

# Managing factors affecting the professional attachment of physical education school teachers in Vietnam

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## ABSTRACT

In Vietnam, from August 2023 to April 2024, according to the Ministry of Education and Training, 7,215 teachers will leave or change jobs. This highlights the importance of addressing factors affecting the professional commitment of physical education teachers, a key issue for the Party, the State and society. This study examines factors affecting the professional commitment of physical education teachers in both positive and negative ways. A survey of 3,000 teachers found that 64.4% were female and 49.1% were in their 40s. Most had 5-10 years (40.75%) or 10-20 years (35.25%) of experience. The survey also included professional team leaders (2.5%) and school board members (1%). The study identified six factors affecting the professional commitment of physical education teachers: (1) income, (2) working environment, (3) management relationships, (4) training and promotion, (5) self-efficacy, and (6) relationships with colleagues. Based on these findings, the study proposes a model and solutions to improve professional commitment, ensuring the sustainable development of education in Vietnam.

## KEYWORDS

Physical Education Teachers; Professional Attachment; Vietnam Education System

## 1. INTRODUCTION

In Vietnam, according to statistics from the Ministry of Education and Training, from August 2023 to April 2024, there were still 7,215 teachers who quit or changed jobs nationwide. High school is the level of education that lays the foundation for the formation of initial knowledge and personality development for learners. Therefore, identifying factors affecting the professional commitment of teachers in Vietnam is very important; it is the basis and important premise to create passion, interest,

not afraid of difficulties, hardships, diligence, creativity and contribution to the cause of educating people of the country. Commitment is the intention to stay with the school for a long time. Because the commitment of each individual is not simply a matter of the individual teacher but it is a link in the chain of dedicated work to achieve educational goals. This is one of the challenges for schools, the phenomenon of "job hopping" of teachers who are good at their profession, proficient in methods, have skills and experience, due to the competition in income and working environment of other environments, not only that but also many other factors leading to dissatisfaction, so some primary school teachers do not stick with the profession. Along with that are huge challenges with increasingly fierce competition for human resources in the domestic and international markets, requiring school leaders to make efforts to improve human resource management in both quantity and quality, especially focusing on improving teachers' satisfaction and attachment to the profession at school.

In the education career, teachers are a complex team of intellectual workers; they are highly qualified experts, creating new knowledge, imparting and applying knowledge to life to promote social development. Physical education teachers are those who play an important role in guiding and developing students' physical fitness. They are not only knowledge transmitters but also companions who support students in overcoming difficulties in the learning process. However, the work of physical education teachers is also full of challenges and pressures, especially in the current educational context that is facing many new challenges. This also has a significant impact on teachers' commitment to the profession.

Accordingly, it is necessary to reduce the rate of teachers leaving the job and improve the professional commitment of physical education teachers to solve the problem of improving the educational and physical level of students in Vietnam today. Therefore, the purpose of this study is to examine the factors affecting the professional commitment of physical education teachers in Vietnam, thereby proposing a model to reduce the intention to leave the job through improving gratitude and professional commitment of physical education teachers in Vietnam.

Practical significance. The professional commitment of physical education teachers plays a very important role in the process of professional activities, it can directly affect the quality of education and physical development of students. Many studies also show that when teachers are committed to their profession, their work efficiency will increase significantly, factors such as (1) Income factor, (2) Working environment factor, (3) Management factor, relationship with colleagues, (4) Training - development and promotion factor, (5) Personal capacity factor all have more or less influence on their professional commitment. Therefore, leaders at all levels need to make adjustments

to (1) Income factors, (2) Working environment factors, (3) Management factors, relationships with colleagues, (4) Training - development and promotion factors, (5) Personal capacity factors to protect teachers and help them feel secure in their professional activities. Schools also need to change their management style and give more authority to teachers. In addition, teachers themselves need to know how to study and improve their teaching capacity to better suit the requirements of the new era.

It can be said that the professional commitment of physical education teachers affects many aspects of education, from teaching quality, physical and intellectual development of students to school management and organization. At the same time, the professional commitment of physical education teachers is also an important factor in retaining and attracting talented teachers, helping the school develop sustainably in the future. Based on reality, the study of "Managing factors affecting the professional commitment of physical education teachers in Vietnam" is extremely important.

## **1.1. Theoretical background**

### ***The relationship between turnover intention and job stress***

Intention to leave is a premonition that occurs before a person actually leaves his or her job (Meyer & Allen, 1991), and is defined as the degree to which he or she intends to leave an organization (Meyer & Allen, 1990). For a teacher teaching at the secondary level, the intention to leave reduces their job satisfaction and causes negative emotions, which are then transmitted to the students and children in the curriculum, leading to emotional instability, damage to attachment relationships and feelings of insecurity, and ultimately reducing the teacher's sensitivity to the needs of children (Curbow et al., 2000).

According to studies examining the impact of job stress on turnover intention, job stress has a positive impact on turnover intention (Kemery et al., 1985; Lee & Lee, 2006). and the higher the job stress, the higher the turnover intention. Research also shows that job stress will eventually lead to turnover (Mosadeghrad et al., 2011). That study found that primary school teachers with high job stress have negative cognitive, behavioral, and psychological states; passive attitudes in relationships with children, parents, and colleagues; and are perceived as less professional as teachers (Kwon & Moon, 2016). Finally, job stress forms an unstable psychological state in primary school teachers, reduces their job skills and sensitivity to children, and thus, negatively affects the quality of child care services they provide (Kim & Shin, 2000). Therefore, job stress in primary school teachers can have many negative impacts on the educational institutions in which they work, so there is a need to proactively manage such stress.

Mediating effects of occupational commitment: Job satisfaction is an organizational behavior variable that has been widely studied in industrial organizations. Job satisfaction refers to a happy or positive emotional state derived from an individual's work or experience (Locke, 1976). Job satisfaction is important in organizational management because it contributes to organizational commitment and organizational success (Sönmezer & Eryaman, 2008). It also has a significant impact on turnover and absenteeism (Cohen & Spector, 1992), meaning that it has important implications for both individual and organizational management (Park et al., 2010). Childcare teachers' job satisfaction is being actively studied as an organizational psychological factor that can reduce turnover intention (Ahn & Choi, 2015; Lambert et al., 2001). Specifically, low job satisfaction reduces voluntary involvement and effort in the organization and one's own work, weakens the sense of commitment to the organization, and leads to turnover intention (Meyer & Allen, 1991).

Job satisfaction is often used as a mediating variable in studies targeting primary school teachers. Previous studies have verified the mediating effect of satisfaction in the relationship between job characteristics and turnover intention of preschool teachers (Lee, 2014), in the relationship between workplace support and turnover intention (Choi et al., 2015) and in the relationship between organizational justice and turnover intention (Yun & Park, 2016). Therefore, it is important to understand the mechanism of job satisfaction in the impact of primary school teachers' job stress on turnover intention and find ways to reduce turnover intention.

Recently, studies using occupational commitment, work engagement as a moderator variable have been reported in which the relationship between the two variables varies depending on the level of satisfaction. Satisfaction has been shown to play an important role as a moderator variable in several relationships, including research showing the buffering effect of occupational commitment in reducing the negative impact of parenting stress on subjective well-being of childhood mothers (Choi & Jin, 2014), the moderating effect of gratitude in increasing the positive impact of authentic leadership on well-being (Park & Oh, 2020), the buffering effect of gratitude in reducing the negative impact of stress on the sense of well-being of nursing students (Kwon, 2019), and the buffering effect of gratitude in reducing the positive impact of adolescent irrational beliefs on game addiction (Jung et al., 2014). However, very few studies have directly analyzed the moderating effect of occupational commitment of secondary school teachers. Specifically, there are few studies examining the buffering effect of occupational commitment in reducing the negative impact of job commitment on turnover intention as well as the moderated mediating effect of occupational commitment on the relationship between job stress, job satisfaction, and turnover intention.

## 1.2. Theoretical framework

### *Management*

Currently, there are many concepts about management. In general terms, it can be understood: Management is the process of carrying out the work of planning, organizing, distributing resources, directing, operating and controlling, evaluating, etc. to operate the organization in the most effective way to ensure the achievement of set goals.

Management can be understood as: The optimal use of available human and material resources to make the organization achieve its goals.

### *Professional attachment*

Schaufeli & Bakker (2004) define engagement as "a positive, satisfying action and work-related state of mind characterized by enthusiasm, dedication, and attentiveness".

The measurement of engagement and burnout: A two-sample confirmatory factor analytic approach.

Professional attachment includes mental states expressed in teachers' thoughts, words and actions towards work: it is paying attention to work, being devoted to the profession, working with passion. and enthusiastic, devoted to the teaching profession, working hard and full of energy.

Career attachment mentioned here refers to a state of cognitive and continuous impact, not instantaneous, not focused on any object, individual, event, or behavior. Three factors measure work engagement: Energetic factor: full of energy and dedicated to work. Be willing to work tirelessly even when facing difficulties. Dedication factor: devote yourself wholeheartedly to the teaching profession, feel the work is meaningful and enthusiastic, always find inspiration, pride and challenges in the job. Passion factor: completely focused on work and happy when devoting all your time to work.

Professional engagement is a human resources concept that describes the level of enthusiasm and dedication a teacher feels toward their work. Engaged teachers care about their work and the school's performance, and feel that their efforts make a difference. A teacher is engaged in a job that is more than just a paycheck and can see their happiness as linked to their performance and is therefore instrumental to the growth of their school.

Employee engagement or teacher professional engagement is the intention to stay long-term with the organization. Because the engagement of each individual is not simply an individual matter, but it is a link in the chain of dedicated work to achieve the organization's goals.

Every organization can only operate effectively if the employees in that organization work with enthusiasm. To create enthusiasm, managers need to know how to motivate and encourage employees. This will create employee engagement with the organization.

Employee engagement has become a widely used and popular term, however to date there have been quite a few research projects clarifying the content of factors affecting employee engagement. member in the organization and has achieved many successes. Research focuses on understanding the level of employee engagement with the organization, specifically:

According to research works by Aon Consulting Institute (in the US since 1997, in Canada since 1999, in the UK since 2000 and in Australia since 2002), measuring employee engagement includes the following three factors:

(i) Effort: Employees in the organization make every effort to improve their skills to be able to contribute more to their work; willing to sacrifice personal interests when necessary to help the team or organization work successfully.

(ii) Pride: Employees will introduce the products and services of the organization or business as the best that customers can buy; is the best place to work in the community where employees live.

(iii) Retention - loyalty: Employees intend to stay long term with the organization/business; will stay with the same organization/business even though another place has a relatively more attractive salary offer.

For teachers, professional commitment is a factor that motivates and encourages teachers to carry out their work activities to achieve educational goals. The educational goal here is the quality of education expressed in students through knowledge, skills as well as personality, ethics, physical and intellectual development.

Promoting professional commitment of physical education teachers is using incentives to promote, encourage, and motivate general education teachers to best complete the assigned tasks in the school. Incentives to promote, encourage, and motivate general education teachers here are material and spiritual incentives. Material incentives are incentives through salaries, bonuses, allowances, and benefits. Spiritual incentives for physical education teachers are incentives through work and the working environment.

Managing factors affecting the professional commitment of physical education teachers is considered a decisive policy factor to improve the quality of teaching in schools. Professional

commitment to the organization is something that every school wants to have and needs to focus on building more, because it brings many benefits to the school such as: retention rate and improved work performance, contributing to improving the quality of education and physical development for students, etc.

***The importance of managing factors affecting the commitment to the profession of general education teachers in Vietnam***

Conclusion No. 91-KL/TW dated August 12, 2024 of the Politburo continues to implement Resolution No. 29-NQ/TW dated November 4, 2013 of the Central Executive Committee of the 11th Party Congress "On fundamental and comprehensive innovation of education and training, meeting the requirements of industrialization and modernization in the conditions of a socialist-oriented market economy and international integration". One of the strategic and key tasks of educational institutions is to develop human resources to meet the requirements of the current period of innovation and integration.

Managing factors affecting the commitment to the profession of physical education teachers in Vietnam is considered urgent, specific to the experimental area. Thereby, it analyzed and identified a number of factors affecting the career commitment of physical education teachers in order from strong to weak: 1) Salary and income from work, 2) Personal capacity, 3) Working environment, 4) Training - development and promotion factors, 5) Management staff, relationships with colleagues. Educational management staff aims to improve the career commitment of physical education teachers in Vietnam, while improving teaching effectiveness and labor productivity of teachers as follows:

Ensure a stable and fair income (salary and non-salary benefits) for teachers, and at the same time introduce bonus policies to encourage and help teachers be motivated in their work to ensure their lives. High income has a great impact on the working spirit of employees, this impact is shown in the following aspects: When receiving an income that employees consider worthy of their contributions, they will be excited and enthusiastic in their work. Teachers feel secure in their work when their income ensures an average standard of living. They have less intention of leaving to find another job while working and are temporarily satisfied with their income. They have a higher spirit and responsibility for the work they are in charge of when they realize that the company pays very fairly. They have a higher discipline in complying with regulations and are more autonomous in their work.

Ensure that the work is appropriate to the teacher's abilities and skills to avoid making the work too easy or too difficult. Teachers may feel bored or over-stressed. Schools need to promote the position of teachers in the organization, give them autonomy in their work and satisfy their creativity.

Training and advancement is the opportunity for teachers to improve their job skills and their ability to be promoted to higher positions. Teachers will feel satisfied with jobs that give them training opportunities and help them advance in their careers. Therefore, creating training opportunities will make teachers feel satisfied with their jobs and long-term commitment to their profession and school.

Positive relationships between education administrators and teachers, support and encouragement of teachers, treating teachers with respect and fairness promote teacher engagement, allow for individual thinking, and meet the interpersonal and functional needs of teachers. Relationships between colleagues are competitive and supportive. Teachers will feel satisfied with their jobs if their work is well supported by colleagues, colleagues are friendly and help each other in their work, and there is fair competition for rewards and promotions in the school. Teachers will feel satisfied with their jobs, more attached to their profession and school when they have good relationships with colleagues.

The working environment is a broad concept that includes everything related to and affecting the work process and the development of teachers' capacity. Improve the working environment by ensuring cooperation, consensus and support from superiors and colleagues in the perspective of listening, respect, openness, comfort, sincerity, reasonable working hours, and a friendly atmosphere in the teacher's workplace. The working environment helps teachers achieve high efficiency in the work and teaching process.

## **2. METHODS**

### **2.1. Participants and data collection**

The scope of this study was limited to physical education teachers in Vietnam, which facilitated the reflection of the research results. The participants were teachers working in primary, secondary and high schools. To increase the generalizability of the findings, Dong Thap, Vinh Long provinces, Can Tho city, Ho Chi Minh city of Vietnam. A total of 3000 participants were used for analysis.

### **2.2. Data analysis**

The survey aims to identify and evaluate factors affecting the professional commitment of physical education teachers in Vietnam, in which 3000 survey samples representing teachers were distributed in Dong Thap, Vinh Long provinces, Can Tho city, Ho Chi Minh city of Vietnam. Through the overview and theoretical basis related to the topic, the author built online and direct survey questionnaires to collect information from teachers in Vietnam. Non-probability sampling method by



convenience sampling method was chosen to collect samples. The author used a 5-level Likert scale: Very low (1 point); Low (2 points); Medium (3 points); High (4 points); Very high (5 points).

**Table 1.** 5-level Likert scale

Level of results		Point	Medium score
Level 1	Weak	1	1.0 points - 1.75 points
Level 2	Medium	2	1.76 points - 2.50 points
Level 3	Rather	3	2.51 points - 3.25 points
Level 4	Good	4	3.26 points - 4.00 points
Level 5	Very good	5	4.01 points - 5.00 points

Formula to calculate the average score of each factor:

$$\text{Average score (no more than 5.0)} = (n_1 \times 1 + n_2 \times 2 + n_3 \times 3 + n_4 \times 4 + n_5 \times 5) / N.$$

(In which:  $n_1$ : is the number of people choosing the column with a score of 1;  $n_2$ : is the number of people choosing the box with a score of 2, etc. (similarly for columns with scores of 3, 4,5);  $N$  = total number of survey people).

Conversion value: Calculated distance value = (Maximum - Minimum)/n = (5 - 1)/5 = 0.8.

After collecting primary data, it will be encoded and entered into SPSS 25.0 software to process and evaluate the level of influence of groups of factors affecting the career commitment of physical education teachers in Vietnam.

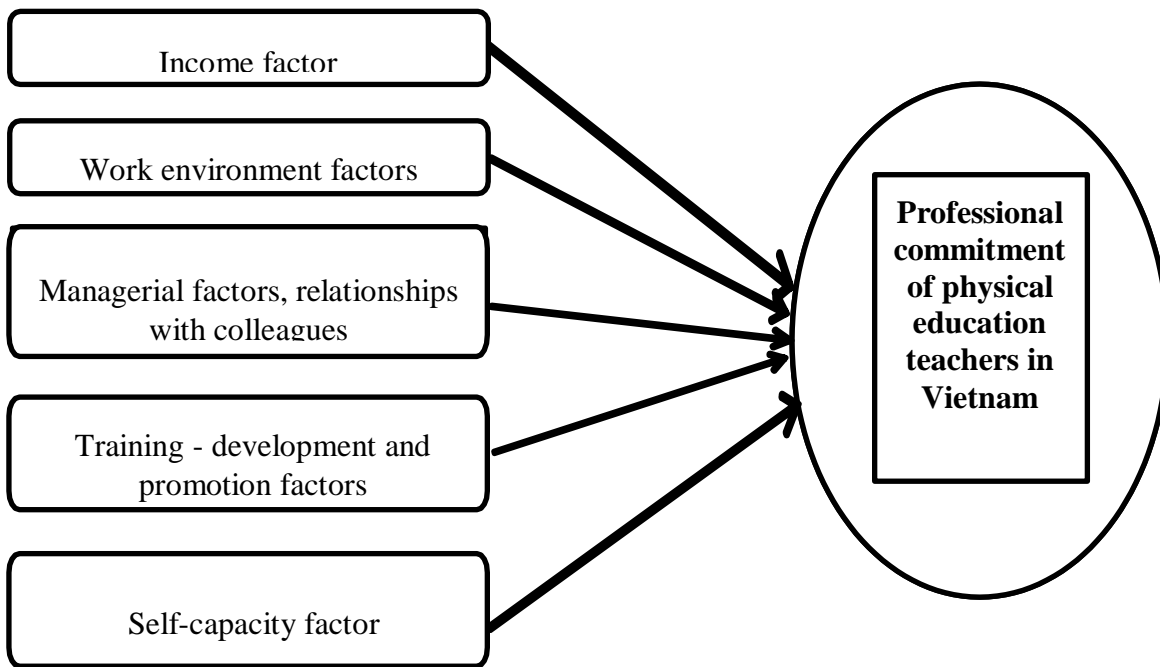
### 3. RESULTS AND DISCUSSION

#### 3.1. Research model proposing factors affecting the career commitment of general education teachers in Vietnam

Based on the ideas of Maslow (1943), the theory of Herzberg et al. (1959) emphasized the motivation factors (satisfaction factors) - maintenance (hygiene factors) to explain satisfaction and motivation in the organization. The group of motivation factors are factors within the job that create satisfaction, the work itself of the employee, achievement, responsibility and work function, recognition of achievements, promotion. The characteristic of the group of motivation factors is that if they are met, they will bring satisfaction to the employee in the job, however, if they are not met, they will not be dissatisfied and will still work normally. The group of maintenance factors are factors belonging to the working environment of the employee. The characteristic of this group is that when

they are met, there will be no dissatisfaction at work. On the contrary, if they are not met, workers will be dissatisfied and work ineffectively.

Based on the reference to factors affecting teachers' professional commitment from previous studies, the proposed research model of the article is as follows:



**Figure 1.** Proposed research model

**Income factor:** Teachers will feel more attached when they receive income (total income including salary and non-salary allowances) and their benefits are increased every year. Salary and benefits are the top concerns when it comes to teachers' attachment to the profession. This is also understandable when teachers have enough personal material needs, have conditions to take care of a better life, they will focus on their work and will feel more attached to their profession.

**Working environment factor:** Teachers feel satisfied and attached to the school when they work in an environment with adequate conditions and good communication relationships.

**Managerial factors, relationships with colleagues:** Good relationships will create a better, more positive, and more effective working environment. The interaction between teachers in their school environment is good and perfect, but it also shows us a good educational environment between teachers and students, between teachers - teachers, between teachers - school leaders. Empathy, sharing, Support

from managers Support from colleagues Support for purposeful learning between teachers - teachers, between teachers - school leaders, they will be more attached to the profession.

Training - fostering, promotion factors: The school creates opportunities for professional development, expertise, capacity, personal skills, and promotion. Teachers feel more satisfied when given training opportunities to improve their professional skills and the ability to be promoted to higher positions.

Teacher capacity factor: teachers' confidence in their own abilities in the face of changes in the General Education Program, professional skills for teachers, helping them to be more confident and do their jobs better. now they feel more attached to the profession. Because teaching is an inspirational profession. If teachers do not feel confident in themselves, it is difficult to bring positive inspiration to learners.

### **3.2. Results of the assessment of factors affecting the career commitment of physical education teachers in Vietnam**

Information was collected from a total of 3,000 teachers participating in the survey, including 1,069 male teachers (35.6%) and 1,931 female teachers (64.4%). Most teachers were between the ages of 31-50, accounting for 44.5% (n=178). The majority of teachers with 5-10 years of experience and over 10-20 years of experience accounted for 40.75% (n=163), 35.25% (n=141), respectively. The number of teachers who are professional group leaders is 75 people (2.5%) and the Board of Directors is 32 people (1%).

The cross-analysis to test the relationship between personal characteristics and the professional commitment of physical education teachers yielded the following Pearson Chi-Square and p-values: gender = 0.391, age = 0.000, seniority = 0.000, professional responsibility = 0.019, and job position = 0.003. Based on the p-values, all of which are less than 0.05 (except for gender), it can be concluded that there is a relationship between the group of personal characteristics (age, seniority, professional responsibility, job position) and the professional commitment of physical education teachers in Vietnam.

Exploratory factor analysis EFA. Through the results of the scale quality test, the total Cronbach's Alpha coefficient is 0.846, showing a very good reliability. Specifically: Self-capacity 0.811 (5 items); Salary and income 0.897 (5 items); Training - development, promotion 0.862 (5 items); Working environment 0.845 (4 items); Manager, relationship with colleagues 0.815 (5 items). The

group of authors continued to conduct exploratory factor analysis for each component of the scale, the results are shown in tables 2 and 3.

**Table 2. KMO and Bartlett test**

<b>KMO coefficient</b>	<b>0.919</b>
Bartlett test	Chi-Square 5360.166
	Df 210

**Table 3. Results of exploratory factor analysis of the scale**

Names of the elements	Symbol	Observed variables	Factor Loading
Level of teacher professional commitment	CC	PC1, PC2, PC3, PC4,	0.900 - 0.913
Teacher's competence	TC	TC1, TC2, TC3, TC4	0.669 - 0.739
Salary and income	SI	SI1, SI2, SI3, SI4, SI5	0.662 - 0.838
Training - development, promotion	TDP	TDP1; TDP2; TDP3, TDP4	0.518 - 0.778
Working environment	WE	WE1, WE2, WE4, WE5	0.809 - 0.879
Managers and colleagues	MC	MC1, MC2, MC3, MC4	0.518 - 0.778

KMO test = 0.919 (satisfying  $0.5 < KMO < 0.05$ , the observed variable has a linear correlation with the representative factor. The factor loading coefficients are all greater than 0.5, the factor ensures convergent and discriminant values when analyzing EFA. The result of the factor analysis obtained a calibrated model that identifies 5 factors affecting the career commitment of physical education teachers in Vietnam: (1) Teacher capacity, (2) Salary and income, (3) Working environment, (4) Training - fostering, promotion, (5) Manager, relationship with colleagues.

**3.3. The level of influence of factors on the career commitment of physical education teachers in Vietnam**

To evaluate the factors of salary and income affecting the career commitment of physical education teachers in Vietnam, a survey of 3,000 teachers in Dong Thap, Vinh Long provinces, Can Tho city, and Ho Chi Minh city was conducted with the following results:

**Table 4.** The salary and income factor

<b>Content</b>	<b>GPA</b>	<b>Standard deviation</b>	<b>Rank</b>
Fair pay has a positive impact on teachers' career commitment	3.25	0.46	2
Income from salary, bonuses, allowances and other income when completing appropriate work will increase teachers' commitment to their work.	2.9	0.54	4
Full and timely salary payment has a positive impact on teachers' professional commitment.	3.6	0.52	1
Salary security affects teachers' job satisfaction	3.0	0.49	3
The school's welfare is implemented in accordance with regulations, well-handled, and fully covered in terms of sickness and occupational diseases, and organizes travel and vacations for teachers.	2.8	0.54	5

According to the statistics in Table 4, the salary and income factors affecting the professional commitment of physical teachers in Vietnam, there are 05 contents, school leaders and teachers assessed to agree to strongly agree with salary and income affecting the professional commitment of teachers, in which, the content "Salary paid in full and on time has a positive impact on teachers' professional commitment" was rated the highest with an average score of 3.35 in the number 1 position. Next, the content "Fair salary has a positive impact on teachers' professional commitment" was rated with an average score of 3.3 in the number 2 position. The content "Salary commensurate with work results has a positive impact on teachers' professional commitment" was rated with an average score of 3.3; "Life security from salary affects teachers' satisfaction with their professional commitment" was rated with an average score of 3.0. Finally, the two contents "Income from salary, bonus, allowance and other income when completing appropriate work will increase teachers' commitment to work" were evaluated with an average score of 2.9 and "The school's welfare is implemented in accordance with regulations, well resolved, full sick leave, occupational diseases are organized for teachers to travel and relax" were evaluated with an average score of 2.8. This is a favorable condition for managers to build strategies on salary, welfare, allowance and appropriate reward policies to create teachers' commitment to their profession.

To evaluate the working environment factors affecting the career commitment of physical education teachers in Vietnam, a survey of 3,000 teachers in Dong Thap, Vinh Long provinces, Can Tho city, and Ho Chi Minh city was conducted with the following results:

**Table 5.** Working environment factors

<b>Content</b>	<b>GPA</b>	<b>Standard deviation</b>	<b>Rank</b>
Respecting ability, talent, treating teachers fairly.	3.6	0.54	<b>1</b>
Interesting work that suits the teacher's ability will inspire teachers to develop their abilities, bringing about professional commitment to teachers.	3.45	0.57	2
A fun, friendly, and cohesive environment will make teachers feel comfortable at work, creating a sense of attachment to their profession.	3.4	0.51	3
Create favorable conditions for teachers to have teaching and learning products to serve their teaching.	3.35	0.49	4
Fully equipped with necessary equipment for teaching work.	3.3	0.55	5
Solidarity, support, and willingness to help each other among colleagues	3.25	0.66	6

According to the statistics in Table 5, the working environment factors affecting the professional commitment of physical teachers in Vietnam, there are 06 contents with the following results: "Respecting capacity, talent, treating teachers fairly" is rated the highest, with an average score of 3.6 with the number 1 position. Next, the content "Interesting work, suitable for teachers' capacity will inspire teachers to develop their abilities, bringing about the teachers' professional commitment" is rated with an average score of 3.45; "A fun, harmonious, and cohesive environment will make teachers feel comfortable when working, creating a commitment to the teachers' profession" is rated at 3.4, "Creating favorable conditions for teachers to have teaching and learning products to serve teaching" is rated with an average score of 3.35. Finally, the content of "Equipped with adequate equipment for teaching work" was evaluated with an average score of 3.3; "Solidarity, support, and willingness to help each other of colleagues" was evaluated with an average score of 3.25. Managers and teachers said that "Discord, indifference, indifference, division, suspicion, and lack of cooperation" are the problems that make teachers not stick with their profession. This is an issue that managers need to pay attention to, build a friendly, harmonious, united, helpful, and sharing environment for work with each other.

To evaluate the factors of managers and colleagues affecting the career commitment of physical education teachers in Vietnam, a survey of 3,000 teachers in Dong Thap and Vinh Long provinces, Can Tho city and Ho Chi Minh city be conducted with the following results:

**Table 6.** Manager factors, relationships with colleagues

<b>Content</b>	<b>GPA</b>	<b>Standard deviation</b>	<b>Rank</b>
Leaders recognize teachers' talents and dedication.	3.6	0.49	<b>1</b>
Teachers are treated fairly, without discrimination.	3.3	0.49	2
Teachers are supported, respected and trusted in their work.	3.25	0.52	3
New teachers are always understood, shared and helped to complete their work.	3.25	0.52	3
Leaders pay attention to understanding employees' opinions and thoughts, creating a comfortable environment for teachers to express their opinions.	3.2	0.5	4
There is good working cooperation between colleagues.	3.15	0.49	5
Leaders always pay attention to teacher development assessment.	3.05	0.5	6
Colleagues are very sociable and friendly.	2.95	0.49	7
Teachers are treated fairly, without discrimination.	2.6	0.51	8

According to the statistics in Table 6, the factors of managers and colleagues affecting the career commitment of physical teachers in Vietnam, there are 08 contents with the following results: "Leaders recognize teachers' talents and dedication" is rated the highest, with an average score of 3.6 and ranked number 1. Next, the content "Teachers are treated fairly, without discrimination" is rated with an average score of 3.3; "Teachers are supported, respected and trusted in their work" and "New teachers are always sympathized, shared and helped to complete their work" are both rated with an average score of 3.25; "Leaders care about understanding the views and thoughts of employees, creating a comfortable environment for teachers to express their opinions" is rated with an average score of 3.2; "There is good cooperation between colleagues" is rated with an average score of 3.15; "Leaders always care about teacher development assessment" was rated with an average score of 3.05; "Colleagues are very sociable and friendly" was rated with an average score of 2.95. Finally, the content "Teachers are treated fairly, without discrimination" was rated with an average score of 2.6. The standard deviation from the results of teachers' perceptions of management factors and

relationships with colleagues affecting their commitment to the profession in physical schools Vietnam showed that the collected data was reliable.

To evaluate the factors of training - development, promotion opportunities affecting the career commitment of physical education teachers in Vietnam, we conducted a survey of 3,000 teachers in Dong Thap, Vinh Long provinces, Can Tho city and Ho Chi Minh city with the following results:

**Table 7.** Training and development factors, promotion opportunities

<b>Content</b>	<b>GPA</b>	<b>Standard deviation</b>	<b>Rank</b>
Teachers are given the conditions to participate in training courses, professional development, appointment, promotion will increase their commitment to work and to the organization	3.55	0.6	1
Policy to develop the team in both quantity and quality to create professional commitment of teachers	3.2	0.55	2
The content of the training program meets the expectations of teachers, training and development have a positive impact on teachers' professional commitment	3.15	0.54	3
The school's training process is reasonable, sending them to study, fostering necessary skills for the job, creating many opportunities for promotion	2.95	0.52	4
The school's appointment planning is fair and transparent, the school always creates promotion opportunities for competent teachers, interested in planning the future staff	2.85	0.5	5
Transparency, consistency, fairness in personnel work with appropriate general feedback will enhance teachers' professional commitment	2.8	0.55	6
Teachers' actions are recognized as contributing to the success of management staff	2.7	0.57	7
Teachers are evaluated by managers and recognized for their achievements in promotion	1.85	0.73	8

According to the statistics in Table 7, the scale of training and development factors, promotion opportunities affecting the career commitment of physical education teachers in Vietnam has 8 contents, in which the content: "Teachers are given the conditions to participate in training courses,



professional development, appointment, promotion will increase their commitment to work and to the organization" was rated the highest, with an average score of 3.55, ranking number 1. Next, the content "Policy to develop the team in both quantity and quality to create professional commitment of teachers" was rated with = 3.2; "The content of the training program meets the expectations of teachers, training and development have a positive impact on teachers' professional commitment" is evaluated with = 3.15; "The school's training process is reasonable, sending them to study, fostering necessary skills for the job, creating many opportunities for promotion" is evaluated with = 2.95. Finally, the content "The school's appointment planning is fair and transparent, the school always creates promotion opportunities for competent teachers, interested in planning the future staff" is evaluated with = 2.85; "Transparency, consistency, fairness in personnel work with appropriate general feedback will enhance teachers' professional commitment" is evaluated with = 2.8; "Teachers' actions are recognized as contributing to the success of management staff" is evaluated with = 2.7; "Teachers are evaluated by managers and recognized for their achievements in promotion" is evaluated at a level of 1.85. The standard deviation from the results of perceptions in Table 8 on the factors of training - fostering, promotion affecting the career commitment of teachers in physical schools in Vietnam by school leaders and teachers shows that the data collected ensures reliability. Therefore, in order for teachers to be more committed to their profession, school leaders need to recognize their contributions by publicly recognizing their achievements in promotion and appointment, creating all favorable conditions for promotion.

The research results show that the observed variables belonging to the training and promotion opportunities factor are rated quite highly by teachers, with an average score from 3.5 to 1.85. Teachers believe that they are committed to their profession and school for a long time because they are able to participate in training courses according to job requirements and the school always creates promotion opportunities for competent teachers, the training content meets the expectations of workers. However, the number of people who receive advanced training is still small, there is not much in-depth professional training, political theory and management for teachers, the content and form of training are not effective; the promotion and development process is not clear. Therefore, in the near future, it is necessary to improve to help teachers adapt, keep up with progress, and create conditions for development and attachment to the profession.

To evaluate the factor of teacher capacity affecting the career commitment of physical education teachers in Vietnam, a survey of 3,000 teachers in Dong Thap, Vinh Long provinces, Can Tho city, and Ho Chi Minh city was conducted with the following results:

**Table 8.** Teacher competency factors

<b>Content</b>	<b>GPA</b>	<b>Standard deviation</b>	<b>Rank</b>
Have the ability to teach and use teaching methods and tools	3.35	0.51	1
Ability to diagnose the needs and characteristics of the teaching object	3.2	0.49	2
Ability to implement teaching plans	3.2	0.49	2
Ability to grasp the characteristics of learners' needs	3.1	0.59	3
Ability to solve problems arising in teaching practice	2.9	0.60	4

According to the statistics in Table 8, the scale of teachers' capacity factors affecting the career commitment of physical teachers in Vietnam has 5 contents, in which the content "Having the capacity to teach and skills in teaching methods and means" is rated the highest, with an average score of 3.35, position 1; "Having the capacity to diagnose the needs and characteristics of teaching objects" and "Having the capacity to design and plan teaching" are rated in position 2, with an average score of 3.2. Next is the content "Having the capacity to implement teaching plans". Finally, the contents "Having the capacity to grasp the characteristics of learners' needs" are rated with = 3.1; "Having the capacity to solve problems arising in teaching practice" are rated with = 2.9. The standard deviation from the results of the perception of the teacher's capacity factor affecting the professional commitment of physical teachers in Vietnam shows that the data collected ensures reliability. This capacity also requires teachers to have communication skills. Teachers must have the skills to manage teaching activities within their scope of responsibility, attracting the enthusiastic participation of educational forces inside and outside the school. The formation of such skills is not easy but it is the result of a serious learning process and elaborate professional training.

#### 4. CONCLUSIONS

In summary, managing the factors affecting the professional commitment of physical education teachers in Vietnam is crucial. Managers and stakeholders should focus on key factors that significantly impact teachers' commitment, such as income; management and relationships with colleagues; policies for teachers, including training, professional development, and promotion; and individual competencies. Additionally, the working environment for teachers should not be overlooked, as it is a psychological factor that fosters comfort in the workplace, thereby improving education quality and

facilitating sustainable development for teachers. Moreover, attention to competency-related factors will create opportunities for networking, learning, and experience-sharing, which is an effective way to strengthen commitment and reduce feelings of loneliness and isolation at work. This is a preliminary step toward addressing issues related to professional commitment, enhancing education quality, and developing appropriate measures to tackle arising problems and motivate teachers.

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## **AUTHOR CONTRIBUTIONS**

Tran Anh Hao designed the study, prepared the plan, wrote the first draft of the manuscript and edited the final version. Tran Van Dien provided advice in solving problems about comparing the foundations of models and analysis the data, managed the literature searches and gathered theoretical foundations. All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

## **CONFLICTS OF INTEREST**

The authors declare no conflict of interest.

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