Organizational support, job satisfaction and work engagement of university teachers: Basis for teachers' career development program

Li, Mengxu ✉

Graduate School, Lyceum of the Philippines University - Batangas, Philippines (306014594@qq.com)

Abstract

The paper described the effect of organizational support on work engagement and determined whether work engagement has impact on job satisfaction of university teachers. Specifically, this study defines organizational support in terms of research and teaching conditions, leadership style, management system, career development and support; assessed work engagement in terms of energy , dedication and focus on working; described job satisfaction in terms of salary, work tasks, relationship between colleagues and self-actualization; tested the significant relationship between organizational support and work engagement, work engagement and job satisfaction, and analyzed the significant relationship between organizational support, work engagement and job satisfaction of university teachers. Finally, teachers career development program was established. This paper analyzed the results of in-depth interviews with the university teachers and the data gathered through the questionnaires. It utilized the quantitative analysis methods to conduct multivariate statistical analysis based on SPSS software on the data content of the questionnaire feedback, including descriptive analysis, correlation analysis and regression analysis, and organically combined the quantitative analysis results to form a teachers' career development program. Results of the study revealed that there is a significant relationship between organizational support, work engagement and job satisfaction of university teachers, indicating that the better organizational support, the better work engagement and the better job satisfaction.

Keywords: organizational support, work engagement, job satisfaction, university teachers, teachers career development program

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1. Introduction

The author's area is Anhui Province, China. Anhui is a strong educationally developed province in China. Teachers are the source of education, so the government, society and schools attach great importance to teacher's career development program. They want to improve the job satisfaction of college teachers so that teachers can better serve the society. Job satisfaction is a very important attitude research index in management, and it is also the occupation of employees' barometer of health. Work engagement refers to the psychological identification of work, and the organization members integrate themselves with the job role. When work engagement is high, the individual will put energy into the role behavior and express themselves (Aggarwal, 2018). Conversely, when job engagement is low, individuals withdraw from job roles and may have the intention to quit. Organizational support is employee's perception that the organization values their contributions and cares about their well-being (Eisenberger,1986). In the field of management, managers seek ways to improve employees' job satisfaction and promote organizational development from the relationship between employees and enterprises. From the perspective of employees, the researchers explore the organizational support to employees This study introduces organizational support, work engagement and job satisfaction. According to previous studies, researchers perceived that organizational support has a certain predictive effect on work engagement, work engagement has a certain predictive effect on job satisfaction, organizational support also has a certain predictive effect on job satisfaction. However, the specific relationship between these three variables has not been clarified, so the purpose of this study is to clarify the relationship between these three variables.

Objectives of the Study - This study aimed to examine the organizational support, work engagement and job satisfaction of teachers in Anhui Colleges and universities in China. More specifically, to determined organizational support in terms of research and teaching conditions, leadership style, management system, career development and support; evaluated work engagement in terms of energy, dedication and focus on working; determined job satisfaction in terms of salary, work tasks, relationship between colleagues and self-actualization; explored the relationship between organizational support, job engagement and job satisfaction; proposed an actionable program for improving teachers career based on the findings.

2. Methods

Research Design - This study used a descriptive research design. The core of descriptive research lies in the collection of actual observed data or existing data of phenomena, and the collation and summary of them (Babbie, 2016). Through in-depth interviews with colleges and universities teachers, we analyzed the interview results to determine the direction and scope of the questionnaire survey and form the final questionnaire theme. We chose the online questionnaire platform "wen juan star" as the tool for questionnaire distribution and data collection. In the data analysis stage, descriptive statistical analysis methods, such as frequency distribution, mean, standard deviation and percentage, were mainly used to summarize and interpret the collected data (Zook, K. L., & Pearce, J. H, 2018). These analysis methods can describe the central trend, the degree of dispersion and the distribution of variables. This research focuses on the descriptive analysis of organizational support, work engagement and job satisfaction to explore the relationship between them, and finally establish an teacher's career development program.

Participants of the Study - A total of 313 questionnaires were sent out through the Internet, and 313 valid questionnaires were recovered. There are 15 private undergraduate colleges and universities in Anhui Province, so five representative colleges and universities are selected for questionnaire distribution. The five colleges and universities are located in Hefei, Wuhu, Ma anshan, Bengbu and Huaibei, and the types of schools involve

engineering, science, liberal arts and comprehensive. Since all regions and types of colleges and universities are covered, the research in this paper is typical and representative.

Data Gathering Instrument - The study used a self-compiled questionnaire to collect the information needed to meet the objectives of the study. The main content of the questionnaire consists of four parts. The first part is to investigate the personal information of the respondents and filter the questionnaire data. The second part is the measurement of variable 1-organizational support. The third part is the measurement of variable 2-work involvement. The four part is the measurement of variable 3-job satisfaction. Respondents were asked to judge the extent to which each measurement item corresponded to the actual situation. "1" means "strongly disagree", "2" means "disagree", "3" means "agree", and "4" means "strongly agree". The revised questionnaire was verified by experts and tested for reliability. The results of questionnaire reliability and validity analysis are shown in Table 1.

Table 1
Reliability Test Report of a Pre-Test of the Questionnaire

Indicators	Cronbach Alpha	VI
Organizational Support	0.932	Excellent
Research and teaching conditions	0.927	Excellent
Leadership style	0.936	Excellent
Management system	0.953	Excellent
Career development and support	0.941	Excellent
work engagement	0.925	Excellent
Energy	0.915	Excellent
Dedication	0.939	Excellent
Focus	0.939	Excellent
Job Satisfaction	0.932	Excellent
Salary	0.927	Excellent
Work tasks	0.942	Excellent
Relationships	0.92	Excellent
Self-actualization	0.925	Excellent

George and Mallery (2003) provide the following rules of thumb: "> .9 -Excellent. > .8-Good,_>.7-Acceptable,_>.6- Questionable,_ > .5-Poor, and_<.5- Unacceptable"

Data Gathering Procedure - First, according to the research purpose and questions, the preliminary questionnaire design scheme was developed. Then, through literature analysis and integration of expert opinions, the structure and language expression of the questionnaire were improved under the guidance of tutors. Eight experts were invited to predict the questionnaire, their feedback was collected, and the questionnaire design was further improved. After the questionnaire modification, a small-scale pre-test was conducted to evaluate the reliability of the questionnaire. After the pre-test, we verified the reliability of each variable and found that the Cronbach's α and CR values were both greater than 0.9, indicating that the scale had good reliability. After the questionnaire modification and optimization was completed, the final questionnaire was confirmed. To ensure that it conforms to the research purpose and question, and has good credibility and validity, prepare a letter of intent, clarify the research purpose, confidentiality measures and data use methods, and solicit the consent of the respondents to participate in the survey. Finally, select the appropriate questionnaire distribution platform to the target respondents, so that they can easily fill in the questionnaire.

Ethical Considerations - Ethical considerations are fully taken into account in this study. Prior to the study, we obtained informed consent from the subjects and provided a request letter to participate in the study. Before starting data collection, the researchers detail the purpose of the study, its content, and the risks and benefits that may be involved. Only after obtaining the explicit informed consent of the subject should the study continue. Subjects were informed that they had the right to participate voluntarily in the study and were free to opt out without suffering any adverse consequences.

Data Analysis - This study employs a range of statistical tools to analyze, encode, and interpret the data in order to achieve the research objectives. Firstly, descriptive statistical analysis, including frequency distribution and weighted average, is conducted to provide an overview of the relevant variables and understand their

distribution patterns and overall trends. Secondly, analysis of variance is employed to examine the significance of differences among sample means, allowing for the assessment of variable variations under different conditions. Subsequently, Pearson correlation analysis is utilized to validate the relationships between variables, serving as a preliminary basis for subsequent regression analysis. Finally, multiple regression analysis is applied to empirically examine the impact of organizational support, work engagement on job satisfaction, assessing the specific degree of influence by examining the coefficients and significance levels of each variable. SPSS statistical software is utilized throughout the data processing and analysis stages to ensure the accuracy and reliability of the findings.

3. Results and Discussion

Table 2
Summary Table on Organizational Support

Indicators	Composite Mean	VI	Rank
Research and Teaching Conditions	2.93	Agree	1
Leadership Style	2.86	Agree	3
Management System	2.84	Agree	4
Career Development and Support	2.88	Agree	2
Grand Composite Mean	2.88	Agree	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 2 shows a summary table of Organizational Support. The comprehensive mean value is 2.88, indicating that the various indicators are positively consistent. Research and Teaching Conditions, Leadership Style, Management System, Career Development and Support are important components of Organizational Support. Among them, Research and Teaching Conditions ranked first, with an mean score of 2.93. The survey shows that Among the factors to measure organizational support, research and teaching conditions are important factors that cannot be ignored. Good research and teaching conditions provided by schools can actively promote teachers' teaching and scientific research, and vice versa may hinder them. Organizational support services may promote teacher engagement and enhance job satisfaction by improving teachers' sense of belonging, self-efficacy, well-being and emotion.

Career Development and Support ranked second, with an mean score of 2.88. At present, the main channels to promote the professional development of teachers in colleges and universities are various types of teacher training, colleges and universities should be committed to broadening the professional development channels of teachers and promoting their professional development. First, improve the teacher training system. In terms of training content, colleges and universities should establish a training demand investigation mechanism and a demand assessment mechanism to ensure that training needs are provided from the bottom up rather than from the top down, so as to implement different training contents for teachers at different professional development stages, so as to improve the pertinence and effectiveness of teacher training. In addition, the corresponding increase of practical skills training in college teacher training can help young teachers, especially the beginning teachers, better transform theoretical knowledge into practical ability. In terms of training methods, colleges and universities should also change the status quo of traditional teacher training instilling a single education method, encourage full exchanges and discussions between college teachers and lecturers, and between college teachers and college teachers, so that teachers can fully express their own views and have more time and opportunities to listen to other teachers' suggestions.

At the same time, universities should also actively explore diversified training methods, such as organizing teachers to conduct teaching seminars, research policy training, teaching workshops and forums. Secondly, broaden the channels of professional development. The professional development of teachers in colleges and universities cannot rely solely on teacher training. Colleges and universities should broaden the channels of teacher professional development and promote teacher professional development. First, we will implement an exchange program for university teachers. More exchanges between personnel from universities and other research institutions at home and abroad should be encouraged. On the premise of not affecting teachers' own

work, allowing more teachers to have the opportunity to go out of the campus and abroad can make college teachers feel the organizational culture of different institutions, promote academic exchanges, and enable teachers to feel different educational concepts, so as to constantly reflect on themselves. The second is to implement the "tutorial system". "Tutorial system" is a kind of teacher career development system similar to mentoring system in which schools and departments cooperate to designate tutors for teachers at different stages of development and provide them with real-time guidance. His key is to help teachers at different levels of development gain timely practical experience in teaching, management, research and other aspects through the real-time guidance of tutors. Third, the implementation of teaching professional ability projects. Colleges and universities should help teachers improve their teaching management ability through training programs, workshops and other management programs. Help teachers plan their career and improve themselves through organizational support (Xi, C., 2016).

Leadership Style ranked third, with an mean score of 2.86. Different types of leaders have different ways of leading. For example, Supportive leadership enables employees to put more energy and time into work-related activities to increase their recognition and commitment to work. According to the affective events theory (AET), leaders can affect the emotions or emotional states of their subordinates, and these emotional and emotional states can further affect an individual's attitude toward the organization and specific behavior at work (Tang & Ji, 2017). If leaders can create an environment of high trust, in this environment, employees are more likely to play their own advantages, feel supported by the organization, become more positive, and think more broadly. And ultimately lead to improve overall performance (Dong & Zhu, 2015). There is a significant correlation between leadership style and organizational support. Due to the free, relaxed and reliable organizational atmosphere brought by leaders, employees can experience the warmth and harmony of the organization more in the working process. Meanwhile, due to the social attributes of individuals, individuals have the consciousness of integrating into the collective in their hearts. A group and organization full of sincerity and trust is more likely to accept individuals. Individuals also tend to be more stable in the group and organization. If the influence of other factors such as salary is not taken into account, individual employees will weaken their intention to quit and prefer to take root in the organization, which is in line with the current two-way choice between individuals and organizations (Lu & Sun, 2015).

Management System ranked fourth, with an mean score of 2.84. Management systems have room for improvement in organizational support. In the organizational decision-making of colleges and universities, the participation rate of teachers is not high, even when it comes to their own teaching, scientific research and other decision-making issues, teachers often cannot express their opinions. High school administrators may think that administrative work does not directly interfere with teachers' professional autonomy, but some school policies do set obstacles to teachers' academic autonomy. For example, improper emphasis on the importance of off-campus research projects and research funds in teachers' assessment limits teachers' autonomy in choosing research topics. However, the management of educational work rarely takes into account teachers' teaching autonomy. For example, some schools make specific regulations on the assessment methods of courses and the distribution of students' academic achievements, which restricts teachers' teaching autonomy to a certain extent. At present, the current management system of Chinese colleges and universities is dominated by the bureaucratic management system, which requires the subordination of decisions between superiors and subordinates. Under this management system, teachers at the bottom of the school management have to accept the management and control of the higher management, and college teachers have little chance to participate in the daily decision-making and management of the school. Therefore, colleges and universities should absorb teachers to participate in management, and allow more teachers to participate in their own management by constantly improving the system of teachers' congress. For the introduction of important school rules and regulations, especially policies and regulations related to teachers' own development, it is necessary to actively carry out research work, extensively listen to teachers' suggestions, and focus on discussion through teachers' congress, so that teachers can jointly discuss the problems existing in teachers' own professional development (Su Wengsheng, 2011).

In addition, let individual teachers participate in the important work of drafting or revising the management system of colleges and universities, and integrate teachers' needs and suggestions into relevant rules and regulations as much as possible, let teachers integrate into school management as much as possible, and promote their own professional development. In terms of management policies, teachers or teachers' representatives are invited to participate in the formulation of major measures and policies of the school, and should be disclosed to all teachers in a timely manner to increase the openness and transparency of the administration (Zhu Fuping,2012). Return to teachers' autonomy and promote teachers' professional self-management.

The professional autonomy of teachers means that teachers can freely use teaching methods and scientific research content to achieve the school's system goals, without often being interfered with or constrained by non-professional school administrators. Universities should build an academic working environment suitable for teachers to carry out flexibility and diversity, and ensure the sustainability of teachers' professional development. At the same time, the participation and decision-making rights of teachers in academic and technical affairs should be expanded, and corresponding institutional guarantees should be established, indicating that teachers enjoy the right to academic freedom in various systems of colleges and universities, and effectively exerting the use of teachers' organizations (such as academic committees, etc.) in the management of academic affairs. Expand the authority of grassroots academic organizations (such as faculties, departments, research institutes, centers, etc.) in the self-management of academic affairs.

Table 3

Summary Table on Work Engagement

Indicators	Composite Mean	VI	Rank
Energy	3.04	Agree	1
Dedication	2.89	Agree	3
Focus on Working	2.99	Agree	2
Grand Composite Mean	2.97	Agree	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 3 shows a summary table of Work Engagement. The comprehensive mean value is 2.97, indicating that the various indicators are positively consistent. Energy, dedication, and focus are important components of work engagement. Energy is the ability to work with confidence, and the ability to meet challenges. Focus is being fully engaged in work, feeling that what you are doing is enjoyable, and forgetting that time is passing. Dedication is having a high enthusiasm for work and being willing to dedicate and pay for it.

Among them, Energy ranked first, with a mean score of 3.04. The survey shows that Energy plays a very important role in Work Engagement, Teachers treat their work with abundant energy, which will stimulate their enthusiasm for work and dedication. Teachers are more energetic and will devote more time to their work, and their work engagement is higher. Energy, dedication and focus are a structural component of work engagement. Energy is a persistent, universal state of emotional cognition. (Li, 2018). Energy is also a spontaneous state of vitality and energy (Song Hongbo et al., 2015).Employees with high work vitality have better interpersonal relationship (Li, 2018). Work energy is also an employee participation behavior that reflects organizational effectiveness (Wang, 2018). Work energy also reflects the effectiveness of the organization. Work energy can spill over into non-work areas of the organization. Employees with higher work energy are more willing to initiate communication with others, including workplace and non-workplace communication (formal and informal communication) (Zheng, 2019). Positive emotions expand an individual's range of attention and cognitive outcomes, while also increasing emotional health. The increase of these individual resources can facilitate employees to cope with the many job demands that may arise in the block, and can promote skills training and learning, and promote job engagement (Zhu, 2020). Work vitality can promote goal-oriented behavior or rapidly integrate individuals into the work environment.

Focus on Working ranked second, with an mean score of 2.99. Attention is an important ability of human beings to receive and process information, which has an important impact on the efficiency and quality of work. When we pay attention at work, we can understand information better, remember important things, and avoid

mistakes. Paying attention can also help us complete tasks faster and improve productivity. At the same time, distraction can also have a negative impact on work. When our attention is distracted, we may overlook important information, make omissions or mistakes. In addition, distraction will also reduce work efficiency and affect the quality of work. Therefore, concentration is very important for work engagement. Staying focused at work can better complete tasks and improve work efficiency and quality (Huang Qiao,Y.,2021).

Dedication ranked third, with an mean score of 2.89. Dedication represents a kind of self-sacrifice, which is a sincere and voluntary giving behavior. If the object of dedication is divided from the perspective of the object of dedication, the object of dedication can be regarded as the first level. The object of devotion is regarded as the second level by others around; The object of dedication is the collective or even the whole society as the third level (Fu, 2015). From the perspective of the expression form of dedication, standing up in times of crisis is a kind of dedication, helping others in daily life and being diligent in work is also a kind of dedication. In the measurement of individual dedication, different scholars put different emphasis on it. Dedication can be divided into three kinds: dedication to the society, dedication to the collective and dedication to others (Zhu Fang, 2013). Dedication ranked third, and the mean value of dedication and work commitment was 2.89, which can prove that dedication is an important part of measuring work commitment. Compared with employees in other types of organizations, college teachers have a high sense of social mission and self-worth, and they have the characteristics of high autonomy and selectivity for their own work. They have a high degree of recognition for their positions, and they have a high sense of satisfaction in all psychological aspects. They are dedicated and willing to devote themselves to work.

Teachers' dedication and work commitment are at a high level. Especially in the organizational environment of the school, the colleagues and work objects around them hope that they have and maintain the mission of serving the society and the spirit of dedication to others. This positive external feedback is of great help to teachers in shaping the identity of dedication role. Employee role identity also has a significant positive impact on job engagement. Dedication can be roughly divided into two parts: dedication to organizational posts and dedication to social life. When the organization staff is full of dedication, in the organization, they will be willing to pay their own strength and spare time to complete the corresponding task, in life, with the love of private service can also support and motivate him to fulfill the responsibility and mission of education and help others. Teachers who regard education as their predestined career are more willing to regard service dedication as an important part of their identity, and then hope to invest more resources in their work in order to obtain greater psychological satisfaction. Schools can enhance the dedication of employees by building a mission culture. Especially when the freshness of employees joining the organization fades, the organization should give employees the identity of dedication and service through cultural advocacy, emotional care, heart-of-heart talks and other forms to help them form positive feedback on their work.

At the same time, consider connecting with relatives or friends of employees in the form of networking activities, helping people around them to recognize the work of employees, shaping the positive role image of employees, so as to promote their identification process of creating dedicated roles. At the community level, teachers' dedication comes not only from themselves or the organization, but also from the outgoing feedback of the society, especially at the community level. In the process of staff reshaping their self-role recognition, the society should play a positive role, publicize the value of teachers, and provide necessary resources or convenience, so as to stimulate teachers' pro-social sense of meaning, and then form value recognition of their own work, fundamentally enhance role identity, and make more career input (Song, 2022).

Table 4 shows a table of Job Satisfaction. The comprehensive mean value is 2.94, indicating that the various indicators are positively agree. Salary, Work Tasks, Relationship between Colleagues and Self-actualization are important components of Job Satisfaction. Salary has a significant impact on employees' job satisfaction (Wang, 2011). The adequacy of work tasks reflects the daily management level of the school, and work tasks can have a direct impact on the overall management, thus affecting job satisfaction (Li, 2016). There is a correlation between colleague relationship and job satisfaction, and the degree of influence of colleague relationship on job

satisfaction varies with different job relationship. Teachers' self-actualization has an impact on job satisfaction. When teachers achieve self-development and accumulate teaching and scientific research achievements, they will have a strong sense of professional identity, which has a significant impact on job satisfaction (Li, 2016).

Table 4
Summary Table on Job Satisfaction

Indicators	Composite Mean	VI	Rank
Salary	2.93	Agree	2
Work Tasks	2.91	Agree	3.5
Relationship between Colleagues	3.00	Agree	1
Self-actualization	2.91	Agree	3.5
Grand Composite Mean	2.94	Agree	

Legend:3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Among them, Relationship between Colleagues ranked first, with an mean score of 3.00.Colleague relationship is the psychological relationship formed between people and colleagues in the process of mutual communication. It is a communication activity in which universities coordinate teachers' behaviors within schools in order to achieve established goals and encourage teachers to effectively complete various tasks under the guidance of the same ideas and goals (Yao, 2018). Teachers' satisfaction with colleague relationship is negatively correlated with job burnout, but positively correlated with teachers' job satisfaction (Zhou, 2017). Interpersonal relationship is an essential feature of happiness, and the quality of interpersonal relationship is strongly and universally correlated with happiness. Honest, equal communication and mutual trust with colleagues can enhance employees' happiness and have a positive impact, as well as enhance employees' self-esteem and organizational identity Appropriate interpersonal environment and positive support system are important extensibility conditions for the development of college teachers. On the one hand, the formation of good interpersonal relationships lies in the personal characteristics of teachers. Therefore, training and guiding teachers to reflect a sincere attitude in their work, to communicate effectively with leaders and colleagues, and to look at people and things around them dialectically are essential for college teachers to establish good interpersonal relationships.

On the other hand, the organization should actively build a mutual aid mechanism among teachers to create a good interpersonal atmosphere. Strive to form an environment of "paying attention to the professional growth and development of young teachers". School leaders can find out teachers' feelings about the organizational interpersonal atmosphere through face-to-face conversation and communication with teachers, and build a smooth platform for teachers to communicate and share within the school through different forms and carriers such as organizing group discussions. Establish a good communication, feedback and mutual assistance mechanism among leaders, colleagues and teachers and students, promote and encourage cooperation and communication among teachers in the form of policy documents, help teachers create good interpersonal conditions, and become beneficiaries of group systems and norms (Cheng, 2018).

Salary ranked second, with an mean score of 2.93. Salary refers to the material returns that work can bring, including wage income, welfare and fairness of wage distribution. Although the salaries of college teachers are uniformly distributed by the state according to their titles, years of service and other indicators, the survey shows that teachers of the same rank in different regions, different schools, or different departments of the same school have a huge gap in salary, housing, medical and other welfare benefits. This gap is mainly caused by many factors such as regional economic development level, school level, teachers' scientific research ability and salary distribution system (Hao, 2015). Obviously, the higher the level of salary and welfare, the higher the job satisfaction of college teachers. On the other hand, if the salary level is too low, some teachers will have the idea of job-hopping or changing careers, the resignation intention will be higher, and the emotional dependence on the school will be lower and lower. Therefore, there is a negative correlation between salary and benefits and turnover intention. Research confirms that the higher the salary and benefits, the more willing individuals are to work for the organization and the less willing they are to leave the organization. Therefore, wages and benefits are positively correlated with job satisfaction and negatively correlated with turnover intention (Ha,W., 2015).

Therefore, administrators of colleges and universities should change their thinking on management and development. They should not only pay attention to the old professors who have worked for many years and made important contributions to the university, but also pay more attention to the improvement of the treatment of young teachers. By constructing a scientific, perfect, fair, reasonable and effective salary incentive system, they should build confidence in the development of young teachers. Effectively stimulate the enthusiasm of young teachers, avoid the loss of outstanding young talents, and effectively ensure the stability of college teachers.

Work Tasks and Self-actualization ranked third at the same time, with an mean score of 2.91. Whether the work task is moderate reflects the level of daily management, and the work task will have a significant impact on the job satisfaction. If the work task is too heavy, the teacher's psychological pressure will decrease the job satisfaction; if the work task is too light, it is not conducive to the progress and development of the organization. Therefore, a moderate amount of tasks is conducive to improving the job satisfaction of college teachers. Scientific and reasonable work tasks can stimulate the learning enthusiasm of college teachers, thus promoting professional development (Zhao, 2015). The work tasks are also reflected in the understanding of teachers with different professional titles on assessment and evaluation. Teachers with high professional titles are generally satisfied with assessment and evaluation, while teachers with low professional titles are mostly dissatisfied with the assessment and evaluation system of the school, and the work tasks of the school are heavy. Therefore, the evaluation and professional title evaluation system of college teachers is in urgent need of reform, so as to improve their satisfaction with their work with reasonable work tasks, and further enhance their enthusiasm and creativity in work.

Self-actualization is the goal that college teachers should achieve in the foreseeable future, and self-actualization can be used as a reference for the relationship between college teachers' development expectation and job satisfaction. Colleges and universities have the characteristics of knowledge and innovation, and college teachers generally have higher requirements for their own development. Colleges and universities with good development prospects can provide ideal development space for teachers, provide more training opportunities, active academic exchanges, smooth promotion channels for teachers, and fair potential promotion opportunities. Therefore, teachers will feel hopeful and motivated when working in such colleges and universities. They will naturally work hard and constantly improve themselves, and their job satisfaction will be relatively high (Chen, 2014).

At the same time, because the self-development of teachers is satisfied, the idea of resigning or job-hopping to other universities is less, resulting in a relatively low turnover intention of teachers. College teachers continue to learn and make progress in training, academic exchanges and other activities, and find their own growth and harvest, which will obtain a kind of psychological satisfaction, enhance the sense of accomplishment and happiness, and meet their emotional needs. To pay attention to the self-development of college teachers, we should start from these professional characteristics. In daily management, more respect and care should be paid to teachers, and less restrictions and restraints should be placed on teachers. A fair environment should be ensured in daily affairs that are closely related to the vital interests of college teachers, such as teaching, scientific research, assessment and title evaluation. A full range of support and services should be provided for teachers to train students, so that teachers can truly experience the happiness and achievement of being a college teacher. Only in this way can the spiritual pursuit of college teachers be satisfied and their job satisfaction be improved (Li, 2019).

4. Conclusions and Recommendations

The respondents agreed on the importance of research and teaching conditions, leadership style, management system, career development and support in organizational support. The respondents agreed on energy, dedication, and focus are important components of work engagement. The job satisfaction in terms of salary, work tasks, relationship between colleagues and self-actualization were rated agree by the respondents.

The study revealed the relationship between organizational support, work engagement and job satisfaction. The greater organizational support, the higher employee's job satisfaction, the higher job engagement, the higher job satisfaction. Proposed the Teachers Career Development Program of University Teachers. Improve organizational support by optimizing the research and teaching conditions, teachers career development, the leadership style and the management system. Teachers can improve their work engagement by increasing their energy, dedicate, and focus on working. Universities can improve job satisfaction by establish reasonable salary, work tasks, the relationship between colleagues and teachers' self-realization. Improve job satisfaction by improving organizational support and job engagement. For future researchers, apply the teacher career development program of university teachers.

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