

Organizational support, job satisfaction, and performance in Chinese universities

Yang, Lin 

Graduate School, Lyceum of the Philippines University - Batangas, Philippines

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Abstract

Understanding the interaction between organizational support, job satisfaction, and Job performance among university professors is crucial for fostering an environment conducive to teacher development and overall academic excellence. These three factors are interrelated and may form a positive feedback loop. At present, there is a scarcity of research focusing on the concurrent investigation of these three factors. This study employed descriptive research to determine the organizational support, job satisfaction, and job performance in Chinese universities. A total of 561 participants from three universities in China were involved in this research. Results showed that there is almost an equal number of male and female respondents, aged 35-44 years old, master's degree holders and 10-19 years in service. The respondents received high organizational support in their respective universities giving more importance to partnership and linkages. They agreed also on all the indicators under job satisfaction giving high regard for income and job security and advancement and professional growth. In terms of the Job performance, the respondents unanimously agreed on all the indicators giving high regard to management skills. A significant difference of responses on organizational support was found when grouped according to sex (instructional supervision) and educational attainment (curriculum management and assessment of learning); job satisfaction when grouped according to age (working condition and school culture) and lastly, job performance according to years in service (teaching skills and discipline and regularity). Also, there exists a highly significant relationship among the three variables. This implies that when universities provide strong organizational support, it's very likely that professors will experience higher job satisfaction, which in turn leads to improved job performance. Hence, an enhanced faculty development program for Chinese university professors was proposed. This study further recommends a multi-pronged approach such as strengthening institutional support, promoting collegiality and collaboration, and investing in professional well-being to cultivate a strong, supportive and positive work environment for Chinese university professors, ultimately leading to better academic outcomes.

Keywords: university professors, organizational support, job satisfaction, job performance

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1. Introduction

In the contemporary landscape of social development, the roles of science, technology, and education have become increasingly pivotal, bearing the weighty responsibility of national advancement and revitalization. Serving as a crucial component of a nation's human capital, higher education plays a vital role in enhancing comprehensive national strength and fostering sustainable national development. Against this backdrop, at the end of the last century, China put forward the strategy of revitalizing science and education, particularly emphasizing the development of university education, considering its level of development as an important aspect of assessing the comprehensive national strength.

Since the advent of the 21st century, bolstered by robust support from both government and society, the enrollment rates in colleges and universities across our nation have witnessed rapid growth, paralleled by a corresponding increase in the number of college professors, thus heralding a swift expansion in the overall scale of the university and college education system (Liu, 2022). Rephrased: "Benefiting from its extensive history and unique culture, China has made notable advancements and achievements in the field of education. In the realm of modern higher education, professors are the pivotal figures." As the driving force behind myriad tasks such as education, teaching, scientific inquiry, and societal engagement, professors wield a profound influence on the development trajectory of universities and the quality of education they impart (Li, et. al., 2024). Nonetheless, amidst the relentless evolution and shifts within society, university professors find themselves navigating increasingly intricate work environments and confronting new challenges. Present-day research on the performance of university professors often overlooks the untapped potential for growth among teachers. This oversight not only dampens the enthusiasm of professors but also casts a negative pall over their teaching and scientific research endeavors. Simultaneously, China's higher education landscape has undergone a remarkable expansion and metamorphosis.

The proliferation of universities and the surge in student enrollments have resulted in a heightened demand for adept and committed university teachers (Dong, et. al., 2024). Understanding and refining the working conditions and developmental pathways of university professors has thus emerged as an imperative task aimed at ensuring the quality of education and fostering continuous progress. Factors such as support from the organization, job satisfaction, and Job performance wield substantial influence on the trajectory of development and success for university faculty. Gaining insight into the intricate interplay among these factors stands as a critical endeavor in propelling faculty development and fostering a climate of overall academic excellence (Zhang, et. al., 2022). The concept of organizational support was advanced by Eisenberger, who defined it as "the comprehensive perception of organizational support and concern by members of the organization. It represents the internal experience wherein organizational members perceive and appreciate the organization's assessment of their contributions" (Zhang, et. al., 2023). Western industrial societies define job performance as "observable behavior related to organizational objectives, a multidimensional and dynamic variable." According to the dual-factor model of job performance, it is often delineated into job-specific performance and contextual performance. This implies that organizations evaluate not only employees' completion of assigned tasks but also behaviors that indirectly impact task completion (Yin et al., 2020). Presently, diverse viewpoints exist within the academic community regarding job performance, leading to significant debates, broadly categorized into four perspectives: performance results, performance behaviors, performance pluralism, and performance quality (Zhang et al., 2021).

In the global competition for talent among nations worldwide, human capital has emerged as the most pivotal asset for social development. Within the realm of management, as the role of human resources becomes increasingly central to organizational development, managers are now seeking avenues to enhance employee performance and foster mutual advancement of organizations and employees from the perspective of the

employee-enterprise relationship (Wang, 2021). Previous studies primarily focused on employees' unilateral support for the organization. However, with the continuous elevation of employees' status, scholars have begun delving into the organization's support for employees through the lens of employee perspectives (Gao, et. al., 2024).

The concept of job satisfaction was proposed by Hoppock, which refers to employees' feelings about the work environment and their degree of satisfaction both physically and mentally (Ren, et. al., 2019). So far, scholars from many countries have conducted research on employee job satisfaction. However, scholars' descriptions and definitions of job satisfaction vary, and there is still no universally accepted concept. The earliest job satisfaction survey conducted in China was in the 1980s by renowned scholars Xu Liancang and Ling Wenqing, who published a research report on employee satisfaction after conducting a survey in a large state-owned enterprise (Jiang, et. al., 2019). Since then, domestic and foreign scholars have conducted numerous studies on job satisfaction. Regarding job satisfaction, there are mainly three definitions.

In addition, job satisfaction is the subjective perception of individuals in an organization towards work itself and environmental conditions. It is a general description of job satisfaction as a single concept, without delving into the process of job satisfaction formation. It does not differentiate the multidimensional aspects of job satisfaction or discuss its causes and processes in detail. It is believed that employees balance various aspects of job satisfaction and form an overall perception (Chen et al., 2021). In simpler terms, job satisfaction involves the emotional responses or sentiments of employees towards the role of work within an organization, focusing on the attitude that workers maintain towards their work and related environments. Song (2019) suggests that employee job satisfaction refers to the emotional reflection of whether professionals are satisfied with their work. It represents the overall attitude employees have towards their work, involving a cognitive assessment of their roles. The degree of job satisfaction can indicate an organization's happiness index and serve as a gauge for team morale. Job satisfaction is linked to specific work environments, measuring the degree of satisfaction in relation to one's own expectations. This definition is also known as the expectation gap definition. Nie, et. al., (2018) believe that job satisfaction is a relative concept, an evaluation and attitude of individuals towards their work. Job satisfaction depends on individuals' perceptions of their work and related aspects. If individuals' perceptions exceed their expectations, they are satisfied; otherwise, they are dissatisfied. Gong (2021) points out in the article that job satisfaction depends on the comparison between individuals' past work experiences and inner feelings, as well as the comparison between individuals' expectations for their future work and external opportunities. He (2022) notes that job satisfaction is influenced by the variance between an individual's anticipated and realized gains within the workplace. The greater the gap, the more dissatisfied one feels.

According to the reference framework definition, the most important factor influencing employee job satisfaction is individuals' subjective perceptions and interpretations of objective factors, rather than the objective factors within the organization or the job itself. This perception is also influenced by personal reference frameworks. Jiang, et. al., (2019) suggest that job satisfaction is the result of individuals interpreting job characteristics based on their personal reference frameworks. Job satisfaction may be affected by a range of other factors, including evaluations of the quality of work, comparisons with peers, and personal capabilities.

Chen (2018) defines job satisfaction as the attitudes and emotional experiences of organizational members towards various aspects of work after evaluating the gap between the perceived value and the expected value of work characteristics. Zhou, et. al.,(2019) argue that different employees may have drastically different perceptions of job satisfaction for the same job, and both collective and individual factors can influence these perceptions. He (2022) found that the definition of work satisfaction generally relates to workers' own emotions, reflecting their views on the job itself and related factors. Therefore, job satisfaction is a subjective feeling. Zhu et al. (2023) describe work satisfaction as the extent of favorable or unfavorable emotions individuals experience towards their job or responsibilities.

Performance has always been an eternal topic of research. Studies on it began in the 1970s both domestically and internationally. Job performance is usually defined as a comprehensive evaluation of employees' abilities,

behaviors, and results in their work roles. It assesses the extent to which employees complete work tasks, achieve work goals, and meet organizational expectations. Job performance covers the skills, knowledge, attitudes, behaviors, and outcomes that employees demonstrate in their work, reflecting their level of performance and effectiveness in actual work. After reviewing the literature, it is found that there are currently three main viewpoints on the connotation of performance.

Performance is results- or output-oriented, meaning that it focuses on what contributions employees make in specific positions rather than how they make them. Bemarddin initially defined performance as the sum of employees' functions and work results in specific tasks. Performance was further refined to be the record of specific work functions or activities producing results within a specific time frame. As modern management theories have advanced, the "results theory" of performance has gradually evolved into a theory of quantifiable indicator systems. When evaluating performance, quantitative indicators such as financial indicators and key indicators have gradually been introduced. Luo, et. al.,(2024) believe that performance is the result of completing tasks, and they propose methods for evaluating performance requirements such as responsibility, goals, job descriptions, and abilities. It is worth noting that quantifying performance is beneficial for the development of performance, but relying solely on indicators to measure performance also has its limitations.

Performance is behavior- or process-oriented. Based on the theory of work results orientation, Murphy further proposed the theory of work behavior orientation, suggesting that job performance is the behavior that workers within an organization produce consistent with organizational goals, including productive and counterproductive performance behaviors. Yang, et. al.,(2022) concluded from a review of previous literature that Job performance should be defined as the behavior controlled by employees related to organizational goals. They point out that performance should be a multidimensional concept composed of multiple dimensions, rather than a single behavior or result. Its generation itself is a behavior and process. At the same time, performance also controls and influences this process.

Performance is a synthesis of work results orientation and work behavior orientation. More and more scholars, through empirical research, have further expanded and enriched the connotation of Job performance, believing that performance is not just a single behavior or result but a synthesis of the two. Dai et al. (2021) argue that job performance encompasses all the behaviors employees engage in to achieve organizational goals, as well as the outcomes produced by these behaviors within a specified time frame while working towards organizational objectives. Hence, Job performance is a combination of both behaviors and outcomes. Xu, et. al.,(2023) point out that job performance is the actions employees take based on their self-role positioning and the benefits generated by these actions.

University teachers, despite being a group specializing in teaching, scientific research, and service, have seen discussions on their Job performance lagging behind those of employees in enterprises, with most theoretical advancements stemming from the realm of human resource management. Furthermore, the quantity and quality of literature on this topic are noticeably inferior to studies focusing on employees in the business sector. A review of past literature, both domestic and international, indicates that research on university teachers' Job performance has mainly centered on evaluating their job performance since the 21st century. However, studies directly addressing the essence and measurement dimensions of university teachers' Job performance remain scarce. Many studies have highlighted the direct influence of organizational support and job satisfaction on Job performance, showing a positive correlation. However, the extent to which this relationship applies to university teachers, and whether it varies due to the distinct nature of their role, remains largely unexamined.

Understanding the intricate interplay among organizational support, job satisfaction, and Job performance is crucial for fostering an environment conducive to faculty development and overarching academic excellence. These three factors are interrelated and may lead to a positive feedback loop (Zhang, et. al.,2023). For instance, enhancing organizational support for university teachers is likely to result in increased job satisfaction, subsequently improving Job performance. This positive association finds support in numerous studies within the

fields of education and organizational psychology.

Upon consolidating relevant research, it becomes evident that university educators have perennially constituted a pivotal cohort within higher education studies. Conversely, investigations into the nexus linking organizational support, job satisfaction, and job performance have predominantly occupied the realm of business management. The integration of organizational support theory into the academic milieu has been extensively explored by scholars across diverse nations. This study seeks to amalgamate the tenets of organizational support theory within the university framework, delving into the underlying mechanisms interweaving organizational support within university settings, job satisfaction, and the job performance of educators. The objective is to discern the pivotal factors that exert influence on educator job performance, thereby charting novel pathways to facilitate their professional growth and advancement.

This study investigated the correlation among organizational support, job satisfaction, and job performance among university professors in China. More specifically, it identified the organizational support as to classroom instruction support, professional development, instructional supervision and partnership and linkages; assessed the job satisfaction with regard to supportive and appreciative supervisors, collegiality and workplace relationship, income and job security, autonomy, creativity at work and student relationship, working conditions and school culture and advancement and professional growth; determined the job performance as regards teaching skills, management skills, discipline and regularity and interpersonal relations. Furthermore, the researcher tested the significant relationship across the three major variables and finally; proposed an enhanced faculty development program based on the results of the study.

2. Methods

Research Design - This study employed descriptive research to determine the relationship of organizational support, job satisfaction and performance in Chinese universities. According to Ellis (2022) descriptive research is a method of giving accounts and explanations of existing phenomena, rules, and theories through verification. The focus of descriptive research is usually not on why the distribution exists, but on how the distribution is. It can also be said that the main purpose of descriptive research is to collect data, discover situations, and provide information. This study conducted a comprehensive review of relevant literature to synthesize existing knowledge on organizational support, job satisfaction and performance in Chinese universities. The data was collected through a questionnaire survey of teachers from three universities in China, which was classified by gender, age, teaching experience and educational background. The questionnaire assessed organizational support, teacher satisfaction, and job performance in colleges and universities. Mathematical analysis techniques were then used to examine the collected data and explore the relationship between the three variables. The survey method was chosen for data collection because of its relative cost efficiency and direct implementation. However, potential challenges to internal and external validity were addressed through rigorous testing of the validity and reliability of the survey tools, including the reliability of the questionnaire items and the honest responses of respondents.

Participants of the study - Respondents included professors from undergraduate and vocational colleges in China, covering regions in the southern and central parts of the country. A stratified random sampling technique, determined by the Raosoft calculator, was used to obtain a sample size of 380. This ensured representation across different types of schools, sexes, and years of teaching practice. The participants in the study were later expanded to 561 during the data collection process. This study utilized the online platform "Questionnaire Star" to distribute electronic questionnaires via the internet. The questionnaires were mainly distributed to professors from three universities in China, including Wuyi University, Jiangmen Polytechnic College, and Jingdezhen Ceramic University. A total of 561 questionnaires were distributed to professors from these three universities, and 561 valid responses were collected, resulting in a 100% response rate.

Data Gathering Instruments - The study employed a quantitative research approach for the survey, utilizing a questionnaire divided into four sections: "Organizational Support Questionnaire," "Job Satisfaction

Questionnaire," and "Job Performance Questionnaire." The first section of the survey gathered demographic data such as age, sex, education level, and years of employment. In the second part, the questionnaire was structured into four sections: Classroom Teaching Support, Professional Development, Teaching Supervision and Relationships, and Connections. Each section contained four indicators, with the content and concepts based on RA9155 (2011 Basic Education Governance Act) and the 2016 No. 13 regarding the use of school MOOE. Responses were recorded on a 4-point Likert scale. The questionnaire underwent validation by three content experts from the Department of Education, including two school heads and the Chief Administrative Officer of the Seventh District. A pilot test was carried out involving 20 master elementary teachers from the Cebu City Division. The reliability coefficient of this tool was calculated to be 0.982, indicating a high level of reliability. The third section utilized the Teacher Satisfaction Questionnaire developed by Michael Troeger (2021). This questionnaire comprised 59 items based on Herzberg's hygiene theory, categorized into 6 subscales: Support and Appreciation from Supervisors, Collaboration and Work Relationships, Income and Job Security, Autonomy, Job Creativity, Student Relations, Working Environment and Institutional Culture, along with Advancement and Professional Development. The reliability of the Teacher Job Satisfaction Questionnaire (TJSQ) instrument was assessed with a Cronbach's alpha value of 0.93, signifying strong reliability. The final section of the survey focused on assessing teachers' job performance, comprising 25 items categorized into four subscales: Pedagogical Competence, Administrative Proficiency, Punctuality and Consistency, and Interpersonal Communication.

All questionnaires in this study employed a 4-point Likert scale for scoring. Reliability was evaluated utilizing the Cronbach's alpha coefficient, a frequently employed measure for assessing internal consistency. A higher coefficient indicates a greater level of internal consistency, thus indicating better reliability of the measurement instrument. Once the maturation scale was developed, a preliminary sample of 60 questionnaires was administered. The results, as shown above, indicate that the Cronbach's Alpha coefficient is above 0.85, reaching the level of "Good" or higher, indicating good internal consistency of the questionnaire.

Data Gathering Procedures - Before conducting the pre-survey, the researcher identified some professors from her own university and conducted a pilot survey to test whether the respondents could accurately understand the language used in the questionnaire items. Subsequently, the researcher modified the questionnaire items according to the actual needs and provided detailed explanations for each concept to ensure that the respondents could better understand the content of the questionnaire, thereby ensuring the effectiveness of the questionnaire responses. The researcher employed the survey questionnaire as the primary tool for data collection, addressing the study's requirements, following guidelines on data privacy protocols. Retrieved data guided respondents in answering the questionnaire. The data will be tabulated, coded, assessed, and evaluated, and provided to statisticians for interpretation after collection. Once the questionnaire was approved, the researcher created the questionnaire online using the "Questionnaire Star" platform and generated QR codes. The researchers carefully distributed the QR codes for the questionnaire via WeChat and allocated one month for the dissemination and retrieval of the survey questionnaires.

Data Analysis - During the data analysis phase, a variety of statistical tools were utilized. Weighted mean and ranking techniques were employed to evaluate the degrees of organizational support, job satisfaction, and Job performance among professors in Chinese universities. Similarly, Spearman's rank correlation coefficient was employed to investigate significant relationships among organizational support, job satisfaction, and Job performance among professors in Chinese universities.

Ethical Considerations - The study has obtained approval from the LPU-B-Research Ethics Review Committee. Prior to initiating the questionnaire survey, the researchers thoroughly introduced the research procedures and the purpose of the survey to ensure that the respondents were informed and consented. All participants involved in the study volunteered to participate, and their information was highly confidential, including their personal details, to protect their rights. Once the results of this study are finalized, respondents and other relevant individuals are free to access them. Additionally, the researchers need to acknowledge the source and origin of the scale.

3. Results and discussion

Table 1

Summary Table on Organizational Support

Indicators	WM	VI	Rank	SD
Curriculum Management	2.80	High Support	6	.95569
Delivery of Instruction	2.81	High Support	3.5	.95341
Assessment of Learning	2.81	High Support	3.5	.97339
Provision of Learning Resources	2.81	High Support	3.5	.94259
Professional Development	2.77	High Support	7	.94224
Instructional Supervision	2.81	High Support	3.5	.95676
Partnership and Linkages	2.84	High Support	1	.95431
Composite Mean	2.81	High Support		

Legend: 3.50 – 4.00 = Very High Support; 2.50 – 3.49 = High Support; 1.50 – 2.49 = Low Support; 1.00 - 1.49 = No Support

The table displays a multifaceted assessment of organizational support as rated by the respondents. The overall average is 2.81, indicating a relatively high level of support. Among the cited items, partnerships and networking rank the highest with an average score of 2.84. Following that are items such as providing teaching and learning assessments, offering learning resources, curriculum management, and teaching supervision.

In the aspect of Partnership and Linkages, China has vigorously strengthened the cooperation among government, schools, and enterprises in recent years, achieving notable results. The collaboration among government, schools, and enterprises has fully leveraged the respective strengths of each party, forming a virtuous interaction that has made government services more effective, energized enterprise development, and fostered innovation in school education. The government, through planning guidance and resource allocation, possibly provided funding support or policy environments, enabling organizations to better carry out educational projects and services, enterprises, through technological and financial inputs, possibly provided internship opportunities, job opportunities, or collaborated on vocational training projects, helping to align education with practical needs and enhance students' employability (Chen, et. al., 2023); universities, supported by talents, jointly carry out teaching projects, share resources, and conduct teacher training (Liu, 2023). The three parties collaborate with each other, achieving an increase in economic benefits and fruitful results of mutual benefit and win-win outcomes.

The lowest score is for professional development, indicating areas and opportunities for improvement in supporting staff's professional growth and capacity building. In recent years, many training and learning activities for teachers have been canceled or delayed due to the impact of the pandemic, greatly reducing opportunities for professional growth. The environmental changes brought about by the pandemic have had significant effects on the physical and mental well-being of educators and learners. Additionally, during the pandemic, students' learning methods shifted to online platforms, posing challenges for teachers' abilities in modern technological education. The onset of the COVID-19 pandemic has had a profound effect on various aspects of people's lives, while also presenting new challenges to the education industry. In line with the mandates set by the Ministry of Education for "suspending classes but not suspending learning," schools across the country have been using online platforms to conduct distance learning, guiding students to use appropriate learning resources for their studies. Therefore, naturally, enhancing teachers' abilities in modern educational technology has become a crucial issue that must be seriously considered in the process of teachers' professional development (Fu, 2020).

Table 2

Summary Table on Job Satisfaction

Indicators	WM	VI	Rank
Supportive and Appreciative Supervisor	2.78	Agree	4
Collegiality and Workplace Relationships	2.81	Agree	3
Income and Job Security	2.84	Agree	1.5
Autonomy, Creativity at Work, and Student Relationship	2.66	Agree	5
Working Conditions and School Culture	2.50	Agree	6
Advancement and Professional Growth	2.84	Agree	1.5
Composite Mean	2.74	Agree	

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

In the evaluation of job satisfaction among the respondents, the composite average score was 2.74, indicating that the majority of respondents' responses were positive. This indicates that professors generally maintain a favorable outlook towards their work. The positive emotions based on job satisfaction factors among professors reflect their overall satisfaction and sense of happiness in the teaching profession. When professors feel satisfied, they are often more motivated and enthusiastic in their teaching and academic work. Therefore, addressing issues related to working conditions, salary, autonomy, and professional growth is crucial for creating a fulfilling and supportive work environment. The top-ranked factors "Income and Job Security" and "Advancement and Professional Growth" indicate professors' concerns about salary, job security, as well as opportunities for career advancement and professional growth. This indicates that stable income sources and opportunities for career advancement are essential for professors' job satisfaction and sense of happiness. On the other hand, the bottom-ranked factor "Working Conditions and School Culture" reveals professors' dissatisfaction with working conditions and school culture. This may suggest that professors feel the working environment is not comfortable enough and the school culture is not supportive. These factors can impact professors' work efficiency and overall work experience. Therefore, improving working conditions and fostering a positive school culture are crucial for enhancing professors' job satisfaction and sense of happiness. Zhu, et. al., (2022) pointed out that the current promotion mechanism in Chinese universities overly relies on scientific research achievements. It overlooks the relationship between autonomy, creativity, and students in the actual teaching process. The tendency of university professors to neglect students' needs after teaching has gradually become a common phenomenon. This is determined by the current income and promotion mechanism of university professors. Therefore, in terms of the income and promotion mechanism of university professors, we need to pay more attention to the autonomy, creativity in teaching, and the relationship with students. For instance, students' evaluations of professors affect the annual performance appraisal of professors, and teaching reforms influence the promotion mechanism of professors. These measures can promote the influence of teaching autonomy, creativity, and student relations on the income and promotion mechanism of professors.

Table 3*Summary Table on Job Performance*

Indicators	WM	VI	Rank	SD
Teaching Skills	2.84	Agree	2.5	.95569
Management Skills	2.91	Agree	1	.95341
Discipline and Regularity	2.84	Agree	2.5	.97339
Interpersonal Relations	2.82	Agree	4	.94259
Composite Mean	2.85	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 table presents a summary table listing respondents' satisfaction with their job performance. The comprehensive average is 2.85, indicating the university professors are satisfied with the above indicators. Management skills play a pivotal role in orchestrating tasks, guiding teams, and achieving organizational objectives. Effective managers demonstrate leadership, decision-making prowess, and the ability to inspire and motivate others. Ranked first with a score of 2.91, it appears that there is generally strong performance in this aspect, highlighting the importance placed on effective management within the evaluated context.

Interpersonal relations encompass the ability to communicate effectively, collaborate with colleagues, and foster positive relationships within the workplace. Strong interpersonal skills facilitate teamwork, conflict resolution, and the cultivation of a supportive work environment. Ranked last with a score of 2.82 indicates a satisfactory level of performance in this domain, though there may be opportunities for further enhancing interpersonal dynamics and communication practices.

University teaching is greatly interfered with by various non-teaching factors, and university professors are significantly affected by extracurricular activities, household chores, and other factors in their daily teaching process. Therefore, the demand for management skills has actually received more attention. These factors directly influence job performance. In fact, the more emphasis placed on the job, the greater the efforts to eliminate the interference to university teaching, and the greater the time and energy allocated to actual teaching duties. This

reflects a greater enthusiasm for teaching work, which is the practical essence of this part of job performance (Shen,2023).

In conclusion, there exists a distinct positive correlation between teachers' job responsibilities, work environment, work-life balance, character strengths, psychological needs, autonomous motivation, and the social recognition in universities with their job performance. Conversely, factors such as controlling motivation, demotivation, and authoritative leadership styles in universities adversely affect teachers' job performance, with the degree of influence varying depending on the emphasis of the teacher's work. Pei et al. (2020) suggest that this research holds positive significance for universities in enhancing their governance capabilities and levels, fostering a conducive working environment for teachers, guiding the realization of teachers' values in a correct manner, and fostering teachers' enthusiasm for entrepreneurship and innovation.

Table 4
Relationship Between Needs of Organizational Support and Job Satisfaction

Curriculum Management	r-value	p-value	Interpretation
Supportive and Appreciative Supervisor	.451**	0.000	Highly Significant
Collegiality and Workplace Relationships	.398**	0.000	Highly Significant
Income and Job Security	.428**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.370**	0.000	Highly Significant
Working Conditions and School Culture	0.029	0.488	Not Significant
Advancement and Professional Growth	.414**	0.000	Highly Significant
Delivery of Instruction			
Supportive and Appreciative Supervisor	.432**	0.000	Highly Significant
Collegiality and Workplace Relationships	.385**	0.000	Highly Significant
Income and Job Security	.417**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.352**	0.000	Highly Significant
Working Conditions and School Culture	0.021	0.618	Not Significant
Advancement and Professional Growth	.383**	0.000	Highly Significant
Assessment of Learning			
Supportive and Appreciative Supervisor	.404**	0.000	Highly Significant
Collegiality and Workplace Relationships	.349**	0.000	Highly Significant
Income and Job Security	.405**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.332**	0.000	Highly Significant
Working Conditions and School Culture	0.015	0.724	Not Significant
Advancement and Professional Growth	.374**	0.000	Highly Significant
Provision of Learning Resources			
Supportive and Appreciative Supervisor	.424**	0.000	Highly Significant
Collegiality and Workplace Relationships	.393**	0.000	Highly Significant
Income and Job Security	.424**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.349**	0.000	Highly Significant
Working Conditions and School Culture	0.012	0.777	Not Significant
Advancement and Professional Growth	.402**	0.000	Highly Significant
Professional Development			
Supportive and Appreciative Supervisor	.446**	0.000	Highly Significant
Collegiality and Workplace Relationships	.359**	0.000	Highly Significant
Income and Job Security	.393**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.346**	0.000	Highly Significant
Working Conditions and School Culture	0.035	0.410	Not Significant
Advancement and Professional Growth	.385**	0.000	Highly Significant
Instructional Supervision			
Supportive and Appreciative Supervisor	.478**	0.000	Highly Significant
Collegiality and Workplace Relationships	.400**	0.000	Highly Significant
Income and Job Security	.389**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.411**	0.000	Highly Significant
Working Conditions and School Culture	0.013	0.762	Not Significant
Advancement and Professional Growth	.433**	0.000	Highly Significant
Partnership and Linkages			
Supportive and Appreciative Supervisor	.377**	0.000	Highly Significant
Collegiality and Workplace Relationships	.415**	0.000	Highly Significant
Income and Job Security	.342**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.351**	0.000	Highly Significant
Working Conditions and School Culture	-0.008	0.855	Not Significant

Legend: Significant at p -value < 0.01

Table 4 depicts the association between organizational support and work contentment. The calculated r-values suggest a moderate direct correlation, with corresponding p-values below the alpha level. This indicates a significant relationship exists, suggesting that higher organizational support corresponds to greater job satisfaction.

The correlation between organizational support, job contentment, and Job performance has attracted substantial interest in contemporary studies on organizational support theory. Organizational support stands out as a critical factor influencing work contentment. The stronger the organizational support, the greater the contentment levels among university professors. Ren, et. al.,(2020), building upon their foundational assumptions, validated a relationship model among occupational stress, organizational support, and job satisfaction among vocational college teachers. Occupational stress among vocational college teachers predicts school support and work satisfaction. Moreover, organizational support acts as an indicator of job satisfaction, while also partially mediating the association between occupational stress and work contentment. Vocational colleges need to strengthen organizational support for teachers, converting occupational stress into work motivation; enhance support for research work and team building, ensuring teachers' professional development. Wang, et. al.,(2021) conducted a measurement of job satisfaction, organizational support, and occupational stress among 729 teachers from nine five-year vocational colleges in Xuzhou, Yancheng, Suqian, and Lianyungang cities in Jiangsu Province. The findings indicated that the mean score for work contentment was 3.09, indicating a relatively unsatisfactory situation; the score for organizational support was 3.23, indicating room for improvement; and the score for occupational stress was 3.03, indicating relatively high levels of stress. A notable positive correlation emerged between job satisfaction and organizational support, coupled with noteworthy negative correlations between job satisfaction, organizational support, and occupational stress. The mediation of occupational stress proved significant, explaining 25.6% of the total effect. Wang (2023) conducted a survey study on 156 teachers from three universities in Hainan Province using organizational support scale, occupational burnout scale, and happiness scale to examine the influence of school support and occupational burnout on work contentment. The findings indicated a notable positive impact of organizational support on work contentment. Moreover, organizational support demonstrated a notable adverse effect on occupational burnout, while occupational burnout demonstrated a considerable detrimental effect on job satisfaction. The mediation analysis showed that occupational burnout mediated the correlation between school support and work contentment. In conclusion, enhancing school support can alleviate teachers' occupational burnout and enhance their job satisfaction. Teachers who experience lower levels of occupational burnout tend to report higher job satisfaction. The occupational burnout serving as a mediating factor in the link between organizational support and job satisfaction.

Table 5 demonstrates the association between organizational support and job performance. The calculated r-values suggest a moderate positive correlation, with the resulting p-values below the alpha level. This indicates a significant relationship exists, suggesting that increased levels of organizational support are linked to improved job performance. Good organizational support can stimulate employees' enthusiasm and initiative, enhance their job satisfaction, promote teamwork and communication, improve employees' work abilities and skills, and while also decreasing the incidence of work-related stress and occupational burnout. The cumulative impact of these elements leads to an improvement in Job performance.

Table 5
Relationship Between Needs of Organizational Support and Job Performance

Curriculum Management	r-value	p-value	Interpretation
Teaching Skills	.415**	0.000	Highly Significant
Management Skills	.438**	0.000	Highly Significant
Discipline and Regularity	.436**	0.000	Highly Significant
Interpersonal Relations	.395**	0.000	Highly Significant
Delivery of Instruction			
Teaching Skills	.395**	0.000	Highly Significant
Management Skills	.391**	0.000	Highly Significant
Discipline and Regularity	.416**	0.000	Highly Significant
Interpersonal Relations	.403**	0.000	Highly Significant

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Assessment of Learning			
Teaching Skills	.369**	0.000	Highly Significant
Management Skills	.404**	0.000	Highly Significant
Discipline and Regularity	.424**	0.000	Highly Significant
Interpersonal Relations	.405**	0.000	Highly Significant
Provision of Learning Resources			
Teaching Skills	.403**	0.000	Highly Significant
Management Skills	.427**	0.000	Highly Significant
Discipline and Regularity	.443**	0.000	Highly Significant
Interpersonal Relations	.416**	0.000	Highly Significant
Professional Development			
Teaching Skills	.370**	0.000	Highly Significant
Management Skills	.328**	0.000	Highly Significant
Discipline and Regularity	.360**	0.000	Highly Significant
Interpersonal Relations	.356**	0.000	Highly Significant
Instructional Supervision			
Teaching Skills	.445**	0.000	Highly Significant
Management Skills	.371**	0.000	Highly Significant
Discipline and Regularity	.391**	0.000	Highly Significant
Interpersonal Relations	.349**	0.000	Highly Significant
Partnership and Linkages			
Teaching Skills	.388**	0.000	Highly Significant
Management Skills	.380**	0.000	Highly Significant
Discipline and Regularity	.436**	0.000	Highly Significant
Interpersonal Relations	.372**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Liu, et. al.,(2020) found that school support positively moderates the relationship between teachers' teaching emotions and creative teaching. In other words, the stronger the school support, the more pronounced the influence of teachers' emotional engagement on creative teaching. Good organizational support can enhance teachers' work motivation and initiative. When professors feel that the organization cares for and supports them, they are more inclined to be involved in their tasks and strive to achieve the organization's goals. Zhang (2022) pointed out that the lagging concept of teacher professional development and incomplete guarantee mechanisms hinder the high-quality development of university teachers' professions. Clarifying the inherent logical relationship between teacher professional development and organizational support, following the principles of prioritizing ethics, full-cycle cultivation, overall advancement, and focusing on breakthroughs, the construction of a university teacher professional development service support system is proposed. This system focuses on strengthening the top-level design of teacher professional development, improving school management systems, fostering a culture of teacher collaboration, and promoting the organizational construction of teacher professional development. This, in turn, helps to promote the improvement of the level of university teacher professional development.

Cao (2023) conducted a survey involving 879 university teachers from 21 undergraduate colleges in a western region. The study utilized a self-developed competency scale for university teachers, perceived organizational support scale, and job performance scale. Findings revealed a significant positive correlation among the various dimensions of the research variables. Specifically, perceived organizational support was identified as playing a mediating role between the competency of university teachers and certain dimensions of job performance. This suggests that teacher competency could directly influence job performance and also impact job performance through the mediating factor of perceived organizational support. Strengthening both the competency of university teachers and their perception of school support contributes to improving Job performance.

Table 6
Relationship Between Job Satisfaction and Job Performance

Supportive and Appreciative Supervisor	r-value	p-value	Interpretation
Teaching Skills	.439**	0.000	Highly Significant
Management Skills	.394**	0.000	Highly Significant
Discipline and Regularity	.431**	0.000	Highly Significant
Interpersonal Relations	.407**	0.000	Highly Significant

Collegiality and Workplace Relationships			
Teaching Skills	.417**	0.000	Highly Significant
Management Skills	.375**	0.000	Highly Significant
Discipline and Regularity	.370**	0.000	Highly Significant
Interpersonal Relations	.359**	0.000	Highly Significant
Income and Job Security			
Teaching Skills	.430**	0.000	Highly Significant
Management Skills	.365**	0.000	Highly Significant
Discipline and Regularity	.350**	0.000	Highly Significant
Interpersonal Relations	.410**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship			
Teaching Skills	.361**	0.000	Highly Significant
Management Skills	.310**	0.000	Highly Significant
Discipline and Regularity	.323**	0.000	Highly Significant
Interpersonal Relations	.323**	0.000	Highly Significant
Working Conditions and School Culture			
Teaching Skills	0.037	0.384	Not Significant
Management Skills	-0.004	0.927	Not Significant
Discipline and Regularity	-0.055	0.191	Not Significant
Interpersonal Relations	0.021	0.626	Not Significant
Advancement and Professional Growth			
Teaching Skills	.382**	0.000	Highly Significant
Management Skills	.347**	0.000	Highly Significant
Discipline and Regularity	.375**	0.000	Highly Significant
Interpersonal Relations	.386**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Table 6 presents the correlation between job satisfaction and Job performance. The calculated r -values suggest a moderate direct correlation, with the resulting p -values below the alpha level. These findings suggest a notable correlation between work contentment Job performance, suggesting that increased levels of contentment are linked to improved job performance. The greater the work satisfaction of university professors, the more likely they are to have stronger work motivation and enthusiasm, be more focused and dedicated to their work, thereby enhancing work quality and efficiency. Additionally, they are more willing to cooperate with teams, solve problems, and achieve goals, reducing the impact of work pressure and occupational burnout, thus leading to improved Job performance.

Sun (2018) found through a review of domestic and international literature on work motivation, work contentment, and Job performance that although these topics have received widespread attention from society and scholars in recent years, there has not been a comprehensive study on the relationship between work motivation, work contentment, and job performance of young college professors. Moreover, there is a lack of corresponding empirical studies. The following conclusions were reached: work motivation positively predicts job satisfaction; work motivation positively predicts job performance; work contentment level positively predicts job performance; work satisfaction acts as a mediator between work motivation and Job performance.

Li et al. (2020) conducted a survey questionnaire among young college instructors to analyze the influence of diverse work values on job performance. They aimed to investigate the mediating role of work contentment level between distinct work values and job performance, and to elucidate the moderating impact of superior leadership styles. The research findings indicated that among the various effects of different work values on Job performance, the "calling" orientation exhibited a notably stronger positive influence. Job satisfaction acted as a mediator in all scenarios, while different leadership styles showed varied moderating effects on the impact of work values on job effectiveness. The research recommended that universities guide young teachers to align their work values towards a "calling" orientation through effective human resource management strategies. In a study by Li et al. (2021), the survey results were obtained through a questionnaire investigation. after reviewing existing research literature. The researchers examined the correlation among salary structure, job satisfaction, and teacher Job performance. The findings indicated that work satisfaction served as a mediator between salary structure and research performance, yet it did not serve as an intermediary between salary structure and teaching performance.

Through focusing on university teachers as research subjects and drawing on management psychology theories, Zhang et al. (2023) explored the role of optimism in the Job performance of knowledge-based employees, particularly university teachers. Their study, conducted through a survey involving 122 university teachers, revealed that optimism significantly and positively influenced the Job performance of university teachers. Job satisfaction served as a crucial mediating variable between optimism and the Job performance of university teachers. Furthermore, school support had a positive impact on the relationship between work contentment level and Job performance, indicating that higher levels of organizational support enhanced the positive effect of job satisfaction on the Job performance of knowledge-based employees under the moderation of organizational support.

4. Conclusions and recommendations

The respondents received high organizational support in their respective universities giving more importance to partnership and linkages. The respondents agreed on all the indicators under job satisfaction giving high regard to income and job security and advancement and professional growth. In terms of the job performance, the respondents agreed on all the indicators giving high regard to management skills. The working age significantly affects the importance of organizational support. The respondents generally acknowledged that the educational experience had a positive impact on promoting professional development and work efficiency, which indicates that the impact of job satisfaction and job performance in Chinese universities has a significant effect on educational achievement, which is obviously a normal situation. There exists a highly significant relationship among organizational support, job satisfaction and job performance. This implies that when universities provide strong organizational support, it's very likely that professors will experience higher job satisfaction, which in turn leads to improved job performance. An enhanced faculty development program was proposed to improve the organizational support, job satisfaction, and job performance in Chinese universities.

University professors may actively participate in opportunities such as academic conferences, workshops, training courses, and continuing education programs to expand knowledge, enhance skills, and broaden professional networks, improving interpersonal relationships. The university administrators may provide financial support for professors, establish comprehensive work security systems, implement effective policies and measures, foster a harmonious campus culture, and offer training and promotion opportunities. The human resources department may establish incentive mechanisms based on professors' professional development and achievements, offering rewards or improved benefits, such as recognizing outstanding teaching awards, research achievement awards, and academic leadership positions, to stimulate professors' enthusiasm and creativity. Future researchers may conduct studies and explore other variables such as teaching effectiveness, work engagement, teacher quality. They may also determine the significant predictor, mediation, or moderating effect of the three variables. The proposed faculty development program to enhance the organizational support, job satisfaction and performance of Chinese university professors may be tabled for discussion, implementation, and evaluation.

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