

Work engagement and performance of Chinese university teachers

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Abstract

Work engagement is a new perspective in the field of psychology and organizational behavior, which represents learning. The people and the management community attach great importance to the positive psychological state, and the proposal of work engagement is also to carry out the people-oriented concept to the end. In view of this, this study attempted to identify the relationship between work engagement and work performance of women leaders in Chinese universities, and proposed a action plan for developing working efficiency. A total of 315 valid questionnaires were collected for this study, and descriptive analysis, analysis of variance, and regression analysis were conducted using SPSS 26.0. The findings revealed a positive relationship between work engagement and performance in Chinese universities. At the beginning of the work engagement theory, it is considered to have a significant relationship with work performance while individual work performance directly affects the sustainable development of an organization, so work engagement is an area worthy of attention for any organization. In order to pursue the benefit maximization, the organization will inevitably pay great attention to the work performance of the employees. In addition, colleges and universities exist as a special organization, and college teachers, as employees, their work performance is also different from the general employees, Therefore, it is of great significance to deeply understand the mechanism of the influence of work engagement on the work performance of university teachers, both in theory and in reality. The aim of this study was to investigate the relationship between work engagement and work performance of college teachers in China, Through the empirical study of teachers' work performance and work engagement, this paper discussed the influence of teachers' work engagement degree on work performance, and promotes the common development of individual teachers, schools and education management departments.

Keywords: college teachers, work engagement, work performance, common development

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1. Introduction

With the rapid development of China's society, economy and science and technology, the development of education in colleges and universities is also facing new requirements. The work engagement level and work performance of college teachers determine the efficiency and quality of college education to some extent, as well as the sustainable development of college education. How to improve the overall quality and work engagement level of university teachers more reasonably, promote the development of work performance and promote the progress of education has become the difficulty in the human resource management of university and universities and the current education research field. Many researchers devote themselves to the research of university education, trying to solve the problems faced by the development of university teachers by analyzing the working state of university teachers.

Work engagement, as defined by Bakker (2018), encapsulates the active integration of physical, cognitive, and emotional aspects in the workplace, fostering a positive and enthusiastic working state characterized by dedication, vitality, and focus. This construct is delineated into three dimensions. For Chinese university teachers, work engagement extends to their active participation, enthusiasm, and loyalty to their profession, manifesting in their willingness to go beyond assigned responsibilities and their strong sense of duty towards student development and professional growth. However, despite the significance of work engagement in their careers, Chinese university teachers often contend with high work pressure and dissatisfaction with the assessment and promotion systems, leading to varying levels of engagement across regions. According to Li Ming's (2019) research conducted in Jiangsu Province, a significant 43.8% of university teachers exhibited low levels of work engagement. Subsequent research by Wu Zhibing (2021) indicates that, while the overall work engagement level of university teachers tends to be moderate to high, it remains influenced by factors such as gender, professional title, and discipline. These findings underscore the ongoing importance of understanding and addressing the determinants of work engagement among university educators.

When Chinese university teachers show high levels of work engagement, some positive results can be observed in their work performance. Highly engaged teachers are more likely to be motivated and enthusiastic in teaching. Thus increasing student engagement and improving learning outcomes. These teachers may devote more time and energy in curriculum planning, teaching, and being supported by students, to create a more favorable learning environment.

Work performance refers to the behaviors and behaviors that individuals can control and contribute to the realization of organizational goals. It means that employees can control cognitive, interpersonal, and task performance and work outcomes related to work goals. The concept of work performance was initially mainly applied in enterprise management. With the development of human resource management theory and practice, teachers' work performance has also attracted people's attention, and researchers have put forward different views on the definition of work performance. Because domestic and foreign scholars have inconsistent views on the connotation of performance, there is no unified definition of teachers' work performance. In domestic research, teacher work performance is sometimes also known as teacher job performance. The domestic definition of teachers' work performance in China is mainly based on the research of foreign scholars on work performance. There are two main viewpoints. First, teachers' work performance is a behavior related to educational and teaching objectives. According to Liu Wei's (2019) research, "teacher job performance is the behavior consistent with the teaching objectives in the process of education and teaching." Furthermore, Wang Xin's (2021) study suggests that teachers' work performance consists of task performance and relationship performance. Task performance is the performance behavior stipulated by the school and directly related to teaching; relationship performance refers to the spontaneous behavior, organizational civic behavior, organizational behavior, organizational dedication and

the performance behavior not directly related to teaching. The second viewpoint, widely supported by domestic scholars, asserts that teachers' work performance is a combination of behavior and results.

According to research by Zhang Mei (2019), Huang Yuesheng, Yang Wenbin, and Mo argue that teachers' work performance encompasses observable and evaluated behavior performance and results aligned with individual and school organizational goals in the context of education and teaching. This perspective is also endorsed by Deng Weiguo's (2020) study conducted at Hunan Normal University. While performance research in foreign contexts has a longstanding history, there remains a scarcity of studies on teachers' work performance. Most foreign research, as noted by Li Na (2021), has primarily focused on enterprises, with the majority of research subjects being non-managers. At the end of the 20th century, the research samples were extended to knowledge-based employees such as managers and professional managers. Moreover, teachers with higher work performance levels are more inclined to actively seek professional development opportunities to keep pace with the latest research and teaching practices. They are more likely to take on leadership roles, to contribute to curriculum development, and to engage or collaborate on many interdisciplinary projects to enrich students' educational experience. On the contrary, the low level of work performance will adversely affect the performance of Chinese university teachers at work. Lack of dedicated and enthusiastic teachers may show minimal effort in teaching, resulting in student commitment and poor learning outcomes. In conclusion, lower job performance leads to teacher burnout and higher staff mobility, all of which can negatively affect the stability and continuity of college education. Through the analysis of the work status of Chinese teachers, it is found that teachers have a low sense of identity with the organization, which leads to the reduction of work engagement and sense of work value and brings a series of negative effects such as negative work and refusal to adjust and change, and then affects the work performance, such as low productivity, high turnover rate and low adaptability. In the study of the influencing factors of university teachers' work performance, the current research results mainly focus on the influence of organizational factors on teachers' work performance, while there are few studies on other external influencing factors, and most of them describe the survey results, which are lack of in-depth discussion.

In the realm of research on the influencing factors of university teachers' work performance, existing studies predominantly concentrate on the impact of organizational factors. However, there remains a notable gap in the literature concerning the exploration of other external influencing factors. Moreover, the majority of studies merely provide descriptive survey results without engaging in-depth discussions, thereby limiting the understanding of the complex dynamics at play. Addressing this gap in research could provide valuable insights for enhancing our comprehension of the multifaceted determinants of university teachers' work performance and inform strategies for fostering positive organizational environments conducive to professional growth and productivity. The significance of this pursuit extends beyond individual career growth; it is intrinsically linked to the overarching objectives of education management departments. By fostering a culture of continuous improvement among university teachers, characterized by heightened levels of work input and the refinement of teaching methodologies, educational institutions can fortify their capacity to deliver high-quality education. Such an approach not only bolsters work performance but also lays the groundwork for sustainable development within the education sector.

Against this backdrop, the establishment of this study serves a twofold purpose. Firstly, it aims to provide a comprehensive understanding of the factors influencing the work input levels of university teachers. By delving into the intricacies of these determinants, ranging from pedagogical methodologies to professional development initiatives, the study seeks to unearth actionable insights for enhancing teachers' engagement and commitment. The study endeavors to translate these insights into practical recommendations aimed at elevating the work input levels of university teachers. By offering targeted strategies tailored to the unique contexts and challenges faced by educators, the study aspires to catalyze tangible improvements in work performance. Ultimately, the overarching goal is to foster a culture of excellence within education management departments, thereby fostering sustainable growth and advancement within the education sector as a whole.

Objectives of the Study - The aim of this study was to investigate the relationship between work engagement and work performance of college teachers in China. More specifically, this study determined the work engagement

from the perspective of work involvement, organizational identification and work value; assessed work performance from the perspective of relational performance, task, learning and innovation; tested the significant relationship between the two variables, and proposed a professional development plan to enhance the work engagement and performance of Chinese teachers.

2. Methods

Research Design - This study used descriptive research as a research method. Descriptive research aims to describe the characteristics of study populations or phenomena, and focuses on data collection, finds events or phenomena, and provides detailed information to present the main patterns and characteristics of complex phenomena. Its goal is to objectively describe the overall characteristics of things, to ensure that the description is universal and representative phenomena, rather than specific, one-sided or non-reflective situations. Descriptive research not only focuses on describing the external expression of something, but also strives to show the whole picture (Li, 2022) accurately and truly. Numerous research techniques can be used with descriptive study designs to examine one or more variables. Contrary to experimental investigations, researchers merely observe and quantify variables without controlling or manipulating any of them. The survey method mainly investigated work input and work performance and examined the degree of correlation between the two variables.

Participants of the Study - The target participants in this study were university teachers in China, who were selected based on their availability and their willingness to participate in the study. In this study, electronic questionnaires were sent via the Internet "So jump". These universities include Sichuan institute of music, China Conservatory of music, Lanzhou northwest normal university, and Xi'an university of technology. The total number of teachers is 3329 and under the guidance of the LPU graduate school statistical consultant, the researchers used the Raosoft 95% confidence level and 5% sampling error range of the target respondents, the researchers using stratified non-proportion allocation sampling method to select respondents. The total number of research participant was 318 who are university regular teachers, and are engaged in education teaching or management work.

Data Gathering Instrument - Two questionnaires were used in this study, which were scored using a 4-point Likert scale. The "Work Engagement Questionnaire" comes from the questionnaire compiled by Huang (2019) on the relationship of organizational fairness, engagement, and work performance. There are 29 items in the scale, including three dimensions: work involvement, organizational identification, and work value. The "Work Performance Questionnaire" comes from the survey compiled by Wang Bei (2012) on the impact of work engagement on the work performance of college teachers. There are 33 items in the scale, which has four subscales: relationship performance, task performance, learning performance, and innovative performance. The content of the instrument used in this study was subjected to rigorous verification and validation processes to ensure its reliability. The instrument was first examined and validated by a panel of experts in the field to ensure that it adequately measures the intended constructs. Subsequently, the instrument underwent reliability testing using Cronbach's alpha, a widely recognized measure of internal consistency. The higher the coefficient, the higher the degree of internal consistency, and thus the better the reliability of the scale.

Reliability result shows that all sections of the instrument exhibit good to excellent levels of reliability. These results indicate that the instrument consistently measures the intended constructs and can be relied upon to provide accurate and consistent data. It shows the composite Cronbach alpha of Chinese university teachers' work involvement, organizational identification, work value, relationship performance, task performance, learning performance, and innovative performance. The value of the reliability coefficients ranges from 0 to 1.0. The Cronbach alpha was 0.882, 0.888, 0.958, 0.895, 0.933, 0.963 and 0.920 respectively. The Cronbach alpha of work involvement, organizational identification and relationship performance was greater than 0.80, which indicates that the scale is good. In terms of work value, task performance, learning performance and innovative performance, the result was greater than 0.9, and all marked excellent. Accordingly, it indicates that the questionnaire has good internal consistency and is suitable for research analysis.

Data Gathering Procedure - Since the author had already gone abroad when preparing the questionnaire, this study adopted the online form to make, distribute, recycle, and test the questionnaire. The process also included a series of steps. First of all, the author fully communicated with the teachers of many universities through WeChat message and web link, explained the purpose and significance of this study, and requested their support, mobilized the staff to cooperate, filled in carefully, and completed the questionnaire survey together. Secondly, with the help of the Internet "So jump" platform, the researcher produced the questionnaire and generated web links to fill out the questionnaire. To test the reliability and validity of the questionnaire, the authors first sent 30 questionnaires, and the results showed that the reliability and validity of the questionnaire was qualified. Then, large-scale questionnaires were distributed to the selected universities in the form of WeChat and messenger. Finally, using the data collection function of the Internet "So jump" platform, all data were exported as EXCEL forms and checked to ensure accuracy.

Data Analysis - To perform data analysis, different statistical tools were used. Frequency and percentage distribution were used to describe the demographic profile of the respondents. Moreover, weighted means and ranking were used to determine the Chinese university teachers' work engagement and work performance. The result of Shapiro-Wilk Test revealed that p-values of four major variables were less than 0.05 which meant that the data set was not normally distributed. Likewise, Spearman rho was used to test the significant relationship between work engagement and efficiency.

Ethical Considerations - To safeguard the privacy of respondents, the researcher refrained from disclosing any individual identities. The researcher ensured personal interactions with the participants, respecting their privacy and obtaining consent before accessing any sensitive information. The analysis was conducted in a manner that prioritized the well-being of the participants and ensured that their data was accurately represented in the study. The researchers abstained from expressing personal viewpoints and solely presented information and findings derived from the collected data. Respondents were assured of the confidentiality of their responses and informed that the survey would solely serve the purpose of this study. Furthermore, the study underwent a rigorous ethics review process and was granted approval.

3. Results and discussion

The statistical results show that Organizational identification got the highest rank, with a weighted average score of 3.01, work involvement follows with a weighted average of 2.87, while work value ranked last with a weighted average score of 2.85. The composite mean of all three indicators is 2.91, which also falls into the 'Agree' category. This overall score suggests a consistent level of agreement across all indicators, indicating a generally positive level of work engagement among university faculty. It reflects a balanced combination of involvement in work, identification with the organization, and valuing the work done.

Table 1
Summary Table on Work Engagement

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Work involvement	2.87	Agree	2
2. Organizational identification	3.01	Agree	1
3. Work value	2.85	Agree	3
Composite Mean	2.91	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 "Work involvement" showed that, on average, the teachers agreed with their active participation in their work. As the second highest ranked factor, it indicates a high degree of commitment and work engagement to academic and related activities Derakhshan et al. (2020) and Nayernia et al. (2020) stressed that teachers' personal traits, beliefs, and cognition significantly impact their classroom decisions and actions. The work involvement of university teachers lies not only in their participation in academic and related activities, but also in their mental health and efficacy, which are critical to their overall performance and contribution to the academic environment. Correlational research explored workplace involvement as a crucial aspect of engagement, emphasizing the degree

to which an employee is integrated into the institution's life. This involvement is constructively linked to educational commitment and inversely related to emotional withdrawal.

"Organizational identification" is the highest in rank among these three components, indicating that teachers have a strong consensus on the identity of their own organizations. The top ranking highlights its importance in the overall work engagement of college faculty. Higher organizational identity is often associated with better job satisfaction, loyalty, and greater willingness to transcend roles. Published in the Journal of Theoretical Educational Science, this study explores the relationship between teachers' organizational identification and their perceptions of meaningful work. The research, conducted with 330 teachers in Kahramanmaras, utilized scales of meaningful work for educational organizations and organizational identification as data collection tools. The findings revealed a positive, moderately significant relationship between organizational identification and meaningful work, indicating that organizational identification is a significant predictor of meaningful work. This study suggests that teachers who identify with their organizations and find meaning in their work can contribute more effectively to their students and schools (Yilmaz, Salih & Kaya, Ahmet, 2022)

"Work value" indicates that teachers generally agreed that they valued their work and agreed with their work value, although this factor ranked the lowest among the three factors. Despite the lowest ranking, they remained within the "Agree" range, suggesting a positive view of the importance and significance of their work. The study used a descriptive approach, the main aspects include, assessing the work value of these teachers, and examining the relationship between work value and demographic variables. The study concluded that work values, such as discipline, creativity, order, patience, decisiveness, and achievement, were all practiced by teachers, and that no significant differences were observed between work values and demographic variables. Studies also show that schools should support teachers in developing their value of their work to improve personal and professional growth, which in turn has a positive impact on school performance (Louie Giray, 2021). The study also recommends extending the study to regional and national levels. Yet valuing one person's work is essential to maintaining motivation, developing a sense of mission, and promoting academic excellence.

The data indicate a strong sense of engagement and connection among university faculty with their work and organizations. High levels of work involvement and organizational identification are particularly noteworthy as they can lead to increased productivity, better work performance, and a more robust academic environment. University could leverage this information to further enhance faculty work engagement, perhaps by recognizing and supporting their needs and aspirations, which in turn could lead to even higher levels of work engagement and output. In conclusion, this analysis reveals a positive work engagement scenario among university faculty, characterized by good work involvement, strong organizational identification, and a high value placed on their work. Such a scenario is conducive to fostering a productive and fulfilling academic environment.

Table 2
Summary Table on Work Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Relationship performance	2.98	Agree	4
2. Task performance	3.03	Agree	2
3. Learning performance	3.01	Agree	3
4. Innovative performance	3.07	Agree	1
Composite Mean	3.02	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 presents overall performance: the composite mean of 3.02, interpreted as "Agree", suggests a general positive assessment of university teachers' performance across all indicators. The innovative performance rated highest with a mean of 3.07 and ranked first, indicating that teachers are particularly effective in bringing innovative approaches to their work. This might reflect their adaptability and creativity in both teaching and research. Mohammed Afandi Zainal and Mohd Effendi Ewan Mohd Matore (2019), in their systematic review published, emphasize the critical role of innovation in the education sector. They argue that innovative behavior is essential for the education system to remain relevant to current developments and trends. Innovation in education

is often defined as the generation, development, and implementation of new ideas to enhance organizational effectiveness and performance. This innovative behavior is seen as fundamental to the success and survival of educational organizations, with teachers playing a vital role in ensuring this success. Three main reasons are cited for emphasizing innovative behavior among teachers: keeping up with societal changes, adapting to rapid technological advancements, and setting an example for students. Innovative teachers contribute to more creative learning methods and the use of new tools and technologies, benefiting the education system overall. Key factors influencing teachers' innovative behavior include leadership and self-efficacy. Leadership is highlighted as a significant influence, given its pervasive role in organizational success and innovation. On the other hand, self-efficacy, which refers to an individual's belief in their ability to achieve goals, is also seen as a critical factor. It can enhance performance and professionalism, although high self-efficacy may also lead to overconfidence in some cases.

The task performance with a mean of 3.03 ranked second which shows that teachers effectively fulfill their assigned tasks, including teaching, research, and administrative responsibilities. In the context of task performance, particularly for teachers effectively fulfilling their assigned tasks such as teaching, research, and administrative responsibilities, recent research offers valuable insights. Studies highlight the significant impact of satisfaction, perceived usefulness, and ease of use on teachers' performance in online teaching, emphasizing the importance of these factors in the current educational landscape. Furthermore, job performance, as defined by Wen et al. (2019), is the total expected value to the organization from the discrete behavioral episodes conducted by an individual over a standard period. Teaching performance specifically refers to the work teachers do in fulfilling their tasks, roles, and responsibilities to achieve school goals, as described by Kusumaningrum et al. (2019). This aspect of performance is especially critical in online teaching, where teachers' concepts, abilities, and experience, particularly in applying ICT, play a crucial role in the effectiveness of their teaching. Relationship performance got the lowest-ranked (4th) with a mean of 2.98. Although still within the "Agree" range, it indicates a slightly lesser emphasis or achievement in building and maintaining relationships, possibly with students, colleagues, or the wider academic community. In education, Torres (2019) and others have shown that teachers' job satisfaction significantly influences their teaching performance, supporting the idea that satisfaction enhances job performance. These studies collectively underline the importance of job satisfaction, perceived usefulness, and ease of use in enhancing teachers' task performance in both traditional and online teaching environments.

Learning performance ranked third and obtained a weighted mean of 3.01, suggesting that teachers are adequately engaging in continuous learning and professional development, which is vital for maintaining high-quality teaching and research. The continuous learning and professional development of teachers is essential to maintaining high-quality teaching and research. For instance, recent research by Johnson and Brown (2021) emphasizes the crucial role of teacher professional development in addressing the evolving needs of the education sector. Their work underscores the importance of ongoing training and support for educators to effectively navigate changes in education. In a study by Gomez (2019), various models of teacher professional development are examined, with a focus on their impact on enhancing learning outcomes. Gomez's research provides valuable insights into the effectiveness of different professional development approaches in improving teaching quality and student achievement. Additionally, recent findings by Patel and Singh (2020) highlight a clear correlation between teacher professional development and performance outcomes. Their study emphasizes the significance of creating supportive environments that facilitate continuous learning among faculty members, thereby enhancing overall work engagement and effectiveness. Furthermore, a study by Chen and Li (2022) explores the efficacy of professional development programs in promoting teacher learning and improving student outcomes. Their research underscores the importance of efficient professional development initiatives in enhancing teacher effectiveness and ultimately contributing to positive learning experiences for students.

The data portrays a positive overall picture of university teachers' work performance, with particular strengths in innovation and task completion. Continuous professional development and relationship-building, while still rated positively, offer areas for further development. These insights can guide institutions in supporting their faculty more effectively, ensuring a balance between innovative teaching, rigorous research, and robust community

engagement.

Table 3
Relationship Between Work Engagement and Performance

Work involvement	rho-value	p-value	Interpretation
Relationship performance	.735**	0.000	Highly Significant
Task performance	.704**	0.000	Highly Significant
Learning performance	.730**	0.000	Highly Significant
Innovative performance	.645**	0.000	Highly Significant
Organizational identification			
Relationship performance	.775**	0.000	Highly Significant
Task performance	.688**	0.000	Highly Significant
Learning performance	.721**	0.000	Highly Significant
Innovative performance	.686**	0.000	Highly Significant
Work value			
Relationship performance	.731**	0.000	Highly Significant
Task performance	.671**	0.000	Highly Significant
Learning performance	.733**	0.000	Highly Significant
Innovative performance	.639**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The data in table 3 present a comprehensive analysis of the relationship between work engagement and performance among university teachers, focusing on four dimensions of performance: relationship, task, learning, and innovative performance. The data is quantitatively analyzed using rho-values (indicative of correlation strength) and p-values (for significance testing). There is a strong positive correlation between work involvement and all four performance dimensions. The rho-values are .735, .704, .730, and .645 for relationship, task, learning, and innovative performance, respectively, with a p-value of 0.000 in each case. This suggests that higher work involvement significantly correlates with better performance across all dimensions. Organizational identification shows a strong positive correlation with the performance dimensions, with rho-values being .775, .688, .721, and .686 for relationship, task, learning, and innovative performance, respectively. Again, the p-value is 0.000 for each correlation, indicating a statistically significant relationship. The correlation between work value and performance dimensions is also strong and positive. The rho-values for relationship, task, learning, and innovative performance are .731, .671, .733, and .639, respectively, with a p-value of 0.000 in each instance. Table 3 presents the association between work engagement and Performance. The computed r-values indicate a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the more engaged to work, the better the is the work performance. These results indicate a highly significant correlation between work engagement (as measured through work involvement, organizational identification, and work value) and various aspects of work performance among university teachers.

The data from Table 3 robustly support the notion that higher levels of work engagement among university teachers (as indicated by work involvement, organizational identification, and work value) are significantly correlated with better performance in various dimensions. This correlation is grounded in well-established theories like Social Exchange Theory, JD-R Model, Self-Determination Theory, and Role Theory. The findings underscore the importance of nurturing work engagement to enhance performance in educational settings.

Table 4
Action Plan for Chinese University Teachers

Key Result Area Objectives	Strategies/ Activities	Success Indicators	Person/s Responsible
1 Work Engagement To improve self-management and motivation to work	-Actively seek help and support from families, schools and education departments, and give timely feedback -Enhance self-attention awareness, make self-adjustment according to emotional and psychological characteristics, and improve physical health	90% of the teachers can use their confidence and positive emotions to influence the students and colleagues around them	University Administration / Teachers
1.2 Work Value To improve the value of teaching	-Regular seminars on teaching methods and course content are held to promote continuous improvement in teaching -Awards and career promotion opportunities for	90% of the teachers met or exceeded the predetermined standard in the teaching evaluation	Teachers

Work engagement and performance of Chinese university teachers

	performing teachers		
1.3 Work Involvement To strengthen teamwork and communication	-Organize targeted professional training and team building activities to enhance team spirit and collaboration ability -Implement effective communication skills training to improve the communication efficiency within and across departments	90% of teachers significantly improved in teamwork and communication skills and received high scores in teamwork evaluation	Teacher / University Administration
Work performance To vocational development, give work incentives	-A participatory and empowerment leadership style encourages the flexible use of teaching resources -Distribution of subordinates' work fairly, give full play to their strengths, and provide timely incentives -Through reasonable emotional catharsis, drive the ability to regulate themselves, effectively alleviate the role conflict, and enhance self-motivation	85% of subordinates are willing to take responsibility 85% of the teachers supported and encouraged their students and colleagues	Teacher / University Administration
To enhance the research results and influence	-Provide project research fund and scientific research equipment support to encourage high-quality academic research -Establish cooperative relations with domestic and foreign research institutions to provide opportunities for communication and cooperation -Funding and administrative support for faculty publications in international journals and participation in academic conferences	Research papers published by 80% of teachers received positive reviews in the industry and were presented at international academic conferences	Teachers
To achieve common progress, provide ways to encourage innovation	-Encourage the full development of expertise and provide independent innovation -Assess the proposed innovative approach to address organizational issues -Focus on the power of democratic participation in major decisions -University administration appropriately authorizes teachers to stimulate the creativity of the organization	85% of their colleagues were able to use their expertise to solve new problems 80% of teachers can master the professional knowledge of students and colleagues and give them room to develop	Teacher / University Administration

4. Conclusions and recommendations

Teachers are often deeply engaged in the work; however too much engagement will lead to the imbalance between work and personal life. Effective time management and organized completion of work tasks on time can greatly improve the work performance of teachers. There is a very strong correlation between work engagement and work performance, that is, the more work engagement, the better the work performance. An action plan was developed to strengthen the Chinese teachers' work performance. School Advisor may train teachers' teaching skills and research ability and encourage teachers to continuously strengthen professional development. Performance Evaluation Office may implement a recognition and reward mechanism to acknowledge and celebrate educators' outstanding performance in various aspects, fostering a culture of appreciation and motivation among the teaching staff. The Human Resource Department may cultivate a culture of teamwork on campus, promote cross-departmental project research, and encourage knowledge sharing and collaboration to enhance work engagement and professional growth among educators. The action plan for Chinese University Teachers working efficiency may be presented and evaluated for implementation. Future Researchers may provide as much training in cultural sensitivity as possible, creating a diverse and inclusive environment that fosters a sense of belonging and respect among all education department members, thereby promoting work engagement and performance.

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