



## Examining the Factor Structure of the Organizational Commitment Questionnaire in the Vietnamese Educational Context

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### ABSTRACT

In contemporary organizational research, organizational commitment has emerged as a crucial concept in comprehending employees' behavior within the workplace, reflecting their identification with an organization and dedication to its objectives. Despite its significance, the existing literature reveals a scarcity of research on this subject within the Vietnamese educational context. Therefore, the primary objective of the current study was to validate the factor structure of the 24-item Organizational Commitment Questionnaire (OCQ) in Vietnam. Both exploratory and confirmatory factor analyses were employed to analyze the data obtained from 706 high school teachers. The results obtained from the factorial analyses strongly support the validity of the three-factor model of the original OCQ, which comprises affective commitment, continuance commitment, and normative commitment. The results include statistical measures such as factor loadings, eigenvalues, and variance explained, indicating how well the observed data align with the proposed three-factor model. This validation is crucial for understanding and measuring organizational commitment within the Vietnamese settings. Educational researchers can rely on these findings to better assess teachers' commitment within schools. This study suggests further examining the reliability and validity of the OCQ with a wide range of participants among teachers at both elementary and secondary school levels.

## 1. INTRODUCTION

In recent years, organizational commitment has gained prominence as a crucial concept in organizational research, playing a pivotal role in comprehending employees' behavior within the workplace (Demir, 2020; Fu et al., 2009; Waweru et al., 2021). Its impact extends to various facets of teachers' outcomes and school dynamics, encompassing job satisfaction, school effectiveness, student achievement, and the attainment of organizational goals (Ghosh & Swamy, 2014; Yorulmaz et al., 2021). Many studies have shown that organizational commitment has a significant impact on how employees feel about their jobs, how often they leave, how much they participate in organizational citizenship, and how much they like their jobs (Alwi et al., 2021; Bogler & Somech, 2004; Chung, 2019; Coladarci, 1992; Dou et al., 2017; Firestone & Pennell, 1993; Larkin et al., 2016; Park, 2005; Porter et al., 1974; Suong et al., 2019; Yorulmaz et al., 2021). Furthermore, organizational commitment has been identified as a significant determinant of teachers' teaching efficacy and job satisfaction (Coladarci, 1992; Collie et al., 2011). It profoundly shapes teachers' perceptions regarding the effectiveness of a school (Çayak, 2021; Fresko et al., 1997), influencing both teachers' and students' behaviors and the overall quality of teaching and learning. Additionally, organizational commitment plays a pivotal role in determining teachers' commitment to both their profession and the school, significantly influencing their retention (Ghosh & Swamy, 2014).

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In the field of education, teacher commitment holds significant implications for schools and students, directly impacting teaching and learning, school success, and overall well-being (Collie et al., 2011; Day, 2008; Firestone, 1996; Park, 2005). Teacher commitment is multifaceted, encompassing professional commitment, reflecting the psychological attachment to the teaching profession as a whole, and organizational commitment, indicating the level of identification and involvement with a specific school (Mowday et al., 1979). Professional commitment, as defined by Coladarci (1992), gauges the psychological attachment a teacher has to the teaching profession while organizational commitment, according to Mowday et al. (1979), relies on an individual's alignment with the organization's goals and values, motivation to support the organization, and desire to retain the membership.

The burgeoning interest in organizational commitment has spurred the development of various instruments to assess this construct. A prominent model, introduced by Meyer and Allen (1991), delineates organizational commitment into three distinct dimensions: affective, continuance, and normative. Investigating how teachers perceive their commitment to schools warrants further research, offering potential insights that could enhance commitment, ultimately fostering increased satisfaction and productivity within educational institutions. However, research appraising the reliability and validity of the organizational commitment instruments within the context of Vietnamese high schools is notably scarce, creating a knowledge gap and impeding educators' ability to enhance organizational commitment in Vietnam. Furthermore, recent studies underscore the significance of assessing organizational commitment among teachers (Bogler & Somech, 2004; Finegan, 2000).

In the realm of education reform in Vietnam, a pivotal aspect that demands careful consideration is the evaluation of teachers' organizational commitment. As the education landscape undergoes transformative changes, understanding and enhancing the dedication and allegiance of teachers to their institutions becomes crucial for fostering a sustainable and effective learning environment (Nguyen et al., 2022). To facilitate meaningful education reform, it is imperative to develop or validate tools that accurately measure teachers' organizational commitment. The OCQ has proven to be a valuable conceptual tool for assessing teachers' organizational commitment, with numerous studies exploring its factor structure and implications in Western educational contexts, including effects on turnover, citizenship behaviors, job performance, absenteeism, and tardiness. However, research on organizational commitment in the Vietnamese educational context is scarce, and no existing study has examined this construct from the perspective of teachers in Vietnamese schools. Therefore, this study scrutinizes the OCQ developed by Allen and Meyer (1990) to assess its factor structure in the Vietnamese context. It aims to fill this gap in literature, serving as a pioneering effort to investigate the psychometric properties of the OCQ and determine whether its three factors will properly manifest among Vietnamese high school teachers. The outcomes of this research will provide insights for school principals on enhancing or modifying aspects of organizational commitment to foster a more cohesive organizational culture among teachers. Through an examination of the 24-item OCQ in the Vietnamese educational context, this study seeks to offer a model that can be adapted and applied to measure teachers' organizational commitment. To achieve this objective, the below research question is designed for the present study.

What is the factor structure of the 24-item OCQ within the Vietnamese educational context?

## **2. LITERATURE REVIEW**

### **2.1. Organizational commitment**

In recent years, organizational commitment has been a focal point in several critical reviews. Organizational commitment is defined as "the relative strength of an individual's identification with and involvement in a particular organization" (Mowday et al., 1979, p. 226). The OCQ, devised by Porter et al. (1974), has emerged as a pivotal instrument for assessing the organizational commitment construct. Subsequently, Allen and Meyer (1990) delineate a three-component model of commitment, amalgamating various conceptualizations. This tri-dimensional model, widely employed in organizational commitment studies, encompasses affective attachment to the organization, perceived costs linked to leaving, and a sense of obligation to remain. Allen and Meyer (1990) posit that commitment, common to these three dimensions, constitutes a psychological state characterizing the employee's relationship with the organization, influencing decisions to maintain or terminate organizational membership. Affective commitment denotes an employee's emotional attachment, identification in, and involvement with the organization, leading those with strong affective commitment to continue employment out of personal desire. Continuance commitment, in contrast, signifies an awareness of the costs associated with leaving, prompting employees primarily linked to the organization through continuance commitment to remain out of necessity. Normative commitment reflects a sense

of obligation to persist in employment, with employees possessing high normative commitment feeling morally compelled to remain with the organization.

Meyer and Allen (1991) assert the separability of the affective, continuance, and normative components of commitment, both conceptually and empirically. They emphasize the equal importance and utility of each form of commitment. Meyer and Allen's three-component model has been employed as a predominant framework for studying workplace commitment (Jaros, 2007). Researchers have utilized this model to predict crucial employee outcomes, including turnover, citizenship behaviors, job performance, absenteeism, and tardiness.

## ***2.2. Testing the organizational commitment questionnaire***

In recent years, the literature has encompassed diverse examinations related to the assessment and validation of the OCQ. Some studies have been carried out to examine the psychometric properties of the OCQ (Alam, 2011; Jangsiriwattana & Tulwatana, 2019; Maqsood et al., 2012; Mustafa et al., 2019; Nandan et al., 2018). For instance, Alam (2011) delved into the construct validity (convergent and discriminant validity) and internal reliability of Allen and Meyer's OCQ (1996) within the context of the banking sector in Pakistan. This pioneering study was the first of its kind in a Pakistani setting. The questionnaire utilized eighteen items, with six allocated to each of the three dimensions (i.e. affective, continuance, and normative commitment). The data, collected from 215 banking sector employees in major cities in Pakistan, underwent a thorough analysis. Construct validity and internal reliability analyses supported the study's findings that the three commitment measures were distinguishable from one another. This underscores the applicability of Allen and Meyer's OCQ within the cultural context of Pakistan.

Maqsood et al. (2012) undertook an examination of the theoretical factor structure of Meyer and Allen's OCQ in the context of higher education institutions in Pakistan. The measurement model gauged employees' organizational commitment through three concurrent factors: affective, continuance, and normative commitment. The study involved 426 regular faculty members from public and private universities in Rawalpindi, Islamabad, and Lahore, located in the Punjab region of Pakistan. The confirmatory factor analysis (CFA) was applied to analyze the collected data. Decision criteria for retaining or excluding items within respective factors were based on fit indices, factor loadings, reliability indices, and the cultural relevance of items in the Pakistani working context. The study's findings supported the existing three-factor structure of the OCQ while suggesting a need for modification in the continuance commitment scale. These findings were discussed in the context of a culture-based understanding of work dynamics and commitment.

Nandan et al. (2018) conducted a cross-national examination of Meyer and Allen's three-component model of organizational commitment. The study aimed to explore whether the influence of country-specific cultural orientation on organizational commitment remained consistent across diverse nations. The research involved 131 faculty members in higher education across some countries. The compelling results of the study demonstrated the universality of the three-component model of organizational commitment across different countries and cultures. This means that the factors that affect affective commitment, normative commitment, and continuation commitment are not limited to the culture of the study; instead, they are consistent and useful in many different national settings. The cross-cultural validation helps us learn more about organizational commitment around the world and shows how well the three-component model can explain how commitment changes in various national and cultural settings. The findings contribute to the broader discourse on the intersection of culture and organizational behavior, providing valuable insights for both academic research and practical applications in diverse workplaces worldwide.

Jangsiriwattana and Tulwatana (2019) conducted an assessment of the psychometric properties of the OCQ in its Thai version. The study involved surveying 170 employees within the Thai aviation sector. Employing exploratory factor analysis (EFA), the researchers discerned the three distinct components within OCQ through internal reliability analysis. This suggests that the Thai adaptation of Allen and Meyer's OCQ is suitable for application in aviation organizations within Thailand.

Mustafa et al. (2019) undertook a study to validate the construct model for organizational commitment within the cadre of technical teachers at vocational colleges in Malaysia. The research encompassed 25 vocational colleges, with a total sample size of 493 participants, including teachers specializing in mechanical engineering, electrical and electronic engineering, and general engineering. The study utilized the OCQ to collect the data. The OCQ comprised three factors: affective commitment, normative commitment, and continuance commitment, with an initial item count of 24 (8 items per factor). Following the EFA, 22 items were retained. To validate the organizational commitment measurement model, three critical factors were assessed: unidimensionality (factor loading  $\geq 0.6$ ), validity

(convergent validity, average variance extracted [AVE]  $\geq 0.5$ , and construct validity through fitness indices), and reliability (composite reliability, CR  $\geq 0.6$ , and AVE  $\geq 0.5$ ). In the CFA phase, no items were excluded, as all exhibited loading factors  $> 0.6$ , and AVE  $\geq 0.5$  values were maintained for all sub-constructs. Fitness indices for absolute fit (root mean square error of approximation [RMSEA] = 0.062, comparative fit index [CFI] = 0.953, Tucker-Lewis index [TLI] = 0.945, chi-square/degrees of freedom ratio [ $\chi^2/df$ ] = 2.91) met the stipulated criteria, with all CR values  $\geq 0.6$ . Finally, the improved measurement model through item looping worked well for the next structural model analysis, showing that it can be used to look at how committed technical teachers are to their jobs in Malaysian vocational colleges.

### 3. MATERIALS AND METHODS

#### 3.1. Participants

This study employed a convenience sample comprising 768 out of 3,102 classroom teachers, consisting of 387 females and 381 males, drawn from 27 high schools in Vietnam. The participants, on average, had 9.12 years of teaching experience (SD = 4.71), with an average age of 33.15 years (SD = 4.63). The female participants had an average age of 32.73 years (SD = 5.12) while the male participants had an average age of 34.17 years (SD = 5.29). The respondents were instructed to complete the paper survey within approximately 30 minutes. Paper surveys were distributed voluntarily, and responses to the OCQ survey were treated as anonymous. After data cleaning, 706 teachers' responses were retained out of the initial 768, with 62 responses removed due to missing data.

#### 3.2. Instrument

For data collection, this study utilized a 24-item Vietnamese version of the OCQ developed by Allen and Meyer (1990). The translation process involved two bilingual professionals with teaching experience, who independently translated the OCQ into Vietnamese. Subsequently, two other independent bilingual translators from diverse backgrounds performed back translation, revealing a high level of linguistic similarity between the original and translated versions. Both English versions (original and translated) were thoroughly compared to ensure equivalence. The OCQ, comprising 24 items, served as a tool to assess teachers' organizational commitment and was categorized into three factors, each containing eight items. These subscales encompassed Affective Commitment (AC), exemplified by statements like "This organization has a great deal of personal meaning for me," Continuance Commitment (CC), represented by statements such as "Right now, staying with my organization is a matter of necessity as much as desire," and Normative Commitment (NC), reflected in statements like "One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain." Participants provided responses using a 5-point scale, with scores ranging from 1 to 5 for Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA), respectively.

#### 3.3. Data analysis

The primary objective of this study was to authenticate the factor structure of the OCQ within the educational setting of Vietnam. The first step involved employing Cronbach's alpha coefficients ( $\alpha$ ) to assess the alpha reliabilities of the three original components of the OCQ, with a predetermined threshold of  $\alpha \geq 0.70$  and a corrected item-total correlation of  $\geq 0.30$ . Subsequently, both EFA and CFA were executed. EFA utilized principal-axis factoring with varimax rotation to scrutinize the potential factor structure of the scale, considering Kaiser-Meyer-Olkin (KMO) measure ( $0.50 < \text{KMO} < 1$ ), Bartlett's test ( $p < 0.50$ ), factor loading  $> 0.50$ , and Eigenvalue  $> 1$  as criteria. CFA was employed to substantiate the latent structural validity of the model, evaluating the fit through standardized estimates, modification indices,  $\chi^2/df \leq 3$ , GFI  $\geq 0.90$ , CFI  $\geq 0.90$ , TLI  $\geq 0.90$ , and RMSEA  $\leq 0.08$ . Additional criteria encompassed AVE  $\geq 0.50$ , standardized errors (SE)  $< 1$ , CR  $\geq 0.60$ , and correlation coefficients among OCQ subscales at  $r \geq 0.05$ . A significance level of  $p < 0.001$  was used to determine the alpha level.

### 4. RESULTS AND DISCUSSION

The teachers' responses to the three components of the OCQ underwent scrutiny for internal consistency. Cronbach's alpha coefficients were employed to assess this, leading to the identification of five items within the 24-item OCQ that exhibited low item-total correlations ( $< 0.30$ ). Consequently, these items (Item 8 of AC - "I do not feel a strong sense of belonging to my organization", items 14 and 16 of CC - "I feel that I have too few options to consider leaving this organization", and "One of the major reasons I continue to work for this organization is that

leaving would require considerable personal sacrifice — another organization may not match the overall benefits I have here”, and items 17 and 24 of NC - “I think that people these days move from company to company too often” and “I do not think that wanting to be a ‘company man’ or ‘company woman’ is sensible anymore”) were deemed unsuitable and subsequently excluded. The remaining 19 items from the three subscales were retained for EFA.

Table 1. EFA of the OCQ

No.	Items	Mean	SD	Factor loading		
				AC	CC	NC
1	I would be very happy to spend the rest of my career with this organization. (ac1)	4.10	0.83	0.80		
4	I think that I could easily become as attached to another organization as I am to this one. (ac4)	4.23	0.74	0.79		
2	I enjoy discussing my organization with people outside it. (ac2)	4.03	0.97	0.78		
3	I really feel as if this organization’s problems are my own. (ac3)	4.28	0.83	0.72		
6	I do not feel ‘emotionally attached’ to this organization. (ac6)	4.23	0.78	0.72		
5	I do not feel like ‘part of the family’ at my organization. (ac5)	4.26	0.73	0.69		
7	This organization has a great deal of personal meaning for me. (ac7)	4.06	0.88	0.69		
15	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives. (cc15)	4.18	0.85		0.88	
10	It would be very hard for me to leave my organization right now, even if I wanted to. (cc10)	4.20	0.78		0.80	
12	It wouldn’t be too costly for me to leave my organization now. (cc12)	4.19	0.76		0.74	
11	Too much in my life would be disrupted if I decided I wanted to leave my organization now. (cc11)	4.12	0.81		0.67	
13	Right now, staying with my organization is a matter of necessity as much as desire. (cc13)	4.10	0.89		0.66	
19	Jumping from organization to organization does not seem at all unethical to me. (nc19)	4.40	0.72			0.83
22	I was taught to believe in the value of remaining loyal to one organization. (nc22)	4.10	0.86			0.77
20	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain. (nc20)	4.06	0.84			0.75
21	If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization. (nc21)	4.16	0.79			0.73
23	Things were better in the days when people stayed with one organization for most of their careers. (nc23)	4.09	0.82			0.72
	Eigenvalue			9.49	1.52	1.10
	Cum %			49.96	57.99	63.81

The calculated alpha reliabilities for the three subscales ranged from 0.73 to 0.79, indicating satisfactory internal consistency levels. EFA was conducted using principal-axis factoring and varimax rotation on the 19-item scale, with the Kaiser-Meyer-Olkin (KMO) measure (KMO = 0.94) and Bartlett’s test of sphericity ( $\chi^2_{(136)} = 3109.68, p < 0.000$ ) affirming the appropriateness of the factor analysis. The results yielded a three-factor solution, accounting for 54.56% of the total variance. Although nearly all items loaded on their respective original subscales, two items, Item 9 under AC and Item 18 under NC, were removed due to their low communalities and loadings ( $< 0.50$ ). Using the last 17 items that were observed, more tests confirmed the three-factor structure using principal-axis factor analysis with varimax rotation (KMO = 0.95 and  $\chi^2_{(120)} = 3009.72, p < 0.0001$ ). The three factors, characterized by eigenvalues greater than one and loadings ranging from 0.66 to 0.88, accounted for 63.81% of the total extracted variance. A detailed summary of EFA for the OCQ is presented in Table 1.

Next, the initial CFA results for the 17 items revealed the inadequacy of the one-factor structure model, as evidenced by suboptimal indices below established thresholds ( $\chi^2 = 492.32, df = 110, \chi^2/df = 4.75, p = 0.000, TLI = 0.64, CFI = 0.72, \text{ and } RMSEA = 0.31$ ). In contrast, the subsequent CFA results affirmed the viability of the previously identified three-factor solution from EFA. This endorsement reinforced the appropriateness of the three-factor model for the OCQ. The refined model exhibited commendable fit indices ( $\chi^2 = 295.319.0, df = 116, \chi^2/df = 2.54, p = 0.000, TLI = 0.93, CFI = 0.94, \text{ and } RMSEA = 0.073$ ) in line with established criteria (Hu & Bentler, 1999; Marsh & Hocevar, 1985; Steiger, 2007; Tabachnick & Fidell, 2013). These results substantiated the compatibility of the model with the dataset, affirming the appropriateness of the three-factor structure in elucidating teachers’ organizational commitment. The identified factors, namely AC comprising seven items, CC encompassing five items, and NC consisting of five items, collectively illustrated the fit of the OCQ model, as depicted in Figure 1.

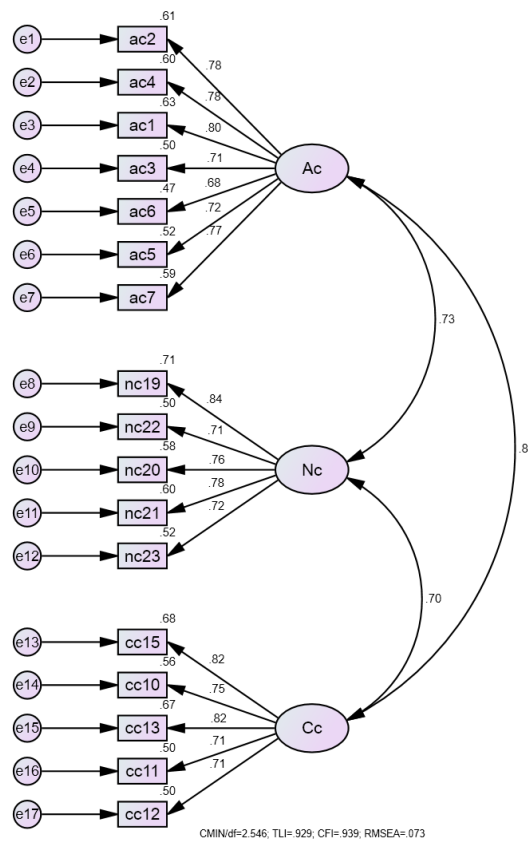


Figure 1. The best fit model of the OCQ

Table 2 presents the results of both descriptive and inferential analyses. The three subscales of the OCQ exhibited means and standard deviations ranging from 4.03 (0.97) to 4.40 (0.72). The factor loadings, represented by standardized estimates, for all three subscales ranged from 0.68 to 0.84, with all standardized coefficients of items

surpassing 0.5. The AVE values for the three subscales were all above 0.50, varying between 0.53 and 0.72, indicating robust convergent validity for the OCQ. The correlations among the three OCQ subscales demonstrated moderate positive associations, ranging from 0.29 to 0.41 in Table 3. Additionally, the standardized errors were all below 1 ( $p < 0.001$ ), reinforcing the distinct and discriminant nature of the OCQ subscales, as outlined by Nunnally and Bernstein (1978). The reliability of the OCQ and its subscales was affirmed through satisfactory Cronbach's alpha values ( $\alpha = 0.89$  for AC,  $\alpha = 0.87$  for CC, and  $\alpha = 0.86$  for NC), in accordance with DeVellis (1991). Moreover, the values of CR were 0.89 for AC, 0.87 for CC, and 0.86 for NC, providing further evidence of the overall and subscale reliability of the OCQ, aligning with the criteria established by Nunnally and Bernstein (1978).

Table 2. Means, standard deviations (SD), factor loading,  $\alpha$ , CR and AVE

Factors	No. of items	Item	Mean	SD	Factor loading	Reliability		AVE	Validity
						$\alpha$	CR		
AC	7		4.17	0.82		0.89	0.89	0.56	Accepted
		ac2	4.10	0.83	0.78				
		ac4	4.23	0.74	0.78				
		ac1	4.03	0.97	0.80				
		ac3	4.28	0.83	0.71				
		ac6	4.23	0.78	0.68				
		ac5	4.26	0.73	0.72				
		ac7	4.06	0.88	0.77				
CC	5		4.15	0.81		0.87	0.88	0.53	Accepted
		cc15	4.19	0.76	0.84				
		cc10	4.10	0.89	0.71				
		cc13	4.20	0.78	0.76				
		cc11	4.18	0.85	0.78				
		cc12	4.12	0.81	0.72				
NC	5		4.16	0.80		0.86	0.87	0.72	Accepted
		nc19	4.16	0.79	0.82				
		nc22	4.10	0.86	0.75				
		nc20	4.06	0.84	0.82				
		nc21	4.09	0.82	0.71				
		nc23	4.40	0.72	0.71				

Note:  $N = 274$ , \*\*  $p < .01$

AC = affective commitment; CC = continuance commitment; NC = normative commitment.

Table 3. The correlations among the AC, CC and NC

Relationships		Estimate	SE	CR	P value
Ac	<--> Nc	0.36	0.04	8.19	***
Cc	<--> Ac	0.41	0.04	8.84	***
Cc	<--> Nc	0.30	0.03	8.15	***

Note:  $N = 274$ , \*\*\*  $p < .001$

AC = affective commitment; CC = continuance commitment; NC = normative commitment.

The current study focused on scrutinizing the factor structure of the adapted version of the OCQ within the Vietnamese high school context. The results of EFA consistently unveiled a tripartite solution, aligning closely with the three factors originally delineated by Allen and Meyer in 1990. This steadfast replication of the OCQ's three-factor structure affirmed its resonance within the specific organizational context of Vietnamese high schools. In addition to affirming the reliability of the OCQ, the study went on to establish the configural equivalence of the questionnaire in the distinct setting of Vietnamese high schools. This confirmation implies that the underlying structure of organizational commitment, as measured by the OCQ, remains consistent and applicable even in the unique cultural and professional landscape of high school environments in Vietnam. Despite the conventionally stable factor structure observed in prior research involving the 24-item OCQ (Allen & Meyer, 1990, 1996), the present study exhibited a departure from this norm. Through meticulous analyses, including Cronbach's alpha and further EFA, seven items were deemed subject to removal, thereby refining the questionnaire for enhanced precision in the Vietnamese high school context. This change in strategy shows that the study is serious about making sure that the questionnaire is culturally and contextually relevant. In the end, this makes the OCQ a more reliable diagnostic tool for figuring out organizational commitment in a range of educational settings. Additionally, the outcomes of this study consistently emphasized the strength of the three-factor solution that the OCQ proposed. These results are in line with those of more recent studies (Alam, 2011; Jangsiriwattana & Tulwatana, 2019; Maqsood et al., 2012; Mustafa et al., 2019; Nandan et al., 2018), which underlines that the OCQ's three-factor structure can be used in a wide range of organizational and cultural settings. The results of CFA further validated this three-factor model, endorsing a refined version with 17 items drawn from the original 24-item OCQ. Remarkably, even with the reduction in the number of items, the revised scale maintained its reliability, attesting to the stability and consistency of its factor structure. The decision to remove seven items, guided by methodical analyses, demonstrated a commitment to precision and cultural relevance, ensuring that the OCQ remains a potent and reliable instrument for gauging organizational commitment in the nuanced setting of Vietnamese high schools.

The present study not only contributes to the growing body of literature supporting the OCQ's cross-cultural validity but also provides a valuable example of adaptation and refinement to enhance the tool's effectiveness in specific cultural and organizational contexts. The findings affirm that, even with a streamlined item set, the OCQ remains a robust and dependable measure for investigating organizational commitment among high school teachers in Vietnam. The study's compelling results not only validated the three-factor model but also demonstrated its excellent fit within the cohort of Vietnamese high school teachers. The fit index values for this model exhibited a commendable alignment between the proposed conceptual framework and the empirical data collected from a diverse group of Vietnamese educators. These results show that the OCQ structure is consistent with the important conceptual framework created by Allen and Meyer (1990). This makes it clear that it can be used as a powerful tool to study organizational commitment in educational settings across different cultures. Furthermore, the study delved into the predictive validity and convergent validity of the OCQ, shedding light on its efficacy in capturing the intricate dynamics of organizational commitment among high school teachers in Vietnam. The satisfactory correlations among the OCQ's three subscales within this specific group of educators attest to the tool's nuanced sensitivity and appropriateness for the Vietnamese context. This comprehensive validation not only advocates the utility of the OCQ as a reliable measure for investigating organizational commitment but also underscores its global relevance in educational settings. The study's findings serve as a valuable contribution to the broader field of organizational psychology, offering insights into the intricacies of commitment dynamics among teachers. As a versatile tool, the OCQ can be instrumental in advancing our understanding of organizational commitment in various educational contexts worldwide.

In the specific context of Vietnamese education, the utilization of the revised OCQ holds significant implications for school leaders. The confirmation of a robust three-factor structure, even after the removal of certain items, provides a valuable tool for gauging the levels of organizational commitment among teachers in Vietnam. School leaders, armed with this refined questionnaire, can systematically assess the dimensions of affective commitment, continuance commitment, and normative commitment among their teaching staff. By identifying these levels, school leaders gain crucial insights into the factors influencing teachers' commitment to the organization. This understanding becomes a strategic foundation for developing well-targeted and effective solutions to enhance organizational commitment. School leaders may implement tailored initiatives, policies, or support systems that



address specific areas influencing commitment, fostering a more positive and engaged teaching environment. Moreover, the revised OCQ can serve as a dynamic tool for ongoing assessment, allowing school leaders to track changes in teachers' commitment over time. This longitudinal perspective can guide the implementation of sustainable strategies and interventions, ensuring a continuous improvement process and fostering organizational commitment among teachers. In essence, the revised OCQ becomes a valuable resource for school leaders in Vietnam, offering a structured and reliable means to evaluate, understand, and ultimately enhance teachers' organizational commitment. This, in turn, contributes to creating a more supportive and conducive educational environment for both teachers and students.

## 5. CONCLUSION

Despite the removal of seven elements from the original scale, the study verified the OCQ's three-factor structure. It marks the first validation effort concerning the organizational commitment scale within the Vietnamese educational context, supporting a three-factor model comprising affective commitment, continuance commitment, and normative commitment. Despite limited research on the OCQ in different settings, the study underscores the strong internal consistency of the 17 retained items in the Vietnamese context, suggesting shared cultural practices and beliefs among groups of Vietnamese teachers. The results back up Allen and Meyer's ideas about what organizational commitment is. They show that these ideas can be applied to Vietnam and give proof that the OCQ can be used to measure organizational commitment in Vietnamese schools. This pioneering study, conducted with high school teachers in Vietnam, contributes to evaluating the feasibility, validity, and generalizability of the three-factor model of the OCQ in the Vietnamese educational context.

The present study acknowledges several limitations in spite of confirming the three-factor structure. Firstly, it employed a convenience sample based on teacher availability, suggesting a need for future research to utilize randomized samples for increased generalizability. Secondly, given limited studies on the factor structure of the OCQ in Vietnam, further investigations with diverse samples, including primary and secondary school teachers, are recommended for more conclusive evidence on the generalizability of Meyer and Allen's organizational commitment model. Thirdly, the study assessed teacher commitment at a single point in time, prompting the suggestion for longer-term investigations with repeated data collection to understand how teacher commitment evolves over time. Finally, relying on teachers' self-ratings and a closed-ended response format might limit the study's scope, suggesting that future research should incorporate open-ended comment fields and potentially include interview data for a more comprehensive understanding of teacher organizational commitment.

**Conflict of Interest:** No potential conflict of interest relevant to this article was reported.

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