

Organizational support, organizational justice and citizenship behavior in local applied universities in Anhui, China: Basis for employee performance improvement framework

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Abstract

This paper explores the organizational support, organizational justice, and organizational citizenship behavior of university teachers in Anhui Province. Combined with the factors that affect the work enthusiasm of college teachers, an organizational management strategy that can effectively stimulate the work enthusiasm of college teachers is proposed to promote the formation of college teachers' organizational citizenship behavior. Specifically, this paper identifies organizational support from job support, value identification, and interest concern, uses distributive justice, procedural justice, and interactional justice to identify organizational justice, and identifies organizational citizenship from interpersonal help, personal initiative, personal effort, and loyal support. Behavior, tested for significant relationships among organizational support, organizational justice, and organizational citizenship behavior. This study mainly uses three research methods: literature research, questionnaire survey, and data analysis. First, use the literature research method to understand and be familiar with the theories and scales involved, design the questionnaire, and clarify the research ideas, research objectives, research framework, and data analysis methods. Then, distribute and collect questionnaires through Questionnaire Star. Finally, the questionnaire was analyzed using SPSS. After the analysis, it was concluded that the interviewed teachers in applied colleges and universities in Anhui Province agreed with the sub-dimensions of organizational support, organizational justice, and organizational citizenship behavior. Through regression analysis, it was found that there was a significant positive relationship between organizational support and organizational justice in applied colleges and universities in Anhui Province. Correlations, organizational support, and organizational justice have a significant positive correlation with organizational citizenship behavior respectively, so around the sub-dimensions of organizational support, organizational justice, and organizational citizenship behavior, positive and effective organizational management incentive strategies are proposed.

Keywords: organizational support, organizational justice, organizational citizenship behavior, applied universities, incentive strategies

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1. Introduction

Human resources have become the most important strategic resource, and talents are becoming more and more decisive in the competition for comprehensive national strength. Talents are the foundation of national development. Therefore, the country has issued a series of strategic national policies, such as the strategy of rejuvenating the country through science and education and the strategy of strengthening the country through talents, highlighting the important role of talents in the process of national development.

In the new era of leapfrog development and popularization of higher education, application-oriented undergraduate colleges play an important role in linking the previous and the next in my country's higher education system and have become an indispensable force in building a strong higher education country. Teachers in colleges and universities have the important task of cultivating socialist builders and successors, and cultivating talents depends on teachers. To develop a school, teachers are the main force. Building a high-quality and stable teaching team is the core of schoolwork and the source of power for school development. How to give full play to the initiative, enthusiasm, and creativity of each teacher has also become the key goal and topic of the current work in colleges and universities (Huang Mingyou, 2021).

Anhui Province is located in East China. From the traditional perspective, Anhui is not a very dazzling province in the east. However, in the current development of local application-oriented colleges and universities, there are still some challenges and difficulties that cannot be ignored, such as the lack of systematic transformation and development of colleges and universities, the weak ability of colleges and universities to serve regional industrial development, and the lack of teacher team construction (People's Daily, 2018). As a pioneer in building an applied higher education system, the research on teachers' work enthusiasm in applied colleges and universities in Anhui Province has significant research value and practical significance for strengthening the construction of applied college teachers in Anhui Province.

Building a high-quality teacher team is the core of the school's work and the source of power for the school's development. For schools to develop, teachers are the main force. The core of the management of the teaching staff is to stimulate and mobilize the enthusiasm of the majority of teachers, and how the teachers' enthusiasm is exerted is the touchstone to measure education management. A university is an organization, and in the formulation of management strategies, the organization, and management theories of enterprises are also applicable. If a company wants to progress and innovate, it needs employees to perform more out-of-role behaviors. The organization's influence on employees must first affect employees' psychology and motivation and then affect their behavior. Organizational support, as the organizational support perceived by employees, can prompt employees to show more positive behaviors (Ren Xiaomeng, 2021).

Today's world is the era of the knowledge economy. As the cradle of talent training and the main force serving the local economy, Anhui applied colleges and universities must be able to adapt to the needs of the development of the times, form sustainable competitive advantages, and cultivate talents that meet the needs of local development. It is necessary to give full play to the advantages of talents, and let teachers take the initiative to do more behaviors that are beneficial to the development of the school, that is, organizational citizenship behavior. This plays an important role in forming a distinctive organizational culture in colleges and universities, building a harmonious organizational working environment, improving teachers' work performance, and improving the school's talent training level.

Objectives of the Study - The purpose of this study is to propose framework for organizational management

in Anhui application-oriented colleges and universities based on determining the relationship between organizational support, organizational justice, and organizational citizenship behavior. This study identified the perceived organizational support from job support, value identification, and interest concerns. Second, determine organizational justice from distributional justice, procedural justice, and interaction justice. Third, identify organizational citizenship behaviors from interpersonal assistance, personal initiative, personal effort, and loyal support. Then, check for significant relationships among the three main variables. To develop framework for organizational management.

2. Methods

Research Design - This study used descriptive related research design to examine Organizational Support (Work support, Value Recognition, and Interest Concern), Organizational justice (Distribution Fairness, Procedural Fairness, Interactive Fairness), Organizational Citizenship Behavior (Interpersonal Helping, Personal Initiative, Personal Effort, Loyalty Support). Its purpose is to describe the relationship between these variables.

Participants of the Study - The respondents are teachers from many local application-oriented colleges and universities in Anhui Province. And the geographical distribution is wide. Due to the particularity of their occupations, college teachers generally have higher educational backgrounds and stronger comprehension abilities. They can clearly understand the questionnaire questions without training, thus fully ensuring the validity, typicality, and representativeness of the data. This survey mainly adopts purposive sampling. Using the Internet platform, the questionnaire was made into an online questionnaire, and the questionnaire was distributed to 15 colleges and universities through the online communication group of college teachers in Anhui. Finally, 343 college teachers submitted the papers, and some teachers also held administrative positions. After the respondents submit the questionnaire, they will directly export and generate an EXCEL data sheet from the background of the research platform, to ensure the accuracy of data collection.

According to the age data, teachers under 40 years old accounted for 62.4%, mostly young and middle-aged teachers. For young people who have just been employed, college teachers are indeed a good choice. It can also be seen from the age structure that the teachers of applied colleges and universities in Anhui Province are becoming younger, which has played a very good role in promoting the development of colleges and universities, and the development of applied colleges and universities in Anhui will also show a benign development trend. From the perspective of education level, the vast majority of teachers have a master's degree or above, and one-third of them have a doctor's degree. This shows that the education level of college teachers is relatively high. Of course, a master's degree is the basic condition for becoming a college teacher. It can also be seen that most of the respondents are full-time teachers, accounting for 80.8%, and 19.2% are part-time teachers in administrative positions. It is consistent with the sharing of governance and the democratization of educational administration (Zhou Guifeng, 2018). In terms of marriage, except for some young teachers who have just joined the job, most of the teachers are married, which shows that the marriage status of college teachers is good. From the data on whether they have children, most of the married teachers have children. Among the 248 married persons, the number of children with children is as high as 210, which shows that the work of teachers gives people a sense of stability and security. According to the survey results of Chen Ruihan et al. (2020), the current professional recognition of young teachers in colleges and universities is generally high, showing a stable trend.

Data Gathering Instrument - This study mainly used a self-made online questionnaire to collect data and used a 4-level Likert scale for measurement. The questionnaire consists of four parts. The first part is the statement of the questionnaire and the basic information of the respondents: including gender, age, education level, nature of colleges, working years, job categories, working years, and marital status; the second part is Organizational Support measurement; the third part is Organization Fairness measurement; the fourth part is Organizational Citizenship Behavior measurement. The second part of the questionnaire is Organizational Support. In the measurement of Organizational Support, this study mainly refers to the organizational support scale of Ling Wenquan et al. (2006). The research results show that: compared with the western one-dimensional

model, the three-dimensional model in this scale is more in line with the motivational effect of organizational support on employees under the background of Chinese culture. It mainly includes three dimensions of Work support (7 items), value recognition (6 items), and interest concern (7 items), with a total of 20 items.

The third part of the questionnaire is organizational justice. This study draws on the organizational justice scale of Schminke, M., Cropanzano, R., & Rupp, D. E. (2002). To meet the needs of this study, the questions used have been modified to some extent. The organizational justice scale used in this study mainly includes three dimensions: distributive justice, procedural justice, and interactive justice, with a total of 17 items. The fourth part of the questionnaire is organizational citizenship behavior. This study mainly draws on the organizational citizenship behavior scale of Moorman & Blakely (1995) and uses four dimensions of interpersonal help, personal initiative, personal effort, and loyal support to describe the organization. To adapt to the characteristics of the research field, the questions used in this survey have been modified to some extent. The Organizational Citizenship Behavior Scale includes 20 items: Interpersonal Helping (5 items), Personal Initiative (5 items), Personal Effort (5 items), and Loyalty Support (5 items).

Data Gathering Procedure - The instrument was distributed online through the questionnaire star research platform for pre-investigation, online via WeChat and email. The study used not less than 20 respondents for the pre-test. The structure and language expression of the questionnaire was further improved, and Cronbach's α and CR values of each variable were higher than 0.7. Upon retrieval of the data, it was directly export and generate an EXCEL data sheet from the background, to ensure the accuracy of data collection.

Ethical Considerations - The research was based on academic ethics and is transparent to the research process and findings. The questionnaire used was researcher made based on the research of existing scholarly works and studies. During the questionnaire survey, there have been questionnaire reminders to assure the surveyed that the data provided will be kept confidential. If it is shared with others without the respondents' consent, it is an unethical behavior. When designing the questionnaire, the name of the respondents was not involved, and the number 0 was assigned to the missing data or wrong input.

Data Analysis - Weighted mean and rank were used to determine the sense of organizational support in terms of work support, value recognition, and interest concerns; to determine organizational justice from distribution fairness, procedural fairness, and interaction fairness; and to determine organizational citizenship behavior from interpersonal help, personal initiative, personal effort, and loyal support. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Therefore, Spearman rho was used as part of the non-parametric tests to determine the significant relationship. All analyses were performed using SPSS version 28.

3. Results and Discussion

Table 1

Identified the Perceived Organizational Support

Key Result Areas	Composite Mean	VI	Rank
Work Support	3.05	Agree	1
Value Recognition	2.98	Agree	3
Interest Concerns	3.01	Agree	2
Grand Composite Mean	3.01	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 presents the summary evaluation of Organizational Support, the comprehensive mean value is 3.01, indicating the high consistency of Work Support, Value Recognition, and Interest Concerns. Among them, the Composite Mean of Work Support ranks first, indicating the importance of work support in organizational support. Job support is often considered to be one of the most important forms of organizational support because it directly affects the ability of employees to perform their jobs effectively and achieve desired results.

University job support plays a vital role in supporting faculty in their teaching, research, and service responsibilities. Providing comprehensive work support helps to create an atmosphere where teachers feel valued and supported by the organization, which increases teacher satisfaction and work motivation. At this time, teachers will be willing to make more contributions to the overall success of the organization. Lin Xiaojiao (2022) pointed out that in management practice, to enhance the development motivation of college teachers, the most important thing is to meet their competence needs.

The Composite Mean of Interest Concerns ranks second, indicating that the necessary interest support of college teachers can ensure that they have the necessary resources, which helps teachers feel the support of the organization, improves their job satisfaction and sense of accomplishment, and further helps the organization to create a positive work environment and a supportive culture that enhances the well-being and motivation of the entire faculty. Participation in conferences, refresher classes, seminars, and other interest supports can provide more opportunities for the professional development and growth of college teachers, which can not only improve their skills and professional knowledge but also enhance the overall academic capabilities of colleges and universities. By providing opportunities for self-determination of career development direction, etc., you can experience the control and fun of your behavior, and you are more willing to learn relevant knowledge for your development and completion of work.

Although Value Recognition ranks third, its comprehensive average value is as high as 2.98, which shows that the importance of Value Recognition in organizational support indicators is relatively high. When the value and contribution of university teachers are recognized and appreciated, teachers can fully feel the support of the organization, thereby improving their enthusiasm and job satisfaction. When teachers feel valued and their contributions are recognized, they are more willing to continue to contribute to the organization and enhance organizational loyalty, which helps to retain experienced and highly skilled teachers and reduces recruitment and recruitment due to turnover. Zheng Wenquan et al. (2010) found that the sense of organizational support will have a direct impact on job performance. Patrick et al. (2007) showed that organizational support factors can stimulate the sense of self-determination after meeting the basic psychological needs of individuals, and promote them to persist in a certain activity for a long time. The improvement of employees' creativity and innovation performance, job satisfaction, and reduce turnover intention, negatively affect emotional exhaustion and low sense of accomplishment in job burnout (Zhan Xiaohui & Li Qun. 2020), and these activities will promote employees to feel organizational support.

Table 2

Determine the Organizational Justice

Key Result Areas	Composite Mean	VI	Rank
Distribution Fairness	3.03	Agree	3
Procedural Fairness	3.04	Agree	1.5
Interaction Fairness	3.04	Agree	1.5
Grand Composite Mean	3.04	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 presents the summary evaluation of Organizational Justice. The comprehensive mean value is 3.04, and the differences among the three indicators are very small, indicating the high consistency of Distribution Fairness, Procedural Fairness, and Interaction Fairness. Among them, the weighted average of Procedural Fairness ranks first, indicating the importance of Procedural Fairness in Organizational Justice. Procedural fairness refers to the fairness of processes and procedures used for decision-making. It emphasizes the importance of fairness in the way decisions are made, rather than focusing solely on outcomes. When the procedures used by colleges and universities are perceived to be fair, it enhances the perception of overall fairness and organizational justice among faculty, staff, and other stakeholders.

Procedural fairness also promotes teachers' trust and confidence in the decision-making process of colleges and universities. Xu Dandan's (2019) study also found that procedural fairness has a significant impact on the

political trust of the public, which verifies this point. When teachers perceive these processes to be fair and transparent, they develop confidence that their interests and concerns are considered. Trust in the process reduces skepticism, cynicism, and resistance to decision-making. When organizational decision-making follows a fair and consistent process, individuals have a clear understanding of how decisions will be made and what factors will be considered, and this consistency reduces perceptions of arbitrariness, bias, or favoritism in the operation of the process.

The weighted average of "Interaction Fairness" is 3.04, and it also has a great impact on organizational fairness. Teacher interaction fairness can allow teachers to be respected and treated fairly in the decision-making process of colleges and universities. When faculty and staff are respected, their expertise and contributions are valued, creating a positive and supportive work environment. Interactional justice plays a key role in building trust and confidence in the decision-making process of institutions and will increase the trust of teachers in institutions and administrators when teachers have the opportunity to express their opinions, concerns, and suggestions, thereby improving the quality of decision-making, and cultivate the sense of ownership and participation of college teachers. By maintaining interactional fairness, colleges, and universities can create a positive work environment that further enhances organizational justice. Although "Distribution Fairness" ranks third, its comprehensive average value is as high as 3.03, which shows that the importance of Distribution Fairness in the Organizational Justice indicator is relatively high. Distributive justice refers to the fair and just distribution of resources, rewards, and opportunities among teachers. At present, the academic circle generally agrees that the sense of organizational justice includes three types: distributive justice, procedural fairness, and interactive justice (Wang Xinyan, 2009).

Table 3

Identify the Organizational Citizenship Behaviors

Key Result Areas	Composite Mean	VI	Rank
Interpersonal Help	3.08	Agree	4
Personal Initiative	3.12	Agree	2.5
Personal Effort	3.13	Agree	1
Loyal Support	3.12	Agree	2.5
Grand Composite Mean	3.11	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 presents the summary assessment of Organizational Citizenship Behavior. The comprehensive mean value is 3.11. It can also be seen from the table that "Interpersonal Help (3.08)", "Personal Initiative (3.12)", "Personal Effort (3.13)" and "Loyal Support (3.12)" have high consistency. Among them, the weighted average of "Personal Effort" ranks first, indicating the importance of Personal Effort in Organizational Citizenship Behavior. The individual effort reflects the willingness of University faculty to devote their time, energy, and resources to activities that benefit the organization, demonstrating their commitment and dedication. When teachers are willing to take the initiative to find opportunities to contribute to the organization outside the scope of their job responsibilities, such as voluntarily taking on additional tasks, it will directly help the school improve teaching quality, enhance the student experience, and improve the school's reputation.

"Personal Initiative" ranks second, with a weighted average of 3.12. This shows that "Personal Initiative" has a greater impact on "Organizational Citizenship Behavior". A teacher with strong personal initiative will not passively wait for instructions, but will actively discover problems in the organization, try to find solutions, and actively make his contribution to improving organizational effectiveness. Individual initiative is not limited to individual efforts but extends to the entire team, creating a positive and productive work environment as teachers proactively seek out collaborations with colleagues, administrators, and other stakeholders. Therefore, the personal initiative of university teachers is a positive reflection of organizational citizenship behavior.

"Loyal Support" also ranks second, with a weighted average of 3.12. This shows that "Loyal Support" has a relatively large impact on "Organizational Citizenship Behavior". Loyal support implies a high level of

organizational commitment by university faculty. When teachers are committed to their organizations, they are more likely to engage in behaviors that benefit the organization, even beyond their formal job requirements, to align their own goals and values with those of the institution, and to actively contribute to the achievement of organizational goals. When teachers are loyal, they also demonstrate reliability, integrity, and a willingness to support colleagues and the institution. This willingness strengthens cooperation among faculty, administrators, and staff, which is essential for effective teamwork, problem-solving, and achievement of shared goals. very important. At the same time, this loyal attitude can also help improve engagement, motivation, and overall job satisfaction, thereby increasing productivity. To sum up, all the phenomena show positive organizational citizenship behavior.

Although "Interpersonal Help" ranks fourth, its comprehensive average value is as high as 3.08, which shows that "Interpersonal Help" is relatively important in the "Organizational Citizenship Behavior" indicator. Interpersonal help helps create a supportive work environment within an organization. It fosters a sense of camaraderie, collaboration, and teamwork when university faculty offer help and support to their colleagues. This supportive environment increases job satisfaction, reduces stress, and promotes overall staff well-being. Collaborative problem-solving, knowledge, and resource sharing, and mutual support also enable faculty to perform their duties more effectively, thereby improving Outcomes of teaching, research, and service. When teachers provide help and support to colleagues, it promotes positive relationships based on trust, respect, and cooperation. Positive working relationships contribute to a harmonious and enjoyable work environment where individuals feel valued, supported, and motivated, which is a win-win for both the teacher and the organization. To sum up, all the phenomena indicate that "Interpersonal Help" exhibits positive organizational citizenship behavior.

Table 4

Relationship Among Organizational Support, Organizational Justice, and Organizational Citizenship Behavior

Paired Variables	rho-value	p-value	Interpretation
Organizational Support & Organizational Justice	0.839**	0.000	Highly Significant
Organizational Support & Organizational Citizenship Behavior	0.777**	0.000	Highly Significant
Organizational Justice & Organizational Citizenship Behavior	0.829**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

As seen in the table, the computed rho-value of 0.839 indicates a very strong direct relationship between organizational support and organizational justice and shows a statistically significant relationship since the obtained p-value was less than 0.01. University organizational support involves the allocation of resources, such as funding, facilities, and professional development opportunities, to support the work of staff. When employees feel that the organization provides adequate resources and support, this contributes to their perception of distributive justice. They believe in a fair distribution of resources, ensuring that everyone has the necessary tools and opportunities to do their jobs effectively. Organizational support also affects procedural fairness, which is related to the fairness of decision-making processes within an organization. When institutions demonstrate organizational support, they are more likely to involve staff in decision-making, provide clear and transparent communication on policies and procedures, and consider staff input in organizational matters. These practices enhance employees' perceptions of procedural fairness, as they perceive decisions and processes to be fair, inclusive, and participatory.

University organizational support also affects interactional justice, which refers to fairness and respect in interpersonal interactions within an organization. When a university demonstrates support for an employee, it often involves respectful and supportive interactions between the employee and a supervisor or colleague. This positive treatment enhances employees' perceptions of fairness in interactions, as they feel valued, respected, and treated with dignity by the organization. University organizations support building trust among employees, which in turn influences their perception of organizational fairness. Trust in the organization and its leaders is enhanced when employees feel that the organization supports them, values their contributions, and provides

resources and opportunities. This trust, in turn, positively influences employees' perceptions of fairness, as they perceive decisions and actions to be guided by fairness and integrity.

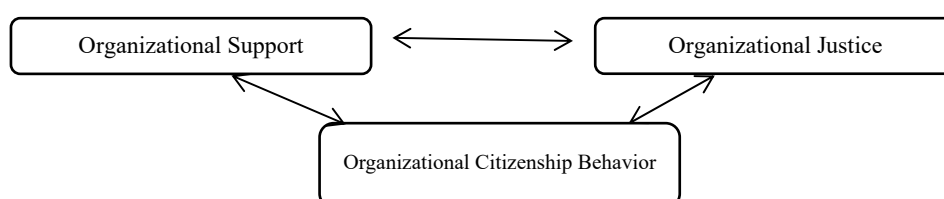
Zi Zhenchao (2021) believes that organizational justice can positively regulate the impact of organizational support on employee innovation behavior. Wang Xingyu (2020) found through research that organizational justice and its dimensions of procedural justice and interactive justice have a positive impact on organizational support. Qin Xiaoqiu (2019) found that there is also a significant positive correlation between the sense of organizational justice and the sense of organizational support of civil servants in the high-tech zone of N City. The research of the above scholars has fully verified the analysis of this paper, and there is a significant positive relationship between organizational support and organizational justice. While the computed rho-value of 0.777 indicates a strong direct relationship between organizational support and organizational citizenship behavior and shows a statistically significant relationship since the obtained p-value was less than 0.01.

The support of university organizations helps teachers improve their sense of commitment and loyalty to the institution. When teachers feel the support of the organization, they will have a strong sense of identity and attachment to the university. This kind of commitment and loyalty increases their participation. Willingness to act in favor of the entire organization (including OCB). Employees are more likely to exhibit OCB when they feel supported by the organization, such as helping co-workers, participating in organizational programs, and promoting a positive work environment. This behavior reinforces organizational justice because employees experience fairness and reciprocity in their interactions with the organization.

Tian Xizhou (2010) found that employees' proactive absenteeism will be significantly reduced because of a high level of organizational support, and employees' counterproductive behavior can also be affected by a high level of organizational support. The sense of support is reduced (Ge Xiao, 2019). The above research results have fully verified the significant relationship between organizational support and organizational citizenship behaviors. Lastly, the computed rho-value of 0.829 indicates a very strong direct relationship between organizational justice and organizational citizenship behavior and shows a statistically significant relationship since the obtained p-value was less than 0.01. When faculty feel that their institutions are treating them fairly, it strengthens their sense of justice and fairness. This perception creates a positive work environment and fosters a sense of reciprocity and commitment among employees, which in turn increases their willingness to participate in OCB.

Organizational justice also enhances trust in the organization and its leadership, and trust is a key factor in promoting OCB because employees who trust their organization will be more likely to demonstrate positive behavior beyond their formal job requirements and will be more loyal to the organization, Willingness to invest energy and time in support of the organization, demonstrating positive organizational citizenship behavior. Sun Dongshan. (2020) believes that organizational justice can improve the cognitive level and behavior quality of members, and improve the relationship between members and the organization. Chi Jingming, He Zhicheng & Chen Xiaoguang (2021) also found that the sense of organizational justice has a positive impact on the organizational citizenship behavior of university teachers. The above research is consistent with the analysis results of this paper.

Figure 1. The relationship among organizational support, organizational justice, and organizational citizenship behavior in applied colleges and universities in Anhui Province



It can be seen from Figure 1 that there is a significant positive correlation between organizational support and organizational justice in application-oriented universities in Anhui Province, and there is a significant positive correlation between organizational support and organizational justice and organizational citizenship behavior. Generally speaking, organizational support in colleges and universities is often related to fair treatment and decision-making processes. Universities that actively adopt organizational support will give priority to implementing fair policies, procedures, and practices. Only when employees feel fair in the process of being supported by the organization will they be more likely to perceive the organization as supportive? When employees feel highly supported by the organization, they are more likely to feel valued and appreciated, and this sense of support fosters positive attitudes and behaviors that have a positive impact on organizational citizenship behavior. Through this research, it can be found that organizational justice involves three main components: distributive justice (perceived fairness of outcomes or rewards), procedural justice (perceived fairness of procedures used to determine outcomes), and interactional justice (perceived fairness of interpersonal treatment). fairness). When employees perceive fairness in these aspects, they are more likely to have a positive attitude towards the organization and higher job satisfaction, which will also lead to positive organizational citizenship behavior.

The school's scientific research office and academic affairs office may provide teachers with more opportunities for growth and development. For example, provide financial support to participate in academic conferences, various professional training, advanced studies, etc. Encourage department heads and provide teachers with skills guidance and emotional support to foster a sense of trust and well-being. The School Personnel Office may provide teachers with flexible work arrangements. For example, telecommuting or flexible working hours to promote their work-life balance, improve the quality of life and work, but also show trust and respect for teachers' needs in colleges and universities.

The school affairs office may allow teachers to participate in the decision-making process of universities and solicit opinions on an open and transparent basis, especially for measures closely related to themselves. For example, through regular team meetings, online message boards, etc. to solve specific problems or projects. This will enhance teachers' sense of organizational justice, thereby promoting organizational support and increasing teachers' commitment to colleges and universities. School personnel and teaching management departments may establish open and transparent performance evaluation and job (title) promotion channels, and conduct performance interviews and performance feedback promptly to promote organizational fairness, thereby increasing teachers' trust in colleges and universities, and then generating positive organizational civic behavior.

4. Conclusions and Recommendations

Respondents agreed on the organizational support being given to them in terms of job support, value identification, and interest concerns. Agreed also, on the organizational justice of Anhui application-oriented colleges and universities in terms of distribution fairness, procedural fairness, and interactive fairness. Similarly on the identified organizational citizenship behavior in Anhui application-oriented colleges and universities in terms of interpersonal help, personal initiative, personal effort, and loyal support. There is a significant positive correlation between organizational support and organizational justice and organizational citizenship in application-oriented universities in Anhui Province. Thus, a framework was developed for organizational management.

The school affairs office may set up special awards to reward teachers who consistently demonstrate positive organizational citizenship behavior. While the school's scientific research office and academic affairs office may provide teachers with more opportunities for growth and development. Moreover, the School Personnel Office may provide teachers with flexible work arrangements then, the school affairs offices may involve faculty in the college decision-making process. Lastly, the school personnel and teaching management departments may establish open and transparent performance evaluation and job (title) promotion channels. On the other hand, the framework output from this study can be used as a tool for application-oriented universities to

improve employee performance. Finally, the future researchers can analyze the impact of university organizational culture, university organizational social responsibility, and university organizational commitment to improving the performance of university employees.

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