

Professional competency, professional identity, perceived organizational support of college teacher: Input to effective career management framework

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Abstract

With the increasing importance of technology, education and science, coupled with the competition for talents, human capital has become the most important capital for future social development. Vigorously improving the level of higher vocational education has become a major part of the test of comprehensive national power. And this requires that higher vocational education must have a high level of college teachers to provide a fundamental guarantee for the development of higher vocational education. This study aimed to assess professional competency, professional identity, perceived organizational support of college teachers and will be the basis in developing effective career management framework. This study adopted descriptive correlation method to investigate the relationship between the variables, through the form of questionnaire, distributing and collecting the questionnaires to the respondents, and getting the relevant information and data of the respondents. The respondents were college teachers from five higher vocational colleges in Guizhou Province, totaling 456 people. The statistical software of SPSS version 28 was used for data processing, and a series of statistical methods such as Pearson's correlation coefficient method, one-way ANOVA, and independent samples t-test were used to analyze and interpret the variables and data, which further proved the relationship between professional competency, professional identity, and perceived organizational support. The results of the study showed that there is a highly significant relationship between professional competency, professional identity and perceived job support. Professional knowledge, personal traits, and professional attitudes all have a positive impact on professional competency, with professional knowledge having the greatest impact on professional competency, followed by professional attitudes and personal traits, and the differences between these three factors are not too great. For professional identity, work motivation, self-efficacy, and professional commitment all have a significant impact on professional identity. The greatest influence was on work motivation, followed by professional commitment, and the least influence was on self-efficacy. Job support, leadership, and organizational fairness influence perceived organizational support from different aspects of the three dimensions. Leadership and job support were the most influential factors followed

by organizational fairness. An effective career management framework is proposed to improve professional competency, professional identity, and perceived job support among college teachers in Guizhou Province. perceived organizational support playing a mediating role between professional competency and professional identity and the influence of organizational support and professional identity on college teachers' professional competency follows the logical assumption of "organizational support-identity-competency". Organizations should pay attention to the dual construction of perceived organizational support and professional identity to maximize college teachers' professional competency and build a good career management system.

Keywords: professional competency, professional identity, perceived organizational support, career management framework

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1. Introduction

With the increasing importance of technology, education and science, coupled with the competition for talents, human capital has become the most important capital for future social development. Vigorously upgrading the level of higher vocational education has also become a major part of the test of comprehensive national power. Higher vocational education makes up for the deficiency of monotonous subject structure in general higher education, and promotes the popularized of general higher education, the diversification of the main body of schooling, and the diversified development of cultivating talents. Moreover, higher vocational education highlights the practicality, applicability and operability, service-oriented, employment-oriented, and more prominent in the cultivation of applied and skilled talents, and the students cultivated provide human and intellectual support for economic and social development. This requires that higher vocational education must have a high level of college teachers to provide a fundamental guarantee for the development of higher vocational education.

College teachers in China are composed of teachers engaged in subject education, secondary school teachers and worker masters, and the overall professionalization level of teachers is still relatively low, with survey data showing that 66.6% of the college teachers have directly stepped onto the podium after graduating from school, and the proportion is even as high as 96% in some schools. The majority of college teachers are retired teachers and fresh graduates, and there is a lack of backbone teachers and professional teaching leaders with practical work experience and skills. It can be seen that the existing level of college teachers is unable to meet the demands of higher vocational education on its teachers, and has become an outstanding obstacle restricting the development and innovation of higher vocational education. Therefore, this study attempted to explore the beneficial paths of college teachers' professional competency, professional identity, perceived organizational support and college teachers' professional growth from the perspective of career management in human resource management, so as to promote the quality improvement and development of higher vocational education.

With the development of pedagogical reform, professional competence has gradually shifted from the field of business management to the field of education. The earliest research object of competency in the field of education is the study of educational learning theory, followed by the transition to the study of teacher and educational administrator competency and its application. Scholars' research on the professional competence of college teachers is mainly conducted from the aspects of model construction, research methodology, and research object.

Cao (2018) pointed out that professional competency of college teachers is a complex concept, and existing researchers have shown that the model of competency of college teachers have different forms of structural dimensions, such as three dimensions, four dimensions, five dimensions, six dimensions, seven dimensions, and ten dimensions. For example, Chen, et. al., (2018), in their study constructed a competency model for graduate students. According to them, the competency of graduate students mainly includes six dimensions such as self-management, research ability, attitude, etc. And Liu (2018) established a competency model with seven dimensions, including professional knowledge, teaching and research ability, personal attributes, service ability, teacher's ethical characteristics, political literacy, and managerial ability, through interviews with college teachers, administrators, and current students from the three dimensions' perspectives etc. However, studies on the aspect of teacher competency model generally agree that teachers must have extremely high professional knowledge ability as well as high teaching level and literacy, and must also have certain scientific research ability and certain professionalism. (Shao, 2019)

Zhao et. al. (2020) used key event interview method to collect data and constructed a four-dimensional model of college and university teachers' competency in smart learning environment. Based on the model, they proposed that college teacher competency should be improved by changing concepts, clarifying needs, forming teams and improving assessment incentives in the smart learning environment. Huang (2020) constructed a three-dimensional model of college entrepreneurship teacher competency through a survey and research on innovation and entrepreneurship education teachers in colleges and universities. He believes that university entrepreneurship teacher competence should contain three dimensions, including entrepreneurial skills competence, traditional academic competence and entrepreneurial attitude competence. Based on the model, he proposes to improve the competence of entrepreneurship education teachers in colleges and universities by strengthening learning and training, focusing on enhancing entrepreneurial skills, and setting up entrepreneurial models.

The subject of research on the professional competency of college teachers covers a wide range of school types, professional directions and emerging educational fields. In terms of school types, it involves research universities, vocational and technical colleges, privately-run colleges and universities, etc. He (2018) conducted a large-scale empirical study on teacher teaching competency in 13 colleges and universities in Jiangxi Province, including Jiangxi University of Finance and Economics, Jing Gangshan University, Gannan Normal University, Nanchang University, and East China University of Science and Technology. Meanwhile, Chang (2021) conducted an in-depth study on teacher competency in Civic and Political Science courses in colleges and universities, and constructed a model for Civic and Political Science course teachers. in-depth study and constructed the Civics and Political Science Teacher Competency Model.

Objectives of the Study - This study aimed to assess professional competency, professional identity, perceived organizational support of college teacher and became the basis in developing effective career management framework. Specifically, it aimed to determine the professional competency in terms of professional knowledge, personal traits and professional attitude; described the professional Identity in terms of professional commitment, self- efficacy and work motivation; determine the perceived organizational Support in terms of job support, leadership and organizational fairness; test the relationships among competency, professional Identity, perceived organizational support of college teacher and develop a framework for effective career management of college teacher in Guizhou province.

2. Methods

Research Design - In this study, descriptive correlation method was used to investigate the relationship between variables. Descriptive research method is a common research method that can be used to collect data and give conclusions. It involves describing the situation by observing objective facts and phenomena to provide a full and accurate explanation of the results. The researcher distributed and collected the questionnaires from the respondents to get the information and data about the respondents. A descriptive study was conducted to arrive at the relationship between the three variables of professional competence, career perception, and sense of organizational support.

Participants of the Study - In this study, 456 Chinese college teachers of selected colleges in Guizhou province participated in the survey, and this study purposively chose Zunyi Vocational and Technical College, Guizhou Aerospace Vocational and Technical College, and Zunyi Medical And Pharmaceutical College, Guizhou Vocational and Technical College and Guiyang Vocational and Technical College in Guizhou province. The respondents was composed of 218 males accounting for 47.81% of the participants and 238 females, or 52.19%, the number of female teachers is slightly higher than that of male teachers, but the overall distribution of the ratio is balanced, which on the one hand can show the reasonableness of the sampling, and on the other hand shows that the gender ratio of college teachers is balanced on the whole.

As to age distribution, most of them falls on the age group between 30 and 40 years old with a frequency of

51.75 while the least are aged over 50 years old and above (7.89%). It shows that the age structure is relatively good, with the age structure showing the characteristics of concentration in the middle and dispersion at both ends. It shows that the sample teachers are mainly young and middle-aged teachers. As to their highest educational attainment, majority obtained bachelor's degree which comprise 49.12 percent of the total sample of the study. This survey data shows that the distribution of teachers' academic qualifications is good, and most of them have bachelor's or master's degree or above, which meets the requirements of the school's teacher recruitment and can adapt to the real development needs of colleges and universities.

In terms of professional qualification, the survey includes 240 primary title, accounting for 52.63%, 183 middle title, accounting for 40.13%, and 22 high title, accounting for 4.82%. From the above data, it can be seen that the distribution of titles of the sample data mainly focuses on assistant professors and lecturers, which is in line with the age and academic structure. Young and middle-aged teachers with bachelor's or master's degree are at the stage of primary title or middle title, and if they want to have higher titles, they need to accumulate more teaching experience and teaching achievements. Reason for choosing the study of college teachers is that there are more existing studies on university teachers and fewer studies on college teachers. Studying college teachers from the perspective of career management is more conducive to the development of vocational education and the school's nurturing role, and to the growth of college teachers.

Instruments of the Study - The questionnaire and literature research methods were used to construct the questionnaire used in this study by combining the results of questionnaires from Liu (2018), Ye (2020), Ling (2006) and Mo (2021). The questionnaire was divided into two parts, the first part was the basic information of the participants, including age, gender, teaching experience, title, education, salary and so on. The second part was data collection, statistics and analysis from three dimensions: professional competency, career perception, and sense of organizational support. Three variables were assessed from nine dimensions. Professional competency consisted of three dimensions, namely professional knowledge (6 items) with Cronbach alpha of 0.919, personal characteristics (6 items) with Cronbach alpha of 0.888, and professional attitudes (6 items) with Cronbach alpha of 0.959. Evaluates the professional Identity from the professional commitment (6 items) with Cronbach alpha of 0.849, self- efficacy (6 items) with Cronbach alpha of 0.899 and work motivation (6 items) with Cronbach alpha of 0.893. Describe perceived organizational support from job support commitment (6 items) with Cronbach alpha of 0.975, leadership (6 items) with Cronbach alpha of 0.981 and organizational fairness (6 items) with Cronbach alpha of 0.972, having a total of 54 items. The researcher obtained the data through an online survey.

According to Likert's four-point scale design, the higher the score, the higher the degree of agreement; conversely, the lower the score, the lower the degree of agreement." 1" means strongly disagree, identified by "SD", "2" means disagreeing with identified by "D", "3" means agreement, identified by "A", and "4" means strong agreement, identified by "SA". Good reliability and validity of questionnaire measurement is the basis and premise of empirical analysis, according to which the results of data analysis have more research value and significance. Reliability is the measurement of the reliability of each index of the questionnaire and the credibility of the measurement data. alpha reliability coefficient method is the most used reliability coefficient at present, and it is generally believed that the reliability coefficient of the total scale should be above 0.8, and if it is lower than 0.6, then the questionnaire's reliability will be questioned, which means that the higher the coefficient of the reliability coefficient is, the higher the credibility is. In this study, Cronbach's alpha was used to test the reliability, and the results of the questionnaire reliability test are as follows :

According to the table, it can be seen that Cronbach's alpha coefficients are all above 0.8. Among them, the coefficients of five aspects, including professional knowledge, professional attitude, job support, leadership, and organizational fairness, are all greater than 0.9. The conclusion is "excellent". The coefficients of Personal Characteristics, Professional Commitment, Self-efficacy, and Work Motivation are all greater than 0.8, and the conclusion is "good". The maximum coefficient is 0.981 and the minimum coefficient is 0.888, which indicates that the reliability and quality of the questionnaire is very high and it is suitable for data investigation and

collection.

Table 1

Summary of reliability analysis of Professional Competency, Professional Identity and Perceived Organizational Support.

Reliability Results			
Variables	No. of Items	α value	Interpretation
Professional Competency			
Professional Knowledge	6	0.919	Excellent
Personal Traits	6	0.888	Good
Professional Attitude	6	0.959	Excellent
Overall	18	0.913	Excellent
Professional Identity			
Professional Commitment	6	0.849	Good
Self-Efficacy	6	0.899	Good
Work Motivation	6	0.893	Good
Overall	18	0.924	Excellent
Organizational Support			
Job Support	6	0.975	Excellent
Leadership	6	0.981	Excellent
Organizational Fairness	6	0.972	Excellent
Overall	18	0.983	Excellent

Legend > 0.9

=Excellent; >0.8=Good;>0.7=Acceptable;>0.6=Questionable;>0.5=Poor;<0.5=Unacceptable

Data Gathering Procedure - The literature used in this study are published papers, monographs, and books, which provide support for the reliability of the dissertation; the use of the platform provided by the Questionnaire Star website, which distributes and recovers the questionnaire online, saves costs and allows for relevant analysis of the data collected by the questionnaire. The questionnaire was designed to address effective career management of college teachers, involving three aspects of professional competency, professional identity, and perceived organizational support; therefore, five colleges were selected to participate in the survey, including Zunyi Vocational and Technical College, Guizhou Aerospace Vocational and Technical College, and Zunyi Medical And Pharmaceutical College and so on. The researchers contacted the persons in charge of the human resources department in each of the higher vocational colleges before the study began. These persons in charge were responsible for distributing the questionnaires to the teachers of the colleges. Teachers voluntarily filled in the questionnaire and submitted it according to the questions in the questionnaire, and the data were collected and retrieved centrally by the researcher. From July 26, 2023 to August 25, 2023 a total of 456 questionnaires were collected. Valid questionnaires were 456 with 100% validity rate.

Data Analysis - Weighted mean and rank were used to determine the professional competency in terms of professional knowledge, personal traits and professional attitude; to describe the professional Identity in terms of professional commitment, self- efficacy and work motivation; and to determine the Perceived Organizational Support in terms of job support, leadership and Organizational fairness. 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.

Ethical Considerations - Before proceeding with data collection, the researcher considered ethical considerations such as informed consent, information disclosure and over-collection. Firstly, the purpose of the study was clearly explained to the questionnaire fillers in a prominent place in the questionnaire and that the survey was for academic research only and that they had the full right to refuse to participate or not to answer the questions that made it difficult for them to answer to ensure the quality and completeness of the questionnaire

recovery. Secondly, questionnaire fillers filled out the questionnaire online in an anonymous way without writing down their names or personal identification in the questionnaire, which guaranteed the anonymity and confidentiality of the questionnaire fillers. Thirdly, all information of the questionnaire fillers is kept strictly confidential, no video or audio recording will be made, and the findings of the questionnaire will only be used for the study of the problem without excessive data collection and analysis.

3. Results and discussions

Table 2

Summary Table on Professional Competency

Key Result Areas	Composite Mean	VI	Rank
Professional Knowledge	3.12	Agree	1
Personal Traits	3.08	Agree	3
Professional Attitude	3.09	Agree	2
Grand Composite Mean	3.10	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 is the summary of professional competency. It can be clearly seen that the scores of the three sub variables in Professional Competency are not very different, with Professional Knowledge scoring 3.12, Professional Attitude scoring 3.09, and Personal Traits scoring 3.08. The mean value of the index is 3.10. It shows that these three aspects are appropriate to interpret the relevant indicators of Professional Competency.

The professional competence of college teachers is a kind of dynamic development ability, which is an important factor in the personal professional development, school management and career management of college teachers. The construction of a professional competency model for college teachers can help establish a scientific performance appraisal and evaluation system for college teachers. As Hao (2022) points out, for teachers whose performance is not satisfactory, they can be assisted to improve their performance through training or coaching according to the appraisal standards and the competency model, so as to improve the quality of the teaching force in colleges. For individual teachers of colleges, they can understand their own competency status and the need for improvement based on the evaluation feedback, define their own work requirements and endeavor direction, closely integrate their own development with the development of the school and the industry, and formulate a career development plan that meets their own needs.

There are many professional competency characteristics of college teachers, and Liu (2018) collected a total of 96 competency characteristics of college teachers in Xinjiang by using the literature method to collect competency characteristics of college teachers and interviews with teachers, administrators, and current college students in five colleges and universities in Xinjiang. Through the frequency of competency characteristics, merging similar items, deleting unimportant items, etc., it was finally determined that teachers in Xinjiang colleges and universities have 50 competency characteristics. Among them, professional knowledge, personal traits, and professional attitude accounted for 10%, 11%, and 10% of the competency factors, respectively.

Summarized in Table 3 is the result of the level of the respondents' assessment on professional identity. The composite mean of 3.11 reveals that the respondents' level of professional identity was moderately evident where Work Motivation topped the list (3.16). Though assessed positively, commitment and self-efficacy obtained the lower mean value and rated the least.

Table 3*Summary Table on Professional Identity*

Key Result Areas	Composite Mean	VI	Rank
Professional Commitment	3.12	Agree	2
Self-efficacy	3.06	Agree	3
Work Motivation	3.16	Agree	1
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

College teachers' professional identity is influenced by two main factors: individual factors and school factors. Individual factors of senior teachers are self-efficacy, work motivation, and school factors are professional commitment. Reflected in the school are organizational commitment to provide teachers with a good working environment, appropriate work assignments, effective performance appraisal, guaranteed welfare benefits, and professional training and growth. Reflected in the teachers' behavior, that is, teachers have higher job satisfaction and happiness, clear role orientation, stronger sense of professional belonging, emotional commitment to the profession, cherish the work, take the teaching profession as a platform for them to realize the value of their life, they take the initiative to devote themselves to their work to achieve their professional goals, are willing to dedicate themselves to the teaching position, and show a positive professional identity to the profession.

Table 4*Summary Table on Perceived Organizational Support*

Key Result Areas	Composite Mean	VI	Rank
Leadership	3.16	Agree	2
Organizational Fairness	3.03	Agree	3
Job Support	3.17	Agree	1
Grand Composite Mean	3.12	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 4 is the summary of Perceived Organizational Support. It explained the relevant indicators of Perceived Organizational Support from three aspects: Job Support, Leadership, Organizational Fairness. The mean value of the index is 3.12. And the lowest average value is also 3.03.

According to the analysis of the data in Table 5.4, the respondents believe that the perceived organizational support is an important factor that influences the job commitment of college teachers. The three dimensions of job support, leadership and organizational fairness all influence the perceived organizational support in different ways. Therefore, the score of job support is 3.17, ranking first. Leadership ranked second with a comprehensive score of 3.16, with a difference of only 0.01. It shows that the respondents believe that humanized management is an important manifestation of job support. As Zhang (2019) declared humanized management should be implemented for senior teachers, giving senior teachers full trust, giving senior teachers full freedom of work without affecting their work, providing college teachers with low qualifications with the opportunity to upgrade their qualifications, and enriching the channels of professional counterparts' training, which are also the manifestations of job support for college teachers.

Leadership is also an important indicator. To build a supportive leadership team, the training of the leadership team should be infused with the concept of humanistic care. (Zhan, 2019) pointed out that leaders are at the core of the team, have the role of role model and exemplary, and good training of the leadership team is conducive to the team building of higher vocational teachers. The results of the research show that the concern of superior leaders directly affects the perception of organizational support of higher vocational teachers, and the understanding, care and consideration of leaders can make higher vocational teachers feel the warmth from the

organization and thus enhance the perceived organizational support.

Table 5
Relationship Between Professional Competency and Professional Identity

Variables	rho	p-value	Interpretation
Professional Knowledge			
Professional Commitment	0.207**	0.000	Highly Significant
Self-efficacy	0.214**	0.000	Highly Significant
Work Motivation	0.283**	0.000	Highly Significant
Personal Traits			
Professional Commitment	0.318**	0.000	Highly Significant
Self-efficacy	0.213**	0.000	Highly Significant
Work Motivation	0.252**	0.000	Highly Significant
Professional Attitude			
Professional Commitment	0.178**	0.000	Highly Significant
Self-efficacy	0.310**	0.000	Highly Significant
Work Motivation	0.212**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

Table 5 displays the association between professional competency and professional identity. It was observed that the obtained rho-values indicates a direct correlation and the resulted p-values were less than 0.01 alpha level. It should be noted that while the correlation values are on a weak level, the strength of the relationship between the variables proved to be highly significant. Professional competency and professional identity interact with each other. Wang (2020) revealed that social identity theory states that individuals have a desire to build and maintain a positive self-image, and strong work competency contributes to the formation of self-professional identity, and empirical research has also proved that the development of professional identity of teachers can be promoted by influencing their competency. Social identity theory suggests that professional identity determines an individual's basic attitude toward the profession and his or her feelings about the profession, as well as the degree of his or her professional development.

There is a significant positive correlation between college teachers' professional identity and competency. Yu.et.al (2019) claimed that there is a correlation between the level of college teachers' professional identity and the level of college teachers' competency, i.e., the level of college teachers' professional identity affects the level of college teachers' competency, and the level of college teachers' competency also affects the level of college teachers' professional identity. Table 6 presents the association between professional competency and perceived organizational support. It was observed that the obtained rho-values indicates a direct correlation and the resulted p-values were less than 0.01alpha level. This suggests that a significant relationship was found and implies that the better the perceived organizational support, the better the professional competency.

Table 6
Relationship Between Professional Competency and Organizational Support

Variables	rho	p-value	Interpretation
Professional Knowledge			
Leadership	0.220**	0.000	Highly Significant
Organizational Fairness	0.205**	0.000	Highly Significant
Job Support	0.220**	0.000	Highly Significant
Personal Traits			
Leadership	0.233**	0.000	Highly Significant
Organizational Fairness	0.225**	0.000	Highly Significant
Job Support	0.233**	0.000	Highly Significant
Professional Attitude			
Leadership	0.173**	0.000	Highly Significant
Organizational Fairness	0.228**	0.000	Highly Significant
Job Support	0.173**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

College teachers' professional competency is significantly and positively correlated with college teachers' perceived organizational support, and the higher the perceived organizational support, the higher the level of professional competency. The material and emotional support provided by the school can effectively promote teachers' teaching quality and professional pride, and also help them to optimize the interpersonal system, which can promote the improvement of their competence. Zhou (2022) found that teachers with a strong perceived organizational support will actively tend to work in a positive state, create a good mood and motivation, and utilize their personal excellence to build a harmonious interpersonal relationship circle and create a good working atmosphere. They also utilize their outstanding personal qualities to establish a harmonious interpersonal relationship circle, create a good working atmosphere, learn and innovate continuously, and promote the comprehensive development of their own abilities.

Perceived organizational support is a positive predictor of professional competency. Qin.et.al.(2021) in the results of the study showed that perceived organizational support was a positive predictor of kindergarten teachers' competency in integrated education, controlling for age and teaching age variables. This result verified the research hypothesis 1, indicating that sense of organizational support is closely related to IE competence, and the higher the sense of organizational support, the higher the teachers' IE competence. According to the social exchange theory and the principle of reciprocity, employees feel better supported when the organization is humanized. If the management of the inclusive kindergarten gives more organizational support to the teachers, the teachers will be willing to give more responsibilities and positive attitudes in return to the kindergarten in order to establish reciprocal feelings between the teachers and the kindergarten. The perceived organizational support is a source that triggers teachers to show high levels of performance, which leads to more competent behaviors in inclusive education.

Table 7
Relationship Between Professional Identity and Organizational Support

Variables	rho	p-value	Interpretation
Professional Commitment			
Leadership	0.229**	0.000	Highly Significant
Organizational Fairness	0.205**	0.000	Highly Significant
Job Support	0.229**	0.000	Highly Significant
Self-efficacy			
Leadership	0.190**	0.000	Highly Significant
Organizational Fairness	0.308**	0.000	Highly Significant
Job Support	0.190**	0.000	Highly Significant
Work Motivation			
Leadership	0.212**	0.000	Highly Significant
Organizational Fairness	0.219**	0.000	Highly Significant
Job Support	0.212**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

Table 7 shows the association between professional identity and perceived organizational support. While the obtained rho-values indicate a direct correlation, the strength of the correlation is highly significant as evidenced by the p-values which did not exceed the 0.01 alpha level. This means that a significant relationship between the aforementioned variables was found. This implies that the higher the perceived organizational support, the higher the professional identity.

Perceived organizational support is significantly and positively related to teachers' professional identity. The stronger the teachers' perceived organizational support, the higher the level of teachers' professional identity. Based on the social exchange theory, school organizations and individual teachers form a social exchange relationship; from the perspective of material exchange, school organizations provide individual teachers with job opportunities and salaries, while teachers provide school organizations with mental and physical labor such as teaching and classroom management; from the perspective of psychological capital, individual teachers and school organizations form a relationship of interdependence and mutual dependence. When teachers feel the support, attention, care and recognition from the school organization, they will adjust their work status and

behavior, put into work with a positive mindset, and return to the school organization by improving their own teaching skills and teaching level, which in turn will promote the development of the school organization. (Sun, 2023)

Both perceived organizational support and professional identity can increase teachers' work engagement. Bai et.al.'s (2022) found that the perceived organizational support partially mediated the relationship between professional identity and work engagement. Under the premise of positive and good identification with the profession, primary and secondary school psychology teachers are more likely to perceive the care and support from the school or from their leaders and colleagues, which in turn promotes them to be more focused and conscientious about their work, more creative and exploratory in their vitality, and more willing to devote themselves to their work. Huang (2023) found in his research results that increasing the level of vocational identification and sense of organizational support of kindergarten teachers can significantly increase the level of work engagement of kindergarten teachers. teachers' level of work engagement. It was found that the regression coefficient of professional identity was larger than the regression coefficient of organizational support, which meant that professional identity had a greater impact on work engagement than organizational support. Taken together, the factors related to professional identity and organizational support are clearly effective in increasing teachers' engagement.

Career Management Framework

In this paper, a framework of career management for college teachers is proposed to increase job satisfaction, job engagement and well-being of college teachers to improve teaching quality and promote school development more effectively. This would be a good way to improve the effectiveness of career management for college teachers. As can be seen from the following figure, Based on the theoretical analysis of the relationship between professional competency, professional identity and perceived organizational support, the results of the study show that perceived organizational support and professional identity have a significant positive effect on improving college teachers' professional competency. Therefore, the organization enhances the perceived of organizational support and the college teachers' professional identity is rising, which is an effective way to improve college teachers' professional competency.

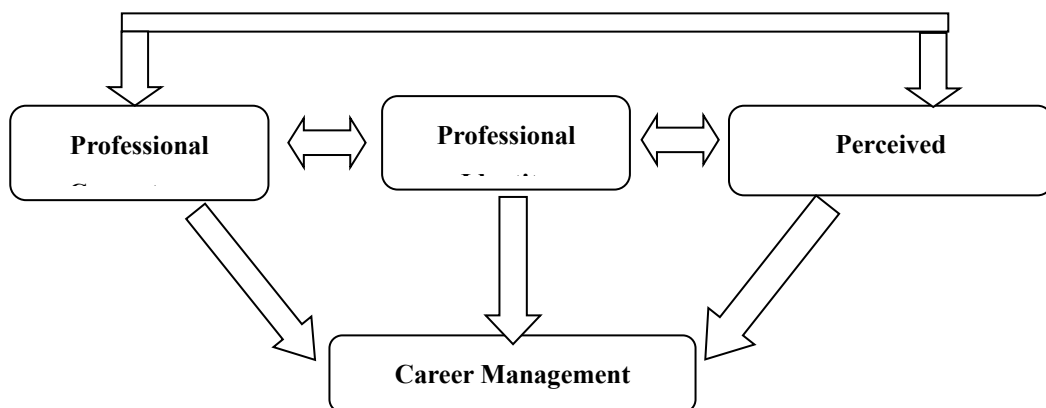


Figure 1 Career Management Framework

Perceived organizational support also plays an important role in the formation of professional identity. Based on the in-depth analysis of the relationship between the perceived organizational support and professional identity, it has been shown through research that the perceived organizational support has a positive influence on professional identity. Therefore, good organizational support is a prerequisite for strengthening professional identity. Based on an in-depth analysis of the relationship between professional competency and professional identity, it has been found through research that professional identity and professional competency influence each other. Therefore, influencing college teachers' competency can promote the development of college

teachers' professional identity, and at the same time, college teachers' professional competency will increase when their professional identity is strengthened. For the relationship between the perceived organizational support and professional competency, through in-depth analysis and research, it is shown that the perceived organizational support has a positive influence on professional competency. Therefore, enhancing the perceived organizational support stimulates college teachers' professional identity, triggers college teachers' commitment to high performance, and ultimately improves college teachers' professional competency.

The researcher proposed a theoretical model of the relationship between professional competency, professional identity and perceived organizational support, with perceived organizational support playing a mediating role between professional competency and professional identity. This suggests that the influence of organizational support and professional identity on college teachers' professional competency follows the logical assumption of "organizational support-identity-competency". Therefore, organizations should pay attention to the dual construction of perceived organizational support and professional identity to maximize college teachers' professional competency and build a good career management system.

4. Conclusions and recommendations

Professional competency is found with great evidence considering Professional Knowledge while Professional Attitude and Personal Traits generated moderate evidence. The college teachers manifested moderate professional identity in terms of professional commitment, self-efficacy and work motivation dimensions. There is a moderate evidence on the perceived job support in terms of leadership, organizational fairness and job support aspects. A high significant relationship exist among professional competence, professional identity, and perceived job support. The proposed framework for effective Career Management was developed to improve the professional competence, professional identity, and perceived job support in college teachers in Guizhou Province.

College teachers may continuously improve their professional knowledge and research ability, accumulate teaching experience, innovate teaching methods, and master new teaching tools in order to increase professional competency. At the same time, due to the enhancement of professional competency, the teaching profession is more recognized and professional identity is increased. College teachers can avoid burnout by maintaining enthusiasm for their work and improving their professional identity. College teachers should do a good job of career planning, clear positioning, and then strive toward the set goals. Insist on self-reflection and develop the habit of self-reflection and self-summarization. Administrators of Higher vocational colleges may need to realize fairness in their policies. Strict implementation and monitoring of pay, performance and training will bring high organizational commitment to teachers and increase their enthusiasm for work. Administrators of Higher vocational colleges may give college teachers more humanized management, give college teachers full freedom of work without affecting their work, provide college teachers with low qualifications with opportunities to upgrade their qualifications, and enrich the channels of professional counterpart training. Administrators of Higher vocational colleges may build a supportive leadership team, create a good working atmosphere for teachers, enhance the sense of belonging of college teachers to higher vocational colleges, which in turn strengthens the sense of organizational support and improves work commitment. Administrators of Higher vocational colleges may use the proposed career management framework to improve the performance of college teachers in terms of professional competency, professional identity, and perceived organizational support in high vocational colleges. Lastly, future researchers may use other variables that may have a similar effect on the professional competency of college teachers.

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