachers' emotional engagement is impacted by the collectivist culture, which emphasizes group harmony and community (Bigras et al., 2021). They discovered that this cultural orientation makes teachers feel more connected to the school and more invested in its mission but that it also increases the likelihood that teachers may be afraid to stand out from the crowd and do new things.

**Potential Paths and Obstacles for the Future:** According to the literature, more empirical studies on the changing dynamics of emotional commitment among Chinese preschool teachers are needed in the future. The effects of new technologies, shifting social mores, and continuing educational changes offer possibilities and threats for strengthening emotional investment (Bigras et al., 2021).

## 2.2. Rational Commitment

Educators' pragmatic motivations for staying in the field are what we mean when we talk about rational commitment in the context of preschool education. This category includes things like job stability, perks, working conditions, and advancement opportunities. Teachers engage in a process of calculative decision-making when they consider the pros and cons of their work, according to McKenna et al. (2022).

Preschools in China have seen significant changes due to the country's economic reforms, most notably in teacher compensation and other financial incentives. According to Li and Chen (2017), better financial compensation has significantly enhanced preschool instructors' rational commitment. Both the distribution of teachers and their levels of dedication are impacted by the persistent wage gap between urban and rural regions (Binter et al., 2022).

**Job Security and Legislative Reforms:** Due to the Chinese government's renewed emphasis on preschool education, the field has undergone extensive legislative changes with the goal of becoming more standardized and professionally run (Oon et al., 2019). Key components of rational commitment, according to (Ruiz & Sirvent, 2022), are employment stability and professional recognition for preschool instructors, both of which have been enhanced by these reforms.

Preschool teachers' rational commitment to their jobs is greatly influenced by their working conditions, which include workload, administrative assistance, and professional autonomy. Educators' rational commitment is favorably connected with their work environment's support and resources, according to research by Berkovich and Bogler (2021). Employees may become dissatisfied with their jobs and less invested in their work if they are overworked and do not receive adequate support (Dinakaran et al., 2022).

**Possibilities for Professional Growth:** One of the most essential factors in rational commitment is the presence of possibilities for professional growth. According to Colbert and Bierer (2022), instructors are more likely to remain in the field if they have professional development and career advancement opportunities. This includes possibilities for advanced degrees, certifications, and career advancement (Cohen & Anders, 2020).

**Societal Attitudes:** The impact of societal attitudes on rational commitment is also shown in the teaching profession. Education and instructors are highly esteemed in Chinese culture, which has a favorable effect on teachers' logical dedication. Nevertheless, as pointed out by Allen and Meyer (1990), teachers' commitment decisions might be impacted by societal pressure and high expectations, which can amplify the professional strain.

The rational commitment of preschoolers in China is influenced by the nature of the relationships between their teachers and parents. According to research by Caprara et al.

(2004), good relationships between parents and teachers might boost happiness and loyalty in the workplace. On the other hand, children may experience more stress and less dedication if their parents are extraordinarily critical or demanding (Capote, 2023; Kong & Yasmin, 2022).

Research into the changing character of rational commitment among Chinese preschool teachers is an area that needs constant attention, according to the literature. It presents both a challenge and an opportunity for future study. The effects of demographic trends, ongoing legislative changes, and the incorporation of technology into the classroom on instructors' rational commitment should be considered in future research (McKenna et al., 2022).

This study highlights the influence of economic incentives, legislative reforms, working circumstances, career advancement chances, societal attitudes, and parent-teacher connections. This literature review synthesizes the existing research on rational commitment among preschool educators in China. It highlights the multifaceted nature of the elements that influence teachers' rational commitment and suggests directions for further study in this area.

### 2.3. Career Commitment

A preschool teacher's career commitment can be defined as their enthusiasm for and plan to stay in early childhood education for the foreseeable future. It includes a dedication to the teaching profession, an interest in becoming involved in the education community, and a desire to advance professionally. Personal, institutional, and social factors all have a role in shaping an individual's level of job dedication, according to Betz (2007) and Shang et al. (2022).

Teachers' dedication to their profession has been profoundly affected by a wave of educational changes in China that have sought to increase both the availability and quality of preschool programs. Teachers' dedication to the field has increased, according to J. Zhang et al. (2023), because these reforms have made career paths and chances for professional development more transparent.

The accessibility and caliber of professional development programs play a pivotal role in determining dedication to one's job. According to Adebusuyi et al. (2022), preschool teachers' career commitment is significantly impacted by options for continuous professional development, such as training workshops, higher education courses, and peer learning groups. These possibilities lead to improved job satisfaction and increased skill sets.

Preschool teachers are more likely to be dedicated to their careers when they have the backing of their institutions, which includes strong leadership, adequate funding, and a positive work atmosphere. Higher levels of career commitment are observed in schools that offer sufficient resources, administrative assistance, and recognition of teachers' work (Shang et al., 2022).

**Cultural and Societal Factors:** Educational attainment is highly valued in Chinese society, influencing people's career dedication. Li et al. (2021) talk about how Chinese instructors feel pride and dedication because of the country's cultural respect for education. However, they also point out that this might put much strain on people, which can cause stress and burnout at work.

The gender dynamics of China's teaching profession impact both the dedication of teachers and their students to their careers. Preschool instructors are disproportionately female, according to Asplund (2020), and this imbalance negatively affects their dedication to their profession and their ability to advance in it.

The urban-rural divide in China creates unique obstacles to committing to a job. There is a correlation between teachers' lack of financial security and their dedication to their profession in rural areas (Ault et al., 2020). In contrast, urban educators often find themselves in high-pressure situations where they are expected to perform at a competitive level, which can impact their dedication.

**Research Needs and Trends for the Future:** The ever-changing nature of preschool education in China necessitates studies that examine the ever-shifting nature of career commitment.

Research on the effects of new technologies, shifting family dynamics, and continuing changes to educational policy are all part of this (Xu and Wang, 2023).

This literature review related to career commitment offers a thorough analysis of the factors influencing the career commitment of Chinese preschool educators. It delves into the effects of educational reforms, professional development, institutional support, cultural and sociological influences, gender dynamics, and the urban-rural gap. It reveals new avenues for investigating the dynamic topic of professional commitment and highlights its complex nature.

### **3. Theoretical Framework (Three-Component Theory and Social Cognitive Theory)**

The TCM in Early Childhood Education: Affect, continuation, and normative components make up commitment according to Meyer and Allen (1991) Three-Component Model. This model offers a framework for understanding the dedication of Chinese preschool instructors to their profession. Preschool instructors' job satisfaction and retention can be influenced by emotional connection, perceived cost of leaving, and normative commitment. Fazio et al. (2017) and Mittal et al. (2022) applied the TCM to this research. According to their research, among Chinese preschool teachers, affective commitment was the most critical factor in determining work happiness.

Implementing Social Cognitive Theory (SCT) in Early Childhood Education: Bandura's Social Cognitive Theory has played a pivotal role in comprehending the growth of both children and teachers in preschool programs by highlighting the significance of self-efficacy, self-regulation, and observational learning. Researchers looked at SCT's use in Chinese preschool teacher preparation programs and found that SCT-based tactics improved instructors' confidence and ability to keep their classrooms organized. Additionally, the theory's central tenet of learning through observation is congruent with the traditional Chinese practice of emphasizing role-playing and mimicry in the early years of schooling (Zhu et al., 2019).

Relationship Between Traditional Chinese Medicine (TCM) and Somatic Communal Therapy (SCT) for Preschool Teachers: Combining the two approaches provides a holistic view of professional development for preschool teachers. Li (2022) investigated how self-efficacy and observational learning, two aspects of SCT, interact with aspects of TCM to impact educators' professional growth and dedication. According to their research, there is a favorable correlation between the affective and normative commitments described in TCM and a higher level of self-efficacy promoted by SCT-based practices (Li, 2022).

Using traditional Chinese medicine (TCM) and structural causal theory (SCT) frameworks, we may better comprehend the significance of parental involvement in their children's early education. Research by Li (2022) shows that instructors' involvement with parents (SCT perspective) and their dedication to their students' education (TCM perspective) have a synergistic effect on classroom dynamics and student achievement. The study's findings highlight the importance of teachers' affective commitment in facilitating productive parent-teacher interactions (PACT), improving students' academic performance.

Problems and Possible Solutions: Although TCM and SCT are helpful frameworks for understanding preschool teachers' dedication to their work and students' growth and development, there are still obstacles to overcome when using them. To successfully incorporate these theories into China's distinct educational framework, Xu and Yang (2023) highlight the necessity for culturally adapted approaches. To what extent do shifting Chinese cultural values and social norms impact the viability and efficacy of TCM and SCT in early childhood education? This area needs further investigation (Bandura, 2011; Tenzin et al., 2019). This theory framework compiles findings from studies that examine Chinese preschools through the lenses of social cognitive theory and the Three-Component Model. While

recognizing the necessity for culturally relevant modifications in future study and practice, it emphasizes how these theories help us understand teacher dedication, professional development, and child learning processes.

## 4. Empirical Review

### 4.1. History of Preschool Education in China

**Beginnings in the Past and the Influence of Confucianism:** Preschool education in China has a long and storied history that is steeped in the country's ancient customs. Yelland and Vivienne (2018) and Li et al. (2020) state that early childhood education was greatly influenced by Confucianism, which emphasized character and moral development. During this time, traditional private schools were founded, which provided the groundwork for organized preschool programs; nevertheless, these programs were primarily available to the children of the wealthy.

After the Qing Dynasty collapsed and the Republic of China was founded in 1912, there was a dramatic change in educational practices, ushering in the Republican Era and the New Education Movement. As pointed out by Yue et al. (2018), the New Education Movement aimed to change conventional education during this time, drawing on progressive Western educational ideals. One of their goals was to implement more child-centered methods in preschool.

The People's Republic of China was established in 1949, and with it came significant changes to preschool education during the Maoist era and the collectivist approach. In their account of Maoist ideology, ideology education, and collective welfare, Yue et al. (2018) detail the collectivist stance that the regime advocated. Public kindergartens were established by the state during this period, expanding access to preschool education; nonetheless, the main emphasis was on ideological and group training rather than individual development.

**Reforms and Expansion after Mao:** Preschool education underwent a sea change in the decades after Mao's death, most notably in the wake of the economic reforms enacted in the late 1970s. Preschool programs in China have grown and changed in response to the country's Open Door Policy, which Zhao (2012) says sped up economic development and social transformation. More comprehensive and child-centered pedagogical techniques emerged at this time, and private preschools proliferated.

**Policy Changes and New Initiatives:** The Chinese government has recently launched several new initiatives to improve and standardize preschool programs. Much work has gone into making preschools more accessible, better, and more equitable (Yue et al., 2018). A prime example is the National Plan for Medium and Long-term Education Reform and Development (2010-2020), which established lofty goals for preschool education for all children.

Still, there are significant gaps in preschool programs between urban and rural regions, notwithstanding these improvements. Due to a lack of funding and a wide range in teacher quality, providing preschool programs in rural and isolated places is difficult, as Yue et al. (2018) and Wu (2017) point out. The disparity between urban and rural areas is still a significant problem in China's preschool system.

### 4.2. The Commitment Research in China

**Preschool Teachers' Emotional Investment:** Numerous empirical studies have examined the emotional investment of preschool teachers in China. Cultural values and teaching environments significantly impact emotional commitment, which is defined by a strong love for teaching and a sincere care for the well-being of children (Zhou et al., 2020). Research shows that instructors are more invested emotionally in their work and have more job satisfaction and better student achievement when they work in a supportive setting. Nevertheless, this

emotional investment is negatively affected by obstacles like heavy workloads and scarce resources.

**Preschool Teachers' Rational Commitment:** Several empirical research have investigated preschool teachers' rational commitment, emphasizing concrete elements of the teaching profession. The survey conducted by A Grant et al. (2019) found that teachers' rational commitment is greatly affected by factors including compensation, employment stability, and working environment. Even though these have seen significant improvements due to recent legislative changes in China, there is still a disparity that affects the distribution and retention of skilled preschool educators, particularly between rural and urban locations (Li et al., 2022).

**Devotion to One's Profession in the Chinese Early Childhood Setting:** Much research has focused on teachers' career commitment, which is their long-term goal and passion for the teaching profession. According to studies conducted by Zhou et al. (2020), preschool instructors are highly committed to their careers when they have possibilities for professional development and career advancement. Research has shown that teachers are more likely to remain dedicated to their careers if they have access to chances for professional development and clear routes to promotion.

Emotional, logical, and professional commitments all interact with one another, and this has been the subject of empirical research. S. Y. Zhang et al. (2023) investigated the interplay and mutual impact of various commitment components. When teachers experience personal satisfaction and acknowledgment in their work, the results show that emotional commitment can strengthen career commitment. Emotional and professional dedication might be weakened without reasonable commitment, especially concerning pay and working circumstances.

**Policy Implications and Regional Variations:** Researchers have also examined how preschool teachers' degrees of dedication vary by area. Hannum (1999) and Souto-Manning and Emdin (2023) found that teachers in urban regions are likelier to show all three types of dedication than their rural counterparts. It is because urban teachers have better access to resources and professional development. Policymakers should take note of these results, which call for concentrated efforts to boost teacher dedication in underserved communities (AKILLI, 2022; Skilbeck & Connell, 2004).

## 5. Findings

The changing environment of Chinese preschool education is the subject of this research. It considers the effects of fast urbanization, government financing, and shifting social standards on many aspects of educators' dedication to this field. The review breaks down commitment into its emotional, rational, and professional components, and it looks at how each of these factors affects teachers' commitment to their jobs and how well they teach. Economic considerations, cultural influences, and governmental policies are also examined as they pertain to the formation of these pledges. Additionally, the report delves into the relationship between these pledges and how they affect China's preschool programs, teacher retention, and kids' growth and development. In order to improve educational outcomes, it is crucial to understand the intricate interdependencies within the preschool education system, as this comprehensive review emphasizes (AKILLI, 2022; Blaique et al., 2023; Blau, 1988).

## 6. Conclusion

This study compiles and summarizes the essential results of the literature review. The article highlights the importance of dedication in Chinese preschool education, delving into how the professional, emotional, and logical components of dedication affect the standard of instruction, the happiness of educators, and the achievements of their students. The need for well-rounded



government policies that help teachers adapt to China's changing social and economic climate is also stressed in the conclusion. Improving the preschool education system by cultivating a dedicated and efficient teaching staff is the primary goal of the report's recommendations for future studies and legislation. The tone is generally optimistic and focused on the future, emphasizing the significance of continuing research and the growth of policies in this area.

The fast urbanization, shifting social standards, and government support that characterize China's preschool education landscape all impact this dynamic and ever-changing sector. The complex dedication of educators, encompassing their professional, emotional, and logical selves, is fundamental to this change. Every single one of these factors is critical to the success of early childhood education programs because it determines how invested teachers are in their jobs (Kamrath & Bradford, 2020).

Teachers' emotional investment shows how much they care about their students and love teaching. This investment is based on cultural values and the classroom environment. Establishing a supportive and productive learning atmosphere relies on it. However, teachers' intrinsic motivation and job satisfaction can be eroded by circumstances outside their control, such as excessive workloads and a lack of resources. It highlights the importance of creating supportive environments for teachers (Chesnut & Cullen, 2014; Hargreaves, 1998; Mahoney et al., 2021).

Recent legislative reforms have significantly improved rational commitment, focusing on practical elements like pay, job security, and working conditions. However, inequalities persist, particularly between rural and urban regions, impacting qualified teachers' availability and retention. It shows how critical it is to level the playing field in China's preschool programs by eliminating existing disparities.

Professional commitment is crucial when it comes to maintaining teacher engagement and excellence in preschool education. It includes a long-term passion for teaching and an opportunity for career progression. Key elements influencing this commitment include access to professional development opportunities and clear pathways to advancement, highlighting the necessity for ongoing investment in these areas.

These commitment components interact in intricate ways. When educators experience personal fulfillment and appreciation in their work, their emotional commitment can enhance their professional dedication. Conversely, emotional and professional commitment can be undermined by irrational commitment, especially when it comes to pay and working circumstances. Also, there is a substantial difference in the degrees of commitment in all three categories between rural and urban educators, suggesting a solid regional trend in this area. In order to ensure early childhood education quality equity across China, it is necessary to address this disparity by focusing on improving teacher devotion in underprivileged areas.

In order to improve educational results, it is essential to comprehend the complex interconnections inside China's preschool education system. Creating high-quality preschool programs requires an approach that promotes a balanced growth of instructors' emotional, rational, and professional commitments. Teachers and students alike will reap the rewards of this strategy, which will help China's students reach their full potential and strengthen the country's social, economic, and cultural fabric.

## References

- [1] A Grant, A., Jeon, L., & K Buettner, C. (2019). Chaos and commitment in the early childhood education classroom: Direct and indirect associations through teaching efficacy.

- [2] Adebusuyi, A. S., Adebusuyi, O. F., & Kolade, O. (2022). Development and validation of sources of entrepreneurial self-efficacy and outcome expectations: A social cognitive career theory perspective. *The International Journal of Management Education*, 20(2), 100572.
- [3] AKILLI, C. (2022). Perception Management Practices of School Administrators and Its Reflects to Teachers' Emotional Commitment. *International Journal of Active Learning*, 7(1), 100-130.
- [4] Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of occupational psychology*, 63(1), 1-18.
- [5] Asplund, K. (2020). When profession trumps potential: The moderating role of professional identification in employees' reactions to talent management. *The International Journal of Human Resource Management*, 31(4), 539-561.
- [6] Ault, M. J., Courtade, G., Miracle, S. A., & Bruce, A. E. (2020). Providing Support for Rural Special Educators During Nontraditional Instruction: One State's Response. *Rural Special Education Quarterly*, 39(4), 193-200, Article 8756870520959653. <https://doi.org/10.1177/8756870520959653>
- [7] Azarmandi, M., Delaune, A., Surtees, N., & Te Rongopatahi, K. M. (2023). Anti-racism commitment in early childhood education: The limits of cultural competency. *Contemporary Issues in Early Childhood*. <https://doi.org/10.1177/14639491231220363>
- [8] Badland, H., Villanueva, K., Alderton, A., Davern, M., & Goldfeld, S. (2023). An urban neighbourhood framework for realising progress towards the New Urban Agenda for equitable early childhood development. *Childrens Geographies*. <https://doi.org/10.1080/14733285.2023.2192339>
- [9] Bandura, A. (2011). A Social Cognitive perspective on Positive Psychology. *Revista De Psicologia Social*, 26(1), 7-20. <https://doi.org/10.1174/021347411794078444>
- [10] Berkovich, I., & Bogler, R. (2021). Conceptualising the mediating paths linking effective school leadership to teachers' organisational commitment. *Educational Management Administration & Leadership*, 49(3), 410-429.
- [11] Betz, N. E. (2007). Career self-efficacy: Exemplary recent research and emerging directions. *Journal of Career Assessment*, 15(4), 403-422. <https://doi.org/10.1177/1069072707305759>
- [12] Bigras, N., Lemay, L., Lehrer, J., Charron, A., Duval, S., Robert-Mazaye, C., & Laurin, I. (2021). Early Childhood Educators' Perceptions of Their Emotional State, Relationships with Parents, Challenges, and Opportunities During the Early Stage of the Pandemic. *Early Childhood Education Journal*, 49(5), 775-787. <https://doi.org/10.1007/s10643-021-01224-y>
- [13] Binter, A. C., Bernard, J. Y., Mon-Williams, M., Andiarana, A., González-Safont, L., Vafeiadi, M., Lepeule, J., Soler-Blasco, R., Alonso, L., Kampouri, M., McEachan, R., Santa-Marina, L., Wright, J., Chatzi, L., Sunyer, J., Philippat, C., Nieuwenhuisen, M., Vrijheid, M., & Guxens, M. (2022). Urban environment and cognitive and motor function in children from four European birth cohorts. *Environment International*, 158, Article 106933. <https://doi.org/10.1016/j.envint.2021.106933>
- [14] Blaique, L., Pinnington, A. H., Al-Malkawi, H.-A., & Aldabbas, H. (2023). The influence of personal skills development and coping self-efficacy on the affective occupational commitment of women in STEM fields. *Equality, Diversity and Inclusion: An International Journal*, 42(2), 173-192.
- [15] Blau, G. J. (1988). Further exploring the meaning and measurement of career commitment. *Journal of vocational behavior*, 32(3), 284-297.
- [16] Brooks, L. E., Kotze, J., Almeleh, C., & Senona, E. (2022). Assessing the policy options for the public provisioning of early childhood development programmes. *South African Journal on Human Rights*, 38(3-4), 240-260. <https://doi.org/10.1080/02587203.2022.2149614>

- [17] Brouhier, Q., Coppe, T., März, V., & Raemdonck, I. (2023). Professional learning of late-career teachers in early childhood education: A matter of (im)balance between personal resources, job resources, and job demands. *Teaching and Teacher Education*, 133, Article 104273. <https://doi.org/10.1016/j.tate.2023.104273>
- [18] Capote, M. A. (2023). The Role of Socioeconomic Status in Individual's Psychological Capital and Employee Engagement The Chicago School of Professional Psychology].
- [19] Caprara, G. V., Regalia, C., Scabini, E., Barbaranelli, C., & Bandura, A. (2004). Assessment of filial, parental, marital, and collective family efficacy beliefs. *European Journal of Psychological Assessment*, 20(4), 247-261. <https://doi.org/10.1027/1015-5759.20.4.247>
- [20] Chesnut, S. R., & Cullen, T. A. (2014). Effects of self-efficacy, emotional intelligence, and perceptions of future work environment on preservice teacher commitment. *The Teacher Educator*, 49(2), 116-132.
- [21] Cohen, F., & Anders, Y. (2020). Family involvement in early childhood education and care and its effects on the social-emotional and language skills of 3-year-old children. *School Effectiveness and School Improvement*, 31(1), 125-142.
- [22] Colbert, C. Y., & Bierer, S. B. (2022). The Importance of Professional Development in a Programmatic Assessment System: One Medical School's Experience. *Education Sciences*, 12(3), 220.
- [23] Dinakaran, S., Sudhakar, J. C., & Priyadharshini, S. A. (2022). ASSESSMENT OF EMPLOYEELOYALTYVIS-AVIS EMPLOYEE OCCUPATIONAL SATISFACTION. *International Journal of Early Childhood Special Education*, 14(3), 7629-7633. <https://doi.org/10.9756/int-jecse/v14i3.908>
- [24] Dinç, R. G., & Gizir, S. (2019). Unethical Behaviors of Faculty Members in Classroom from the Perspective of Students. *Yuksekogretim Dergisi*, 9(1), 29-39. <https://doi.org/10.2399/yod.18.033>
- [25] Fazio, J., Gong, B., Sims, R., & Yurova, Y. (2017). The role of affective commitment in the relationship between social support and turnover intention. *Management Decision*, 55(3), 512-525.
- [26] Hannum, E. (1999). Political change and the urban-rural gap in basic education in China, 1949-1990. *Comparative education review*, 43(2), 193-211.
- [27] Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835-854.
- [28] Hong, X. M., Zhang, M. Z., Liu, Q. Q., & Luo, L. (2023). Early childhood teachers' job satisfaction and turnover intention in China and Singapore: a latent profile analysis. *Asia Pacific Education Review*. <https://doi.org/10.1007/s12564-023-09861-1>
- [29] Im, K. P., Peng, C. F., & Hutagalung, F. D. (2023). TEACHER SELF-EFFICACY AS A MEDIATOR OF THE RELATIONSHIP BETWEEN EMOTIONAL COMPETENCE AND PRESCHOOL TEACHERS' COMMITMENT. *Journal of Nusantara Studies-Jonus*, 8(2), 1-26. <https://doi.org/10.24200/jonus.vol8iss2pp1-26>
- [30] Kamrath, B., & Bradford, K. (2020). A case study of teacher turnover and retention in an urban elementary school. *Educational Considerations*, 45(3), 6.
- [31] Kong, C., & Yasmin, F. (2022). Impact of parenting style on early childhood learning: mediating role of parental self-efficacy. *Frontiers in Psychology*, 13, 928629.
- [32] Li, D. (2022). AN EXPLORATION OF MAINSTREAMING ACUPUNCTURE BY EMPLOYING EVIDENCE-BASED MEDICINE TEACHING IN ACUPUNCTURE EDUCATION Johns Hopkins University].
- [33] Li, J. B., Fan, W. H., Zhou, Y. S., Wu, L. M., Liu, W., & Huang, S. H. (2020). The status and associated factors of early childhood caries among 3-to 5-year-old children in Guangdong, Southern China: a

- provincial cross-sectional survey. *Bmc Oral Health*, 20(1), Article 265. <https://doi.org/10.1186/s12903-020-01253-w>
- [34] Li, L., Zhu, H. X., & Li, H. (2022). School Leadership Enhances Secondary Students' Achievement in Rural China Through Teacher Commitment and Collaborative Culture. *Frontiers in Psychology*, 13, Article 894688. <https://doi.org/10.3389/fpsyg.2022.894688>
- [35] Li, X., Guo, Y., & Zhou, S. (2021). Chinese preschool teachers' income, work-family conflict, organizational commitment, and turnover intention: a serial mediation model. *Children and Youth Services Review*, 128, 106005.
- [36] Liu, L., Yang, C., & Huang, D. W. (2021). How Do Empowered Leaders Influence the Job Satisfaction of Kindergarten Teachers in China? Evidence From Mediation Analysis. *Frontiers in Psychology*, 11, Article 586943. <https://doi.org/10.3389/fpsyg.2020.586943>
- [37] Liu, Y., Yu, Y. P., Zeng, X. Y., & Li, Y. F. (2023). Linking Preschool Teachers' Pay Equity and Turnover Intention in Chinese Public Kindergartens: The Mediating Role of Perceived Organizational Support and Job Satisfaction. *Sustainability*, 15(17), Article 13258. <https://doi.org/10.3390/su151713258>
- [38] Lv, Y., Ma, C. W., Wu, M., Li, X. H., & Hao, X. X. (2022). Assessment of Preschool's Inclusive Participation in Social Responsibility Program Under Institutional Pressure: Evidence From China. *Frontiers in Psychology*, 13, Article 810719. <https://doi.org/10.3389/fpsyg.2022.810719>
- [39] Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., & VanAusdal, K. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 1128.
- [40] McKenna, B. G., Choi, J., Brennan, P. A., Knight, A. K., Smith, A. K., Pilkay, S. R., Corwin, E. J., & Dunlop, A. L. (2022). Maternal Adversity and Epigenetic Age Acceleration Predict Heightened Emotional Reactivity in Offspring: Implications for Intergenerational Transmission of Risk. *Research on Child and Adolescent Psychopathology*. <https://doi.org/10.1007/s10802-022-00981-7>
- [41] McNair, L. J. (2022). The relationship between young children's transitions and power: 'Why are all the doors locked? I don't feel free horizontal ellipsis I am not in charge of me anymore'. *Childrens Geographies*, 20(5), 661-673. <https://doi.org/10.1080/14733285.2021.1952162>
- [42] Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61-89.
- [43] Mittal, S., Gupta, V., & Motiani, M. (2022). Examining the linkages between employee brand love, affective commitment, positive word-of-mouth, and turnover intentions: A social identity theory perspective. *IIMB Management Review*, 34(1), 7-17.
- [44] Nuñez-Flores, M., & Llorent, V. J. (2022). Inclusive education and its relationship with the social, emotional and moral competencies of school teachers. *Aula Abierta*, 51(2), 171-180. <https://doi.org/10.17811/rifie.52.2.2022.171-180>
- [45] Oon, P. T., Hu, B. Y., & Wei, B. (2019). Early childhood educators' attitudes toward science teaching in Chinese schools. *Australasian Journal of Early Childhood*, 44(4), 423-435. <https://doi.org/10.1177/1836939119870890>
- [46] Parejo, J. L., Molina-Fernández, E., & González-Pedraza, A. (2021). Children's narratives on migrant refugees: a practice of global citizenship. *London Review of Education*, 19(1). <https://doi.org/10.14324/lre.19.1.29>
- [47] Park, K., Burbank, M. D., Goldsmith, M. M., & Spikner, J. (2023). "It Will Be Hard, But It Will Be Worth the Fight": Narratives of Preschool Teachers on Teaching for Social Justice. *Early Childhood Education Journal*, 51(8), 1489-1498. <https://doi.org/10.1007/s10643-022-01402-6>

- [48] Peng, J. X., He, Y., Deng, J., Zheng, L. L., Chang, Y., & Liu, X. Q. (2019). Emotional labor strategies and job burnout in preschool teachers: Psychological capital as a mediator and moderator. *Work: A Journal of Prevention Assessment & Rehabilitation*, 63(3), 335-345. <https://doi.org/10.3233/wor-192939>
- [49] Platzgummer, V., & Thoma, N. (2023). Language policies and practices in early childhood education: perspectives across European migration societies. Introduction to the special issue. *International Journal of Multilingualism*, 20(4), 1277-1286. <https://doi.org/10.1080/14790718.2023.2261825>
- [50] Ruiz, J. L., & Sirvent, I. (2022). Identifying suitable benchmarks in the way toward achieving targets using data envelopment analysis. *International Transactions in Operational Research*, 29(3), 1749-1768.
- [51] Salonen, N., & Havu-Nuutinen, S. (2022). Emerging professional identities: motivations for choosing early education as a minor subject in Finland. *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2022.2136551>
- [52] Shang, W., Zhang, G., & Wang, Y. (2022). Career calling and job satisfaction of ideological and political education teachers in China: The mediating role of occupational self-efficacy. *Sustainability*, 14(20), 13066.
- [53] Shay, M., Sarra, G., & Lampert, J. (2022). Counter stories: The voices of Indigenous peoples undertaking educative roles in flexi schools. *Australian Journal of Indigenous Education*, 51(1). <https://doi.org/10.55146/ajie.2022.20>
- [54] Sikma, L. M. (2019). Moving beyond induction and mentoring: The influence of networks on novice teacher experiences. *Mentoring & Tutoring*, 27(3), 317-341. <https://doi.org/10.1080/13611267.2019.1630998>
- [55] Skilbeck, M., & Connell, H. (2004). *Teachers for the Future: The Changing Nature of Society and Related Issues for the Teaching Workforce*. Ministerial Council on Education, Employment, Training and Youth Affairs (NJ1).
- [56] Souto-Manning, M., & Emdin, C. (2023). On the Harm Inflicted by Urban Teacher Education Programs: Learning From the Historical Trauma Experienced by Teachers of Color. *Urban Education*, 58(6), 1238-1270, Article 0042085920926249. <https://doi.org/10.1177/0042085920926249>
- [57] Taguiam, A. P. (2022). ELUCIDATING THE ORGANIZATIONAL COMMUNICATION CLIMATE AND EMPLOYEE ORGANIZATIONAL TRUST IN THE PUBLIC UNIVERSITY BY MANUEUVERING ACCOUNTABILITY AND OPENNESS. *International Journal of Early Childhood Special Education*, 14(3), 4182-4188. <https://doi.org/10.9756/int-jecse/v14i3.534>
- [58] Tenzin, K., Dorji, T., Choeda, T., & Pongpirul, K. (2019). Impact of faculty development programme on self-efficacy, competency and attitude towards medical education in Bhutan: a mixed-methods study. *BMC medical education*, 19(1), 1-12.
- [59] Wang, W., Liang, L. Y., Luo, J., Li, H., & Tang, J. (2022). Early Childhood Teachers' Fertility Willingness under China's 'Third-Child' Policy. *Sustainability*, 14(16), Article 10083. <https://doi.org/10.3390/su141610083>
- [60] Wei, Y. G., Wang, L., Tan, L., Li, Q. L., & Zhou, D. M. (2021). Occupational Commitment of Chinese Kindergarten Teachers During the COVID-19 Pandemic: Predictions of Anti-Epidemic Action, Income Reduction, and Career Confidence. *Early Childhood Education Journal*, 49(6), 1031-1045. <https://doi.org/10.1007/s10643-021-01232-y>
- [61] Wu, T. T. (2017, Dec 29-31). Analysis on Supplementary Education of Contemporary Colleges under Functionalism Perspective. *AEBMR-Advances in Economics Business and Management Research*

- [Proceedings of the 2017 7th international conference on education and management (icem 2017)].  
7th International Conference on Education and Management (ICEM), Shenyang, PEOPLES R CHINA.
- [62] Xian, L., & Bin Ismail, M. J. (2022). Does transformational leadership have an impact on education and how teacher organizational commitment nurture education and excellence in Chinese Secondary schools? - A Critical Evaluation. *International Journal of Early Childhood Special Education*, 14(2), 3046-3051. <https://doi.org/10.9756/int-jecse/v14i2.300>
- [63] Yelland, N. J., & Vivienne, L. W. M. (2018). Policy into practice in Hong Kong pre-primary kindergartens: the impact of a reform agenda viewing early childhood as the foundation for lifelong learning. *Early Years*, 38(1), 102-117. <https://doi.org/10.1080/09575146.2016.1234433>
- [64] Yue, A., Bin, T., Shi, Y. J., Tang, J. J., Shang, G. M. J., Medina, A., & Rozelle, S. (2018). Rural education across China's 40 years of reform: past successes and future challenges. *China Agricultural Economic Review*, 10(1), 93-118. <https://doi.org/10.1108/caer-11-2017-0222>
- [65] Zhang, J., Zhao, C., Li, F., Wang, X., Xu, H., Zhou, M., Huang, Y., Yang, Y., Yu, G., & Zhang, G. (2023). Longitudinal relationships among career adaptability, resilience, and career commitment in chinese nursing undergraduates: testing differences in career interest between cross-lagged models. *BMC nursing*, 22(1), 1-11.
- [66] Zhang, S. Y., Huang, W. W., & Li, H. (2023). Perceived organizational support and occupational commitment: A study among male kindergarten teachers. *Heliyon*, 9(9), Article e20369. <https://doi.org/10.1016/j.heliyon.2023.e20369>
- [67] Zhao, Y. (2012, Dec 30-31). On the Teaching Reform of Music Theory in Preschool Education. *Advances in Education Research [Information, communication and education application, vol 11]*. 3rd International Conference on Information, Communication and Education Application (ICEA 2012), Singapore, SINGAPORE.
- [68] Zhou, S., Li, X., & Gao, B. (2020). Family/friends support, work-family conflict, organizational commitment, and turnover intention in young preschool teachers in China: A serial mediation model. *Children and Youth Services Review*, 113, 104997.
- [69] Zhou, Y. H., Li, Q., Wang, P. P., Li, J. H., Zhao, W. X., Zhang, L. Y., Wang, H., Cheng, Y. K., Shi, H. J., Li, J. F., & Zhang, Y. H. (2023). Associations of prenatal PFAS exposure and early childhood neurodevelopment: Evidence from the Shanghai Maternal-Child Pairs Cohort. *Environment International*, 173, Article 107850. <https://doi.org/10.1016/j.envint.2023.107850>
- [70] Zhu, S., Yang, H. H., MacLeod, J., Yu, L., & Wu, D. (2019). Investigating teenage students' information literacy in China: A social cognitive theory perspective. *The Asia-Pacific Education Researcher*, 28, 251-263.