Organizational support, organizational commitment and job satisfaction: Basis for human resource strategic framework

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Abstract

With the increasing competition for scientific research and teaching pressure in universities, the work pressure of university teachers is also increasing, and their job satisfaction is becoming lower, affecting their recognition of the school and the teacher's profession. The theory of organizational support tells us that when university teachers perceive the support of the school, they will participate more actively in their work, which not only increases their recognition of the school, but also improves their organizational citizenship behavior and work enthusiasm. Therefore, it is important for school leaders to support teachers in improving their professional skills, creating a work environment, or involving teachers in school management. Improving the transparency of running a school and making teachers feel that the support they receive will not only improve job satisfaction, job potential, and excitement, but also reduce the work pressure of teachers, thereby improving their work efficiency and the scientific research performance of the school. Based on the current research status of organizational support, organizational commitment, and job satisfaction, this paper uses literature research, questionnaire surveys, and data statistics to conduct a statistical analysis of variables. Finally, based on the statistical results of the questionnaire, a correlation study was conducted on the three.

Keywords: university teachers, organizational support, organizational commitment, job satisfaction

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1. Introduction

With the rapid development of economic globalization, organizations are facing enormous opportunities for development, as well as increasingly severe adjustments. As one of the important organizations in the social composition, universities must also attach importance to social development, adapt to circumstances, adjust organizational development strategies and business management models, and continuously enhance the core competitiveness of organizations to achieve organizational growth and development if they want to keep up with the pace of development of the times. However, in recent years, China's college teachers have greatly improved in terms of social status, treatment levels, and resource allocation. However, it has been found that the occupational pressure they face is increasing. In their daily work and life, they not only need to complete relevant teaching tasks, but also need to engage in student management, scientific research, cultural communication, social services, and external exchanges, as well as contact with social groups Taking care of the family and raising children are also more difficult for them to achieve a sense of happiness, achievement, and satisfaction than other teacher groups, and they are more prone to psychological problems in interpersonal relationships, professional emotions, work engagement, and other aspects, which have a direct impact on the level of work engagement of college teachers. Therefore, more and more experts and scholars have begun to participate in the discussion and research of college teachers, hoping to better solve the negative psychological problems existing in the current college teacher community, such as insufficient job involvement, low self-efficacy, low satisfaction, and job burnout, through relevant research, and actively explore effective ways to reduce the work pressure of college teachers.

Currently, in the context of the rapid promotion of the popularization of higher education, the contradiction between quantity and quality has led to a "quality crisis". In the huge system engineering of higher education quality construction, researchers at home and abroad have reached a broad consensus on the key role of university teacher development (Austin & Sorcineelli, 2013). Some studies have pointed out that although it is necessary to provide effective development projects for university teachers, how to effectively mobilize the enthusiasm of university teachers' development is fundamental. Relevant departments can design development projects and design them well, but teachers may not necessarily come (Richardson, 2019). How to avoid using simple external pressure or even administrative orders and instead stimulate the intrinsic pursuit of individual teachers to mobilize the enthusiasm of teacher development is a problem that must be seriously considered in the development of Chinese college teachers (Maoyuan, 2007).

From the perspective of current situation analysis, some research results from surveys conducted on different groups of university teachers indicate that there is insufficient motivation for the development of university teachers (Xiaoyan, 2018), with two major issues being insufficient internal motivation and imbalance between internal and external motivation. Whether it is the various development opportunities provided objectively or the subjective feelings of teachers about development opportunities, about half of teachers have low satisfaction. From the perspective of influencing factors, the external ecological environment is the foundation of the motivation for teacher development (Liu, et al., 2019). Improving the organizational environment and enhancing teacher development support are key measures to enhance the development motivation of university teachers. Therefore, in-depth exploration of the relationship between organizational support in universities and the development motivation of university teachers can further clarify the impact path between the two, providing theoretical basis and practical guidance for promoting the development of university teachers.

In the field of organizational behavior, Perceived Organizational Support has always been regarded as an

important perspective for studying employees' work behaviors and attitudes. It refers to the subjective perceptions and perceptions of employees regarding the organization's concern for their work and interests. A high sense of organizational support often conveys a strong message to employees that organizations value their work efforts and are willing to reward them for these efforts, which can improve employees' creativity, innovation performance, job satisfaction, and reduce turnover tendencies Negative effects include emotional exhaustion and low sense of achievement in job burnout (Azeem, 2010).

Chinese scholar claimed that organizational level attention to environmental shaping and job support related to promoting group happiness and personal development; personal level attention to the development of various positive personality traits such as self-autonomy, identity, dedication, and engagement; and subjective level attention to positive emotional experiences such as happiness, success, and satisfaction. This has important reference significance and application value for the management of university teachers (Kaya & Erdem, 2021).

A survey report by the School of Public Administration of Renmin University of China, entitled "2019 Survey on Occupational Stress and Mental Health of Chinese Teachers", shows that more than 80% of university teachers report not only high work pressure but also high life pressure, with 30% of teachers reporting serious job burnout, about 90% of university teachers reporting certain job burnout, and over 60% of teachers reporting low job satisfaction, Only less than 20% of teachers have relatively high satisfaction. According to Shen, & Slater (2021)., nearly 13% of young university teachers have symptoms such as irritability, fatigue, and irritability, and do not have the willingness to overcome difficulties. Some teachers even have the desire to leave the teaching profession. The study also found that nearly 42% of the study population wanted to leave due to teacher salary and welfare issues. In the PISA 2015 Chinese Principal Questionnaire, the data on various leadership behaviors is significantly lower than in other countries in the item "Teacher participation". In the item "Giving employees the opportunity to participate in school decision-making", the proportion of "At least once a month" is only slightly higher than 20%, while in other countries, the difference is very significant in nearly 70%, even more than 90% of countries. On the whole, university teachers have a relatively low recognition of participating in school management and are not satisfied. The actual participation of university teachers is generally low and of a single type.

Most of the actual participation of teachers is symbolic and formal. These reflect the current dilemma of university teachers participating in school decision-making in actual management. Therefore, it is not uncommon for teachers to be habitually excluded from school management. Bodycott, (2012) intended that the primary influencing factor of excessive pressure on university teachers in Chinese Mainland is school management. The research also believes that the average university teacher will love their job and adhere to selfless dedication in teaching work, but the enormous social pressure has seriously affected the education and teaching of teachers. Research by Bakker & Schaufeli (2008) claimed that teachers' organizational commitment can not only have an impact on their physiology and psychology, but also affect the quality of their education and teaching. Teachers with a high level of organizational commitment strive for education and teaching as a career. In order to achieve better educational and teaching results, individual teachers are willing to invest time in professional development, actively communicate with students, and even overcome unpleasant situations in work or study. They do not complain about others, maintain an optimistic attitude, and face students and colleagues with a positive attitude.

It is believed that teachers have a good vision of the teaching profession and a determination to pursue a career before entering the workforce. However, when there is a significant gap between actual work situations and aspirations, there is psychological conflict, and the initial commitment to the role of teacher has resulted in conflict. The above phenomena indicate that the current organizational values and sense of responsibility in colleges and universities have not adapted to the development of society in a timely manner, and it is necessary to supplement and improve the current organizational values and sense of responsibility in secondary schools. This paper attempts to analyze the mechanism of perceived organizational support on job satisfaction and job stress of university teachers in China through a questionnaire survey, as well as the mechanism and degree of impact of perceived organizational support on job satisfaction and job stress of teachers in a model with

organizational commitment as the intermediary variable.

Objectives of the Study - This study aims to determine the relationship among organizational support, organizational commitment and work engagement of university teachers as basis for human resource strategic framework. Specifically, it aims to determine the organizational support in terms of leadership support, proactive support and procedural fairness; describe the organization commitment among employees in view of affective, normative and continuance; describe job satisfaction in terms of leadership behavior, return on work and management measures; analyze the significant relationship among organizational support, organizational commitment and job satisfaction; and come up with a Basis for human resource strategic framework that will result to improved employee performance.

2. Methods

Research Design - The study's outcomes were determined via quantitative methodology and a descriptive method. A researcher seeks to gather information from the respondents through providing survey questionnaires and distributing these to them. Nardi, (2018) insisted that quantitative research methods focus on objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, as well as using computer tools to change statistical data that already exists. According to Loeb et al. (2017), descriptive methods identify patterns in data to answer who, what, where, when, and to what extent questions. This descriptive kind of research will be helpful in collecting the respondents' data efficiently.

Participants of the Study - The main respondents of the study are the university teachers. A survey was used mainly in the form of online questionnaires. The other part was conducted through field investigation and research. During the research process, questionnaires were distributed and collected in faculty meetings, lounges, restaurants, and offices at colleges and universities based on the principle of randomization. Prior to the pre-survey, the researcher sought out school level leaders, middle level cadres, and teachers at my school and my brother's school to conduct a pilot survey of the preliminary questionnaire to test if respondents understand the language used of the questionnaire items. The researcher then revised the items that need to be and also provided detailed explanations of various concepts to the interviewed teachers, to enable better understanding and ensure that the questionnaire is filled out more effectively. Since the researcher is also a teacher at a private university in Hunan Province, China, many of the researcher classmates are teaching at other private universities in Hunan Province helped in the distribution process. Therefore, the researcher recovered 322 valid copies out of the total of 350 questionnaires to three private universities in Hunan Province.

Data Gathering Instrument - The data for this study were collected using an adopted questionnaire. The questionnaire has three (3) parts. Part 1 intends to determine the level of organizational support of the management in terms of leadership support, proactive support and procedural fairness Part 2 consists of determining the level of organizational commitment of the university teachers in terms of affective, normative and continuance and Part 3 consists of three indicators of job satisfaction; these are leadership behavior, return on work and management measure. Each indicator has five (5) questions and was quantitively measured using a four-point scale. The researchers gathered data using a Google Form and hard copy of questionnaires, assuring respondents that all the information provided was used only for research purposes. To further establish the validity and reliability of the questionnaire, the researcher conducted a pilot test. The pilot testing yielded a Cronbach Alpha of 0.960, which is interpreted as excellent indicating that all items are acceptable for data gathering. Below are the result of the reliability test. Based on the results, the various dimensions of Organizational Support, Organizational Commitment, and Job Satisfaction α The values are all greater than 0.8, and the reliability value meets the requirements, indicating that the questionnaire has good internal consistency and is acceptable.

Ethical Considerations - When conducting research work, ethical considerations have been practiced to ensure that every piece of information collected was used for research purposes, just to maintain the quality and

integrity of the research. When conducting the questionnaire and research in this article, privacy and ethical issues were considered to ensure that each piece of information collected is only used for research purposes, and to maintain the quality and integrity of the research. The consent of the interviewees was sought through letters and correspondence to ensure that the target interviewees are prepared to answer the necessary questions involved in the study. The researcher also ensured the confidentiality and anonymity of respondents, and did not require their names when answering the questionnaire. Respondents were also ensured that they voluntarily respond to the questionnaire and that they are not harmed and that their safety and security are the highest priority.

Data Analysis - 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. Moreover, all data were treated using statistical software, PASW version 18 to further interpret the outcomes of the research work.

3. Results and Discussion

Table 1

Organizational Support

Indicator	Weighted Mean	Verbal Interpretation	Rank
Leadership Support	2.97	Agree	1
Proactive Support	2.92	Agree	2
Procedural Fairness	2.91	Agree	3
Composite Mean	2.93	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 1 shows that the teachers have a consistent attitude towards the sense of organizational support provided by universities, with a comprehensive average of 2.93. This result also indicates that the management of universities in China also emphasizes the investment of organizational support, as many studies have confirmed the important role of organizational support in university organizations. Research has shown that when organizations provide employees with greater support, identification, and motivation in their work, employees form stronger organizational commitment, thereby strengthening their sense of identification with the organization and actively increasing their level of work engagement (Bashir & Long, 2015). The research results of Rothmann, and Baumann (2014) indicated that employees with a higher sense of organizational support greatly enhance their level of vitality and dedication in their work, and then have a positive impact on their level of work engagement. The research results of Dai and Qin (2016) confirmed that organizational fairness and organizational support have a significant impact on work engagement Jiao, et al., (2022) believed that the sense of organizational support of new teachers can positively predict their work engagement, and the higher the sense of organizational support of new teachers, the higher their work engagement.

Table 2

Organizational Commitment

Indicators	Weighted Mean	Verbal Interpretation	Rank
Affective	2.93	Agree	1
Normative	2.91	Agree	2.5
Continuance	2.91	Agree	2.5
Composite Mean	2.92	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 the teachers' organizational commitment based on three dimensions, and from the table, it can be seen that the overall average value of respondents' organizational commitment is 2.92. Table 2 It shows that they maintain good organizational commitment, especially in terms of emotional organizational commitment, which is 2.93. Due to differences in energy, knowledge mastery, ability performance, and position among people

of different age groups, newly hired employees may feel unfamiliar and curious about many things in the workplace, thus maintaining a high level of vitality in their daily work. However, older employees who have worked for many years may feel bored and uninterested in their work due to long-term involvement in the same job, As a result, there is relatively little investment in work. Then, employees who have been on the job for a long time, as they age, are already in the management level. At this time, these staff members have more emotional and continuous commitments to the organization compared to newly hired new employees. However, new employees, due to many unstable factors and slight changes, will leave the existing organization, and their performance in organizational commitment is much lower than that of older employees (Chen, et al., 2023). Therefore, organizations should design different management and supervision systems based on employees of different ages to increase their organizational commitment to the organization.

Table 3

Job Satisfaction

Indicator	Weighted Mean	Verbal Interpretation	Rank
Leadership Behavior	2.95	Agree	1
Return on Work	2.93	Agree	2.5
Management Measures	2.93	Agree	2.5
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

The job satisfaction of university teachers will be measured based on three dimensions. From the table, it can be seen that the comprehensive average value of job satisfaction of respondents is 2.94. Table 13 summarizes this point and shows that they have better job satisfaction in their work in universities, with 2.95 leading behaviors in particular. During the course of the survey, it was found that most college teachers have a high degree of attention to salary in job returns, which means that the level of salary will greatly affect their job satisfaction. Because everyone has an objective need to improve their own living conditions, everyone yearns for a better life. Appropriate increases in the salaries of university teachers can help improve the satisfaction of university teachers, thereby enabling teachers to devote themselves to their work, strive to improve the quality of teaching, strive to improve the level of scientific research, and achieve a win-win situation for both teachers and schools.

Table 4

Relationships among the Three Variables

Paired Variables	rho-value	p-value	Interpretation
Organizational support and organization	0.541**	0.000	Highly Significant
Organizational support and Job Satisfaction	0.570**	0.000	Highly Significant
Organization commitment and Job Satisfaction	0.567**	0.000	Highly Significant

**. Correlation is significant at the 0.01 level*

Table 4 illustrates the relationship between organizational support, job satisfaction, and organizational commitment. It shows that the calculated r value indicates a moderate direct/indirect correlation, resulting in a p-value of less than 0.01 α Horizontal. This means that there are important relationships.

Firstly, we can see from the table that the r value of organizational support and organizational commitment is 0.541, which has a high correlation. Organizational support is the core of organizational support theory. According to organizational support theory, employees' perceptions of whether the organization values their contributions and cares about their individual interests determine their level of organizational commitment and work effort. Organizational support can be seen as an organization's commitment to employees, which creates a corresponding sense of obligation for employees. The conclusion of this study shows that there is a highly positive correlation between organizational commitment and organizational support among college teachers. When employees encounter adverse situations in the organization, they often make attribution, and the results of attribution will directly affect employees' emotions. Employees with a high sense of organizational support tend to make attributions that are beneficial to the organization, that is, to stand in the organizational position and seek

reasonable reasons and explanations for the organization. This indicates that employees with a high sense of organizational support tend to view their relationship with the organization as "relational" and not easily shake their positive emotions towards the organization. A study by Liu and Wang `(2002) found out that there is a high positive correlation between employees' sense of organizational support and their organizational commitment. The impact of several dimensions of organizational support on organizational commitment is different.

Stinglhanber and Vandenberghe (2003) found that organizational support generally affects employees' organizational commitment through three different pathways. 1) "Reward" the organization by promoting a sense of responsibility and responsibility among employees through organizational support. 2) Providing organizational support in the work atmosphere enables employees to perceive a series of positive and satisfying emotional experiences, such as receiving support from colleagues and affirming their own abilities, which can generate and effectively improve their organizational commitment. 3) Through organizational support such as leadership respect, employees' needs for respect and identity are met, resulting in a sense of identity with the organization. Further, employees will have a sense of belonging to the organization. Wu Jihong's (2004) study found a positive correlation between employees' sense of organizational support and their organizational commitment. Chiang, & Liu (2007) believed through research that in order for employees to have a high level of organizational commitment, organizations must provide support, assistance, and care that meet employee expectations. Bakhshi (2009) believed through research that employees' perceptions of policy support within the organization, their perceptions of management support for their work, etc., are positively correlated with the dimensions of emotional commitment and normative commitment in employee organizational commitment.

Agbozo (2017) asserted that instrumental support that provides employees with a good work environment and working conditions is more important than emotional support. Moreover, the support of employees' immediate superiors and mutual support between colleagues at work have more impact on employees' organizational commitment than organizational instrumental and emotional support. Research by Chiang, et al., (2017) and others suggested that the organizational commitment of managers in organizations is positively correlated with their sense of organizational support. Simosi (2012) found that organizational support, superior support, and colleague support all have a positive impact on organizational commitment. Only colleague support does not increase the normative commitment dimension. High organizational support strengthens the relationship between colleague support and emotional commitment dimensions, while low organizational support reduces this relationship. Xiu (2019) found that there is a significant positive correlation between employees' sense of organizational support and their organizational commitment, with a correlation coefficient of as high as 0.764. Therefore, if an organization wants to increase the level of organizational commitment of employees, improve their sense of identity with the organization, and hope that employees work harder, it first needs to consider the organization for the sake of employees, so that employees feel the support from the organization. In other words, if an organization wants employees to be loyal to them, the organization must first provide support to employees.

In addition, there is a significant positive correlation between employees' sense of organizational support and their emotional commitment and normative commitment dimensions in organizational commitment. The correlation coefficient between the emotional commitment dimension and the normative commitment dimension in organizational support and organizational commitment is about 0.70. The former indicates that due to organizational support, it meets the "expectations" of employees in some aspects, and employees feel "like" staying within the organization, which is actually an emotional constraint; the latter reflects that due to organizational support, employees feel "should" staying within the organization, which is actually a moral constraint. From the perspective of basically equal correlation coefficients, emotions and ethics have similar binding forces on employees in the Chinese context. Especially in the teaching profession, social ethics have a greater constraint on the teaching profession than imagined.

Neves & Eisenberge (2014) have a positive correlation between perceived organizational support and trust related to failure between subordinates and leaders, which in turn is positively correlated with subordinates' risk taking. Superior trust in failure moderates subordinates' perceived organizational support and subordinates' trust

related to failure. When superiors believe that an organization's trust in failure is trustworthy, there is a strong positive correlation between subordinates' organizational support and trust related to failure. Stinglhamber, (2015) have studied that transformational leadership is positively correlated with organizational support and has a positive emotional attachment to the organization when employees identify with their leaders representing the organization. On the contrary, when leaders are not considered representative of the organization, leadership by transformational leaders has nothing to do with employees' sense of organizational support, nor does it affect employees' emotional commitment. Research by Lam et al., (2016) suggested that employees' sense of organizational support has a significant impact on their organizational identity, as the level of employees' sense of organizational support determines their organizational extrarole-based behavior. Ferguson, et. al., (2016) 751 Instrumental support and organizational department support can enable employees to generate work boundary flexibility, which can strengthen employees' organizational commitment and family functions, as well as enhance their spouse's marital satisfaction and commitment to their own organization.

From the above literature, it can be seen that organizational support has an important impact on organizational commitment, which has been confirmed by many scholars. Employees' sense of organizational support affects their commitment to the organization, which in turn affects their job satisfaction, organizational citizenship behavior that benefits the organization, organizational justice, and job stress. Teachers' sense of organizational support is perceived through their understanding of the behavior of organizational spokesmen, as organizational spokesmen are the main force guiding school culture and creating a school atmosphere, which has also been confirmed by scholars. Based on the above research, this paper draws a conclusion that college teachers' sense of organizational support has a significant positive effect on their organizational commitment.

Secondly, we can see from the table that the r value of organizational support and job satisfaction is 0.570, and there is a significant positive correlation between the two. Masterson, et al., (2000) and others have studied that the support an organization provides to employees is influenced by their perceived level, which determines their job satisfaction and commitment to the organization. Burke, et al., (2003) conducted a survey for nearly three years and interviewed 393 research subjects. The results showed that there was a negative correlation between employees' stressors and their sense of organizational support. Organizational support fully regulates health care measures and employee job satisfaction. Lambert (2017) found that there is a significant positive correlation between organizational support for employees and their job satisfaction and organizational commitment. This indicates that the level of social support an individual receives has an important impact on job satisfaction. Among them, team support and superior support have the highest correlation with job task satisfaction, indicating that effective support from superiors and internal team support can positively improve employee job satisfaction.

Lent, et al., (2011) learned from a study of 235 Italian teachers that the support provided by schools in terms of good working conditions and work efficiency can positively predict teachers' emotional commitment and job satisfaction. There is a positive correlation between teachers' job satisfaction and teachers' life satisfaction. Gillet, et al., (2013) have studied that job motivation is significantly correlated with individual intrinsic motivation, organizational support, and support from superior autonomy. Organizational support and job satisfaction are positively correlated, while employee turnover intention is negatively correlated. Gillet et al. (2013) found that leadership support is significantly positively correlated with job satisfaction, and organizational support can predict job satisfaction. Mabasa and Ngirande (2015) believed that the organizational support of knowledge workers in higher education research institutes has a positive predictive effect on their own job satisfaction. Therefore, they believed that teachers' sense of organizational support is an intermediary variable in the research model of principals' leadership style and job satisfaction.

In summary, based on previous research and the survey data in the paper, it can be concluded that there is a significant positive correlation between organizational support and job satisfaction of university teachers. Finally, there is a correlation between organizational commitment and job satisfaction. From the table, we can see that the r value is 0.567, which also shows a high correlation. Organizational commitment is a reaction of employees

to the integrity and stability of the organization, while job satisfaction is relatively a temporary psychological state of employees towards a specific job or environment. Therefore, job satisfaction is a psychological evaluation of a specific job or environmental stage by employee, while organizational commitment is an employee's psychological response to the overall and stable organization. Even if employees show dissatisfaction with their work, it is not necessarily dissatisfaction with the organization. The impact of job satisfaction on employee turnover is lower than the level of organizational commitment.

Scholars Wiener and Gillet, et al., (2013) all believed that there is a positive correlation between organizational commitment and job satisfaction, that is, when employees have high job satisfaction, their level of organizational commitment will also be correspondingly high. Dirani (2009) claimed that in learning organizations, employee job satisfaction has a positive impact on their level of organizational commitment. Puangyoykeaw and Nishide (2015) asserted that the regression coefficient between teachers' job satisfaction and organizational commitment is significant. Job satisfaction has the ability to predict organizational commitment, and organizational commitment also has the ability to predict job satisfaction. Kim, et al., (2016) found that the three dimensions of organizational commitment have a significant positive impact on job satisfaction variables, especially the emotional commitment dimension, which has the greatest positive impact on job satisfaction. Based on the above literature research and the survey data in this paper, we can conclude that there is a positive correlation between organizational commitment and job satisfaction of university teachers.
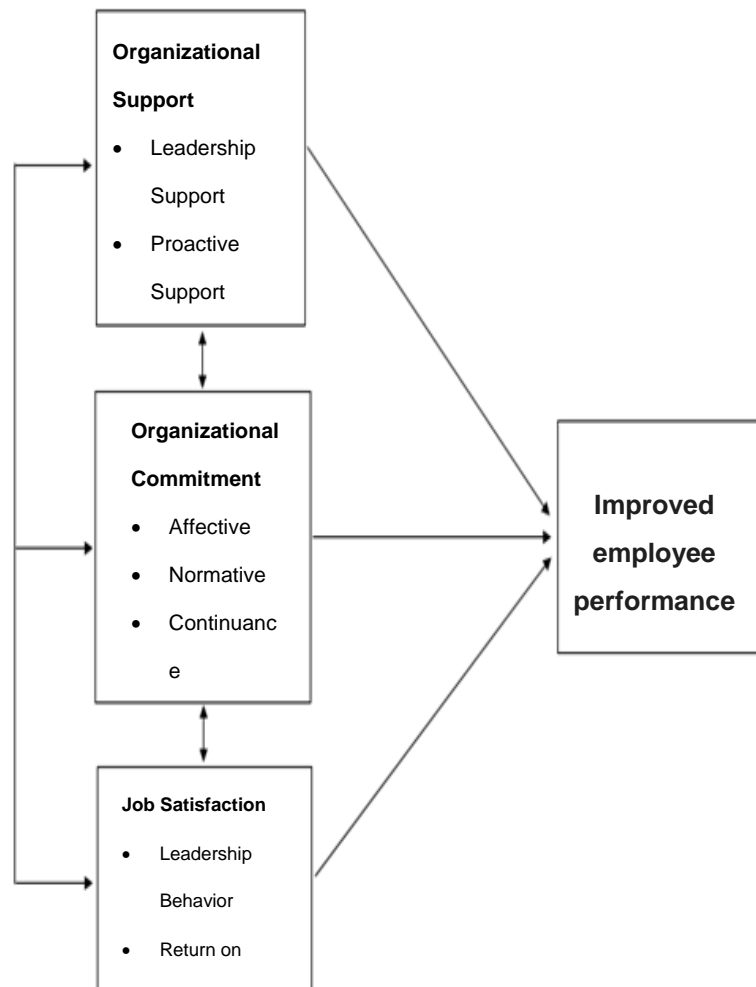

Figure 1. Framework Proposed Framework for Human Resource Strategic Framework Leading to Improve Employee Performance

Figure 1 is the proposed framework formulated by the researcher based from the significant findings of the study. The three variables namely, organizational support, organizational commitment, and job satisfaction are being studied and integrated in order to improve employee performance. Results showed that there is highly a significant relationship between organizational support and organizational. This means that organizations that provide their employees with a sense of organizational support can expect to have employees who are more committed to their organization. Organizational support can be defined as the extent to which employees feel that their organization values their contributions and provides them with the resources and opportunities they need to succeed. Employees who feel supported by their organization are more likely to be satisfied with their jobs, to be productive, and to stay with their organization.

With respect to the relationship between organizational support and job satisfaction, the result also revealed that there was a highly significant relationship between. This suggests that the organizational support is highly significant to job satisfaction is that the organizations that provide their employees with a sense of organizational support can expect to have employees who are more satisfied with their jobs. Organizational support can be defined as the extent to which employees feel that their organization values their contributions and provides them with the resources and opportunities they need to succeed. Employees who feel supported by their organization are more likely to be satisfied with their jobs, to be productive, and to stay with their organization.

It is also revealed that there is a highly significant relationship between organizational commitment and job satisfaction, this could be interpreted that employees who are more committed to their organization are also more likely to be satisfied with their jobs. Organizational commitment can be defined as the extent to which employees identify with and are willing to contribute to their organization. Employees who are more committed to their organization are more likely to feel that their work is important and meaningful. In addition, the double-headed arrow between organizational support, organizational commitment and job satisfaction represent their complementary nature. The avenue where the three variables can be interrelated will result to improve employee performance. This means that when the employees exhibit organizational support, organizational commitment and job satisfaction this can lead to improve employee satisfaction, performance.

4.   Conclusions and Recommendations

Results of the study reveal that teachers have shown a consistent attitude as they agreed towards the sense of organizational support provided by universities. In terms of organizational commitment all factors such as affective, normative and continuance are agreed by the teachers indicating that they maintain good organizational commitment, especially in terms of emotional organizational commitment. In terms of job satisfaction, the university teachers agreed all factors such as leadership behavior, return on work and management measures. The study revealed a statistically high correlation relationship between organizational support, organizational commitment and job satisfaction. A strategic human resource framework was proposed based on the result of the study.

Since procedural fairness is the least agreed among the factors affecting organizational support, university management may implement standard policies in all aspects to be more transparent to their teachers. Because normative and continuance are among the factors that least lead to organizational commitment, university management may take this an opportunity to offer team building training courses to help their teachers develop skills, knowledge, and strategies to work together more effectively. University management may focus on creating a positive work environment for their teachers by ensuring that teachers feel valued, respected, and appreciated through regular recognition, offering competitive salaries, and providing meaningful opportunities for professional advancement. Human resources management department may use the framework of the study for the progress of their strategic human resources management. Future researchers may consider other variables such as work values and work-life balance which are all relevant to human resource development.

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