

# Job demands, job resources and job involvement among teachers in ShanDong China Universities: Basis for work performance model for teachers

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## Abstract

The study aimed to investigate the job demands, job resources and job involvement among university teachers in Shandong Province, China and developed a Work Performance Model for teachers. Job demands are the physical, psychological, social, or organizational aspects of the job, that require sustained physical and/or psychological effort or skills. While job resources are the physical, psychological, social, or organizational aspects of the job that are either: functional in achieving work goals. Job involvement is the degree to which an employee identifies with their work, actively participates in it, and derives a sense of self-worth from it. This study adopted a descriptive design in the light of describing the job demands, resources and involvement among teachers. The respondents were 300 teaching personnel who came from five universities in Shandong Province. Survey questionnaire was used as the data gathering instrument. Results of the study showed that job demands of teachers as to working rhythm, monitoring and problem solving are moderate. The job resources as to relationship with superior has great evidence while the relationship with colleagues and remuneration have moderate evidence. The job involvement among teachers as to group support, participation in decision making and task interdependence is very high. There is a high significant correlation between job demands and job resources as to working rhythm and relationship with colleagues, problem solving and relationship with colleagues, relationship with superior and remuneration. As to job demand and job involvement, it was found out that there is a high correlation between working rhythm and task interdependence, high correlation between work monitoring and group support, participation in decision making and task interdependence and high correlation between problem solving and task interdependence. As to job resources and job involvement, there is a high correlation between relationship with colleagues and participation in decision making and relationship with colleagues and task interdependence. A Teachers' Work Performance Model was developed.

**Keywords:** job demands, job resources, job involvement, work performance model

## **Job demands, job resources and job involvement among teachers in ShanDong China Universities: Basis for work performance model for teachers**

### **1. Introduction**

The quality of education is always a major practical problem in the field of higher education, which is concerned by the society (Huang, et al.2020). As the main body of teaching, the teaching status and level of college teachers have a direct impact on the realization of the goal of college education and the fundamental problem of the quality of college talent training. Colleges and universities can start from optimizing the external working environment of teachers' teaching work and mobilizing the internal enthusiasm of teachers' teaching work to promote and enhance the input of teachers' teaching work.

Work requirement refers to the physical, psychological, organizational and other requirements in work, which will cause the continuous physical and mental consumption of individuals, such as work load, role ambiguity, emotional pressure, etc. (Yifeng & Hemin, 2017). Job resources refer to job characteristics that support employees in achieving their goals, help reduce the costs of job demands, and stimulate development. Although research has generally supported the basic assumptions of this model (Bakker & Demerouti, 2017). Skaalvik and Skaalvik (2018) took teachers as the research object and verified that work resources could negatively predict teachers' happiness at work, thus leading to job burnout of teachers; on the contrary, work resources could positively predict teachers' happiness at work, thus promoting teachers' job involvement. Previous studies have found that, compared with labor-intensive employees, spiritual incentives for knowledge workers can often achieve better incentive effect, lead to the improvement of their engagement and inhibit their job burnout (Jinpei et al., 2018).

Teacher job involvement is characterized by teachers' dedication to education, their focus on teaching preparation, and their contribution to creating a positive school atmosphere. It provides teachers with satisfaction, a sense of achievement, and opportunities for self-realization (Yuanyuan, 2022). Job involvement can generally be divided into three categories: cognitive engagement, emotional engagement and behavioral engagement (Liu et al, 2020). However, job burnout is a common issue among teachers that can negatively affect their job involvement (Ntim et al., 2023). Surveys conducted with Chinese university teachers reveal concerns regarding their limited attention to students' learning difficulties and a lack of understanding of students' characteristics (Jinghua, 2020). Additionally, research suggests that Chinese university teachers often allocate insufficient time and energy to teaching due to competing demands such as research activities (Guangcai, 2018). Emotional involvement and perceived job insecurity also play significant roles in teachers' level of job involvement (Xin & Sen, 2018; Wenjing, 2020).

Investigations conducted at high-level universities demonstrate that Chinese teachers' time investment in undergraduate teaching is comparable to that of American research universities. However, there seems to be a repulsion effect between time invested in scientific research and undergraduate teaching, although it does not significantly impact teachers' enthusiasm for undergraduate teaching (Guangcai, 2018). Furthermore, research suggests a positive relationship between job involvement and employees' innovative behavior (Weilin et al.,2018). These findings contribute to the understanding of job involvement in the context of university teaching.

To address these challenges and enhance job involvement, universities need to optimize the external work environment for teachers and tap into their intrinsic motivation for teaching. This may involve revising traditional educational concepts, improving teaching skills, and exploring new approaches to evaluating classroom content, teaching methods, and learning outcomes. Shifting the focus from teacher-centered to student-centered and from exam-centered to learning-centered education is crucial. Providing adequate resources,

developing recognition systems for teaching achievements, and tailoring job requirements to teachers' abilities and career stages can also support teachers' job involvement and professional growth (Guodong, 2018; Yaqin et al., 2021).

As the most important human factors in our university teaching reform and development, university teachers play the core and key role in the "university quality revolution". The problem of teachers' involvement in teaching is not only an important theoretical problem which affects the quality of personnel training in Chinese universities, but also a serious practical problem which has troubled the teaching development of Chinese universities teachers for many years. As rational individuals with subjective meaning and action motivation, college teachers are not only passive recipients, but also subjects of conscious action. They will independently weigh the external institutional environment, internal efficacy and individual benefits and choose the action strategy that best meets individual needs. Focusing on the micro level of individual teachers, this study chooses the "bottom-up" and "inside-out" research methods to explore the internal and external factors that affect the involvement of university teachers in teaching work, clarify the mechanism of action between each factor, and put forward countermeasures and suggestions. The topic selection and content reflect the people-oriented management philosophy of colleges and universities and have a very positive practical significance in solving the problem of inadequate input of teachers in undergraduate education, resolving the main contradiction of "human" in the talent quality training project of colleges and universities, improving the external environment of teachers' teaching, and stimulating the endogenous vitality of teachers' teaching development.

### *1.1 Objectives of the study*

The study aimed to investigate the job demands, job resources and job involvement among university teachers in Shandong Province, China and will be the basis in developing a work performance model for teachers. Specifically, it described the job demands as to work rhythm, work monitoring and problem solving; determined job resources based on relationship with colleagues, relationship with superior and remuneration; described job involvement in terms of group support, participation in decision-making and task interdependence; tested the correlation among job demands, job resources and job involvement, and developed a work performance model for teachers.

## **2. Methods**

Descriptive research design was used in this study for an adequate and precise interpretation of the findings. The researcher seeks to gather information from the respondents through providing survey questionnaires and distributing these to them. This descriptive kind of research was helpful in collecting the respondents' data efficiently. The study participants were teachers at Shandong universities. In this study, we choose 5 good universities in Shandong Province. In order to screen the university respondents, the proponent sent a request letter to the institution requesting the total number of teachers. The data comes from the university's Human Resource Management. A total of 317 were distributed and only 300 questionnaires were retrieved from 5 good universities. A sample size of 300 teachers was determined using a Raosoft sample size calculator. The researchers used convenience sampling in the questionnaire survey.

The survey used modified questionnaire which is divided into four parts. The first part focused on the respondent's profile and the remaining parts dealt on the main variables of the study like job demands, job resources and job involvement. The questionnaire included a perceptual measure using a four-point Likert scale. Each scale item was anchored at the numeral 1 to 4; 1= "strongly disagree"/failed to meet 100% of the expectation of the respondent; 2= "disagree"/did not meet many of the expectations of the respondents; 3= "agree"/conformed with the expectation of respondent; and 4= "strongly agree"/exceeded expectation of respondent with holistic interpretation of high effect, moderate effect, low effect, and no effect.

To measure the effect of job demands, the researchers used a valid questionnaire from He (2022). This is a

four-factor model, including Cronbach alpha of 0.834 for work rhythm, 0.887 for work monitoring, 0.864 for problem solving, and 0.886 for work responsibility. The tools for job resources are adapted from the Lequeurre, et al. (2013) study. This was a seven-factor model, including Information (0.87) and communication (0.87), participation (0.88), relationship with colleagues (0.87), relationship with superior (0.92), remuneration (0.82), independence in the work (0.84). Similarly, the study uses another tool on job involvement from the work of Yuspahrudin et al. (2020). This was a three-factor model with a Cronbach alpha of 0.861 for group support, 0.831 for participation in decision-making and 0.748 for task interdependence.

Based on result, the job demands, job resources, and job involvement instrument has an excellent consistency as exhibited by the Cronbach's Alpha value of (.992). This was validated by the good remarks from job demands (.864); it was confirmed by the accepted results from working rhythm (.715), and working monitoring (.735), and good results from problem solving (.849). Also, it was validated by the excellent remark for job resources (.990); it was confirmed by the results from information (.987), communication (.953), participation (.940), relationship with colleagues (.946), relationship with superior (.948), remuneration (.975), and independence in work (.974). Moreover, this was further validated by job involvement (.994); it was confirmed by the results from group support (.989), participation in decision making (.980), and task independence (.978) which shows that the instrument at hand passed the reliability index test. Thus, the researcher can now proceed to the actual survey using the aforementioned instrument. On the whole, the instruments used passed validation and reliability tests. Cronbach's alpha was used by the authors to test the reliability of the adopted instrument.

The researchers of this study used the published papers as a source to collect and collect data or information. In addition, where relevant data and relevant information are collected, books, articles and journals that are reliable for research are used. We collected other data on the job involvement of teachers in Shandong universities through informal interviews. Prior to data collection, the request letter for research was approved by the consultant and approved by the relevant university in Shandong. The researchers prepared a request letter to the heads of relevant universities in Shandong Province to obtain approval to carry out the research work. The researchers also prepared a letter to the head of the relevant university in Shandong, indicating the total number of teachers in the institution. It was reiterated that the purpose of the survey was to be conducted in writing for academic purposes only and that all information collected would be confidential. After obtaining the approval of the heads of relevant universities in Shandong Province and the approval of the consultants in the questionnaire, the study began to send questionnaires to the teachers at selected schools in Shandong Province. The schedule of distributing and retrieving questionnaires was discussed with relevant university officials in Shandong, and the date was set to be mutually agreed. The questionnaires were administered by the researchers themselves or Google forms were used to ensure the accuracy and confidentiality of the results.

The desired documents and figures were tallied, encoded, and analyzed using various statistical measures. This included frequency distribution, weighted mean, Pearson – Product Moment Correlation, Regression Analysis and Analysis of variance (ANOVA) which were utilized based on the objectives of the study. One of the common methods for organizing data is to construct frequency distribution. Moreover, all data were treated using statistical software, PASW version 18 to further interpret the outcomes of the research work. PASW statistics version 18 is a comprehensive system for analyzing data.

Prior to this study, permission was obtained from relevant university officials in Shandong Province. To this end, ethical considerations have been put in place when conducting research work to ensure that all information collected is used for research purposes only, in order to maintain the quality and integrity of the research. The researcher correctly cited the questionnaire used. The researchers also sought the consent of the principals of private higher education institutions through letters and correspondence to ensure that the target respondents were prepared to answer the necessary research questions. It also ensures the confidentiality and anonymity of respondents by not asking their names when they answer the questionnaire.

The researchers also made sure participants answered the questionnaire voluntarily if they wanted to. Finally, protect the dignity and privacy of respondents from physical and verbal abuse, and give them the opportunity to build mutual relationships without threatening them because they feel they are being studied and are seen as having strong information seekers.

### 3. Results and discussion

**Table 1**

*Assessment on job demands*

Indicators	Composite Mean	Verbal Interpretation	Rank
Work Rhythm	3.09	Agree	3
Work Monitoring	3.11	Agree	2
Problem Solving	3.14	Agree	1
Grand Composite Mean	3.11	Agree	

As reflected in Table 1, the generated value of the composite mean for job demands was 3.11 and interpreted that the respondents observed the job demands to an agree. The result implies that job demands are closely related to work pace, work supervision and problem solving.

A fast-paced work environment may cause stress and negative effects on individuals, but a moderate work pace can help improve an individual's work engagement and performance. Effective work supervision can provide guidance and support to promote individual development and performance at work. Good work supervision helps to solve problems, provide feedback and guidance, and ensure that the work is on target. The ability to solve problems is critical to job engagement and performance. Individual's ability to solve problems positively can enhance work motivation and self-efficacy and promote work engagement and performance. Yu and Wang (2018) explored the relationship between job demands (including work pace, work supervision and problem solving) and job performance, and studied the mediating role of problem-solving evaluation in this relationship. He believes that job demands have a positive impact on job performance, and problem-solving evaluation plays an intermediary role in this process. This means that teachers need to have good problem-solving skills to cope with various demands and challenges in their work, so as to improve their work performance.

Peng and Wei (2018) discussed the influence of job supervision on employee job performance. They believe that job supervision has a significant positive impact on employees' job performance, and job satisfaction plays a partial mediating role. This means that effective work supervision can improve employees' work performance, and job satisfaction and autonomy play an important role in this process. Zhou et al. (2019) discussed the influence of work supervision on employees' work performance. The results show that job supervision has a positive effect on employees' job performance, and job shaping plays a partial mediating role. This suggests that effective work supervision can improve employees' work performance, and job shaping, and self-efficacy play important roles in this process. Wu et al. (2020) explored the long-term relationship between job supervision, job control and employee well-being. They believe that effective job supervision is positively correlated with employee happiness, and job control plays a partial mediating role in this relationship. This means that good work supervision can improve employee happiness, and work control plays an important mediating role in this process, and individual characteristics and work environment also have a moderating effect on this process.

Jung et al. (2023) examined the moderating role of problem-solving skills. He believes that problem-solving skills mediate between job resources and job commitment. This means that teachers with good problem-solving skills can better respond to job demands, improve job engagement and show better performance. Li et al. (2019) Job demands have a positive effect on job engagement, and problem-solving evaluation plays a mediating role in this process. This indicates that teachers can enhance their work engagement by actively evaluating problems and seeking solutions when faced with the demands of work.

**Table 2***Assessment on job resources*

Indicators	Composite Mean	Verbal Interpretation	Rank
Relationship with Colleagues	3.08	Agree	3
Relationship with Superior	3.62	Strongly Agree	1
Remuneration	3.10	Agree	2
Grand Composite Mean	3.27	Agree	

As reflected in Table 2, the generated value of the composite mean for job demands was 3.27 and interpreted that the respondents observed the job resources to an agree. The result implies that job resources are closely related to Relationship with Colleagues, Relationship with Superior and Remuneration. Liu et al. (2020) explored the impact of job resources on employee performance and welfare and studied the mediating role of perceived organizational support in this relationship. The results show that job resources are positively correlated with employee performance and welfare, and perceived organizational support plays a partial mediating role. This means that adequate work resources can enhance employee performance and well-being, and perceived organizational support plays an important role in this process. Li et al. (2019) studied the mediating and moderating role of colleague support in the relationship between job resources and employee performance. The results show that job resources are positively correlated with employee performance, and peer support plays a mediating role in this relationship. The results show that salary satisfaction plays a partial mediating role between job resources and employee performance. This means that appropriate compensation can improve employees' perception of job resources, which in turn has a positive impact on employee performance. This study highlights the important role of salary satisfaction in employee performance and its close correlation with job resources.

Dominguez et al. (2020) studied the influence of peer support on job resources and emphasized it as an important goal in human resource management practices. They believe that peer support is positively correlated with employees' job resources. Specifically, peer support can provide emotional support, information sharing and collaborative opportunities that increase employees' access to resources regarding work assignments, training and development opportunities. These job resources help improve employee job satisfaction, performance, and well-being. It provides guidance for human resource management practices, encourages organizations and managers to focus on and promote support and cooperation among colleagues.

**Table 3***Assessment on job involvement*

Indicators	Composite Mean	Verbal Interpretation	Rank
Grand Support	3.50	Strongly Agree	3
Participation in Decision Making	3.70	Strongly Agree	2
Task Interdependence	3.76	Strongly Agree	1
Grand Composite Mean	3.65	Strongly Agree	

As reflected in Table 3, the generated value of the composite mean for job demands was 3.65 and interpreted that the respondents observed the job resources to a strong agree. The result implies that job involvement is closely related to group support, participation in decision-making and task interdependence.

Nadim and Zafar (2021) explore the antecedents and outcomes of job involvement among information technology professionals. The findings suggest that organizational support positively influences job involvement, indicating that when employees perceive support from their organization, they are more likely to be engaged and involved in their work. The study also reveals that participation in decision-making and task interdependence are positively related to job involvement, indicating that when employees have opportunities to participate in decision-making processes and work collaboratively with others, they tend to exhibit higher levels of job involvement. The findings indicate that organizational support, including support from supervisors and colleagues, positively influences job involvement. Furthermore, participation in decision-making and task interdependence are positively associated with job involvement, indicating that when teachers have a say in

decision-making and work in an environment that values collaboration and interdependence, they are likely to be engaged and involved in work.

Wang et al. (2017) investigates the influence of organizational support on employee job involvement using a case study approach in a private organization in China. The findings reveal a positive relationship between organizational support and job involvement. The study suggests that when employees perceive high levels of organizational support, such as support from supervisors, colleagues, and the organization itself, they are more likely to be engaged and involved in their work. Organizational support can enhance employees' sense of belonging, satisfaction, and motivation, leading to higher levels of job involvement. Zhang et al. (2018) highlights the importance of involving employees in decision-making as a means to enhance their job involvement. It suggests that organizations should create a culture that values employee input, provide opportunities for participation in decision-making, and ensure that decision-making processes are transparent and inclusive. By involving employees in decision-making, organizations can foster a sense of empowerment, increase job satisfaction, and improve overall job involvement. Zacher et al. (2018) review examines the relationship between task interdependence and job involvement. Task interdependence refers to the degree to which individuals rely on each other to complete their work and the extent to which their tasks are interconnected. The findings indicate a positive association between task interdependence and job involvement. The study suggests that when employees have high levels of task interdependence, they are more likely to feel a sense of responsibility, cooperation, and engagement in their work, leading to higher levels of job involvement. The study emphasizes the importance of creating work environments that foster collaboration and interdependence among employees. It suggests that organizations should design jobs and work processes that promote teamwork, information sharing, and coordination. By increasing task interdependence, organizations can enhance employees' job involvement, as they perceive their work as meaningful, interconnected, and reliant on the contributions of others.

**Table 4**

*Relationship between the job demands and job resources*

Working rhythm	rho-value	p-value	Interpretation
Relationship with colleagues	.225**	.000	Highly Significant
Relationship with superior	-.146*	.011	Not Significant
Remuneration	.144*	.013	Not Significant
<b>Work monitoring</b>			
Relationship with colleagues	.144*	.013	Not Significant
Relationship with superior	-.137*	.017	Not Significant
Remuneration	.164**	.004	Highly Significant
<b>Problem solving</b>			
Relationship with colleagues	-.523**	.000	Highly Significant
Relationship with superior	.119*	.039	Highly Significant
Remuneration	-.156**	.007	Highly Significant

Table 4 presents the relationship between job demands and job resources, including the rho-value, p-value, and interpretation. The table is divided into three categories of job demands: working rhythm, work monitoring, and problem-solving, and three categories of job resources: relationship with colleagues, relationship with the superior, and remuneration. The results showed that there was a highly significant positive correlation between work pace and colleague relationship. rho-value is 0.225, p-value is 0.000, there is a significant positive correlation between job supervision and salary, rho-value is 0.164, p-value is 0.004, indicating that salary has a highly significant impact on job supervision. There is a highly significant negative correlation between problem solving and colleague relationship, with rho-value being -0.523 and p-value being 0.000. Recent studies have confirmed the findings of Table 4, with researchers exploring the relationship between job demands and job resources. For example, Sun et al. (2020) found that job demands were negatively related to job satisfaction, whereas job resources had a positive impact on job satisfaction. Additionally, van den Berg et al. (2021) found that high levels of job resources can buffer the negative impact of job demands on employee health and well-being. In contrast, Yasin et al. (2019) found that employees who perceived low levels of job resources

reported high levels of job demands, leading to job stress and burnout. Briner et al., (2019) suggested that the availability of job resources, such as social support and autonomy, can increase an employee's motivation to cope with job demands.

**Table 5**

*Relationship between the job demands and job involvement*

Working rhythm	rho-value	p-value	Interpretation
Group Support	-.043	.459	Not Significant
Participation In Decision-Making	-.109	.059	Not Significant
Task Interdependence	.060	.038	Not Significant
<b>Work monitoring</b>			
Group Support	-.058	.010	Not Significant
Participation In Decision-Making	-.081	.034	Not Significant
Task Interdependence	.003	.049	Highly Significant
<b>Problem solving</b>			
Group Support	-.010	.859	Not Significant
Participation In Decision-Making	-.072	.212	Not Significant
Task Interdependence	-.325**	.000	Highly Significant

Table 5 presents the relationship between job demands and job involvement in terms of different job characteristics such as working rhythm, group support, participation in decision-making, task interdependence, work monitoring, and problem-solving. The table provides the rho-value, p-value, and interpretation of the statistical analysis. The results showed that there was a highly significant positive correlation between Work monitoring and Task Interdependence rho-value is 0.003, p-value is 0.049, there is a significant positive correlation between Problem solving and Task Interdependence, rho-value is 0.325, p-value is 0.000. There is a positive relationship between job monitoring and task interdependence. Job monitoring can promote the formation and maintenance of task interdependence. The results showed that higher levels of work monitoring were associated with increased perceptions of task interdependence among team members. The findings revealed a positive association between work monitoring and task interdependence. The researchers suggested that work monitoring provides individuals with information about their colleagues' work progress and task requirements, fostering a sense of interdependence and coordination. The findings revealed a positive relationship between work monitoring and task interdependence, suggesting that monitoring practices facilitate the recognition and coordination of interdependent tasks among employees. A positive correlation between problem solving and task interdependence. Participating in problem-solving activities enhances communication, collaboration, and coordination among team members, leading to a better understanding of task interdependence and a more integrated workflow. The results revealed a positive association between problem-solving behaviors and task interdependence among team members. The authors proposed that problem-solving activities enhance communication, collaboration, and coordination, leading to a greater perception of task interdependencies.

**Table 6**

*Relationship between the job resources and job involvement*

Relationship with colleagues	rho-value	p-value	Interpretation
Group Support	.050	.392	Not Significant
Participation In Decision-Making	.171**	.003	Highly Significant
Task Interdependence	.322**	0.000	Highly Significant
<b>Relationship with superior</b>			
Group Support	-.027	.638	Not Significant
Participation In Decision-Making	.072	.216	Not Significant
Task Interdependence	-.033	.568	Not Significant
<b>Remuneration</b>			
Group Support	.094	.105	Not Significant
Participation In Decision-Making	-.019	.738	Not Significant
Task Interdependence	.109	.058	Not Significant

Table 6 presents the relationship between job resources and job involvement. The table reports rho-values, p-values, and interpretations for each relationship. The study used the rho-value and p-value to measure the



correlation and significance of the relationship between the job resources and job involvement. The job resources examined were relationship with colleagues, relationship with superiors, participation in decision-making, task interdependence, and remuneration. The interpretation of the results shows that participation in decision-making and task interdependence had a highly significant positive relationship with job involvement, while the other job resources were not significant. There is a significant positive correlation between decision participation and task interdependence and job involvement. This means that employees are more likely to show higher levels of job engagement when they are involved in decision-making and when there is interdependence between work tasks. There is a highly significant positive correlation between decision-making participation and job involvement (rho-value = 0.171, p-value = 0.003). There is a highly significant positive correlation between task interdependence and job involvement (rho-value = 0.322, p-value = 0.000). Halbesleben et al.,(2018) conducted a meta-analysis of 222 independent samples from 197 studies to investigate the relationship between job resources and work engagement. They found that participation in decision-making and task interdependence were two of the most important job resources that positively impacted work engagement. In summary,

### Teachers' Work Performance Model

A teachers' work performance model has been developed to encourage every teacher to work and teach more actively in Shandong universities. In addition, this will understand the factors that affect teachers' job performance, provide guidance for improving teachers' job performance in the educational environment, and will be a good tool to make Shandong universities more competitive than other universities. Finally, this will ensure that teachers are taken into account in terms of job requirements, job resources, and this will develop a good organizational commitment to proper implementation. As can be seen from the chart below, an agency's job requirements, job engagement, and good job engagement are necessary for effective work performance. Job requirements have an impact on both job resources and good job commitment. Work resources will also have an impact on the good work commitment of the school. In this literature study, the organization as the object of model interpretation is composed of Shandong universities.

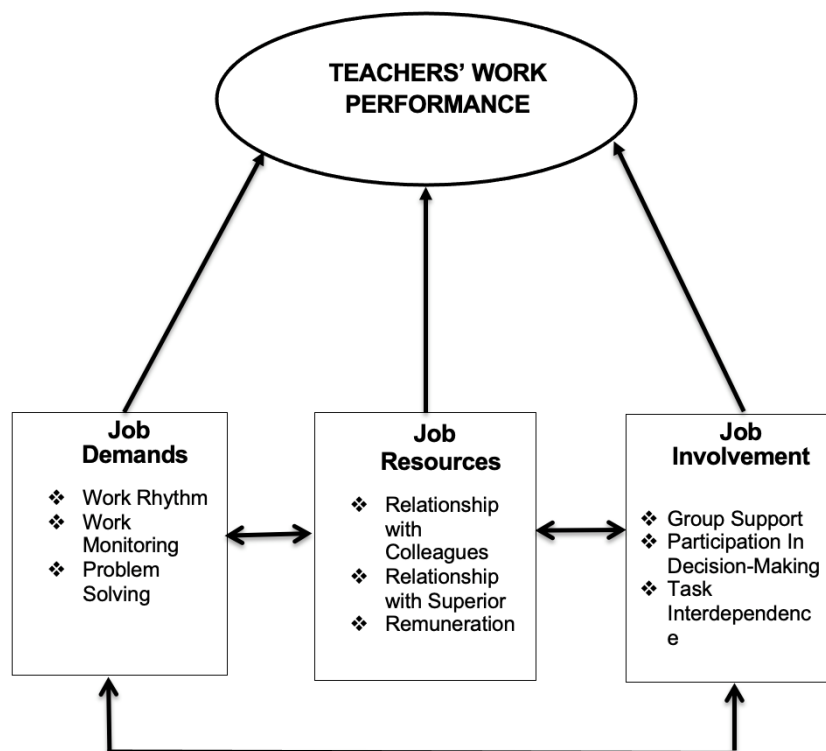


Figure 1. Proposed model for teachers' work performance of Shandong Universities

#### 4. Conclusions and recommendation

The job demands of teachers as to working rhythm, monitoring and problem solving are moderate. The job resources as to relationship with superior was evident to a while the relationship with colleagues and remuneration was evident to a moderate extent. The job involvement among teachers as to group support, participation in decision making and task interdependence is very high. There is a high significant correlation between job demands and job resources as to working rhythm and relationship with colleagues, problem solving and relationship with colleagues, relationship with superior and remuneration. As to job demand and job involvement, it was found out that there is a high correlation between working rhythm and task interdependence, high correlation between work monitoring and group support, participation in decision making and task interdependence and high correlation between problem solving and task interdependence. As to job resources and job involvement, there is a high correlation between relationship with colleagues and participation in decision making and relationship with colleagues and task interdependence. A Teachers' Work Performance Model was developed.

Universities may provide training programs and consulting services to help teachers effectively manage the pace of work and solve problems. Universities may focus on promoting positive relationships and social interactions among teachers in order to create a positive working environment and support system. Administrators may attach importance to the interdependence of tasks and encourage cooperation, coordination and interaction among teachers to achieve common goals. Universities have to encourage faculty to participate in the decision-making process to make them feel more involved and in control and to increase their work involvement. Universities have to pay attention to the pace of work and problem-solving needs faced by teachers and provide necessary resources and support to help them effectively cope with these needs. University organizations has to attach importance to the well-being and performance of teachers and improve overall performance and job satisfaction by meeting job demands, providing resources and support, and promoting good social interaction. Future researchers may use the same study as reference and may include other variables and dimensions. They may construct the same research in a new context, location and culture.

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