

# Impact of Organizational Support in Colleges and Universities on Teachers' Work Performance and Job Satisfaction: Basis for Faculty Support Program

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**Abstract:** This research combines the theory of organizational support with the organization of colleges and universities. The purpose of the research is to explore the impact of organizational support in colleges and universities on teachers' work performance and job satisfaction so as to provide a new path for improving teachers' job performance. The researcher has chosen this study to formally analyze and prove her institutional theories and observation. Universities in China are very particular in improving their performance in this so-called "global era of educational transformation." The researcher noticed certain challenges in their university, mainly on teachers' retention, work performance, and job satisfaction. This paper attempt to critically and comprehensively assess and evaluates these factors and helps teachers and even university leaders to see and reflect among themselves what programs and policies they need to join and/or implement: all for the growth and betterment of the students and the whole university.

**Keywords:** Job Satisfaction, Organizational Support, Work Performance.

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## 1. Introduction

With the development of technology, education and science, the competition for talent has become more and more intense. Improving the level of higher education has become a major part of testing comprehensive strength.

The scale of higher education in my country is constantly expanding. How to establish a team of teachers with appropriate quantity, reasonable structure, high quality and full of vitality has become the key point to improve the quality of higher education.

Teachers are an important part of higher education. The level of teachers' work performance directly affects the comprehensive competitiveness of schools. It is the key to the dominant position of colleges and universities in China's discipline construction, and it is also the basis for the quality assurance of higher education. Therefore, studying the work performance of teachers in colleges and universities is conducive to improving the performance level of teachers.

Teachers who got organizational support are said to have improved their job satisfaction and performance. Attaining organizational support means rewarding and meeting the socio-emotional needs of employees (Bilgin & Demirer, 2012). It involves the mentorship activities such as employee counseling, challenging assignments for employees, employee protection, coaching employees, ensuring friendship amongst employees and role modeling (Baranik et al., 2010). If these things could be given or experienced by university teachers, we can easily imply that their teaching pedagogies, instructions, and relationships with students (and all members of the academic community) will become fruitful; mainly becoming productive and at the same time, enjoying their practice of profession.

How to improve teachers' work performance is a key issue to promote the common development of schools and teachers. There are many factors that affect the work of teachers. This includes the teacher's own factors and other external factors.

Researchers have done a lot of research on improving teachers' job performance.

For internal factors, Hu Jian (2004) pointed out that there is a significant positive correlation between teachers' achievement motivation and job performance.

He Yiqing (2020) found that the role ambiguity of teachers has a reducing effect on job performance through multiple regression analysis. Regarding external factors, Zheng Wenquan et al. (2010) found that the sense of organizational support will have an impact on job performance.

Interpersonal relationships have a significant impact on job performance, which was confirmed in the study of Zhou Yeyang and Zhu Xinyi (2009).

In general, the work performance of college teachers is not only affected by internal factors, but also closely related to colleges, organizations, groups, and other related factors. College teachers are the main force in many tasks such as teaching, scientific research and service. Under the current background, the status of college teachers has become more and more prominent.

It has been proven that organizational support has a significant impact on job performance in companies. In the past research on the work performance of college teachers, most of them focus on a single level, and there are few studies on the influencing factors of teachers' work performance from the overall level, which is difficult to explain the role of various factors in affecting work performance.

This research combines the theory of organizational support with the organization of colleges and universities. The purpose of the research is to explore the impact of organizational support in colleges and universities on teachers' work performance and job satisfaction so as to provide a new path for improving teachers' job performance.

The researcher has chosen this study to formally analyze and prove her institutional theories and observation. Universities in China are very particular in improving their performance in this so-called "global era of educational

transformation.” The researcher noticed certain challenges in their university, mainly on teachers’ retention, work performance, and job satisfaction. Some of her colleagues are changing careers, which means, shifting from the education sector to the business field and others. Some also mentioned several factors affecting their decisions like promotion opportunities, work condition, work recognition, and others (to name a few). That is why this paper attempt to critically and comprehensively assess and evaluates these factors and help teachers and even university leaders to see and reflect among themselves what programs and policies they need to join and/or implement: all for the growth and betterment of the students and the whole university.

The literature reviewed for this study addresses an impact of organizational support in colleges: basis for faculty support program discusses the impact of organizational support on teachers' work performance, and proposes strategies to improve college teachers' work performance according to the research results. This chapter includes all sorts of materials reviewed, abstract literature that came from books. connected studies each native and foreign consisting principally of peer reviewed journals.

## 2. Methodology

### 2.1. Research Design

This study will utilize the Descriptive Comparative Correlational Research Design. This method, according to McBurney & White (2009), is used in research studies that target to provide fixed pictures of circumstances, as well as initiate the relationship between different variables.

The Descriptive Comparative Correlational method is a multifaceted research approach suitable for the study "Impact of Organizational Support in Colleges and Universities on Teachers’ Work Performance and Job Satisfaction: Basis for Faculty Support Program." Firstly, the descriptive aspect of this method involves collecting data to depict the current scenario (Creswell & Creswell, 2018). This means assessing the existing levels of organizational support, along with teachers’ job satisfaction and work performance. This approach helps in understanding the status quo of the research subjects.

Secondly, the comparative aspect focuses on identifying differences or similarities between groups. This can involve comparing the job satisfaction and work performance of teachers in varying environments of organizational support (Bryman & Bell, 2021). This comparison is vital to ascertain the impact of organizational support on these factors.

Lastly, the correlational aspect examines the relationships between variables (Cohen, Manion, & Morrison, 2018). In this study, it will be exploring how organizational support relates to teachers' job satisfaction and work performance. Understanding these correlations is key to drawing conclusions about the influence of organizational support.

### 2.2. Research Locale

Shaoyang University is located in Shaoyang City, Hunan Province, a national health city and a historical and cultural city in southwestern Hunan, with profound cultural heritage. Here is the birth of Wei Yuan, the first thinker in the modern history of our country, Cai E, a democratic revolutionist who rebuilt the Republic, outstanding Marxist historian Lu Zhenyu, and German musician He Luting, who owns Huxiang. The intangible cultural heritage of Baoqing Bamboo Carvings,

Shaoyang Puppet Show, Tantou New Year Pictures, and Huayao Picking Flowers are strong cultural features.

Shaoyang University was founded in 1958. It was merged and upgraded from Shaoyang Teachers College and Shaoyang College in 2002. Shaoyang Medical College was merged in 2016 (the history of running medical specialties can be traced back to 1906), and it is for social training. It has recruited more than 170,000 talents of various types. It is a “double first-class” high-level application characteristic college in Hunan Province, a school with master’s degree enrollment qualifications, a university with typical national graduate employment experience, and a pilot project unit for excellent doctor education and training.

Shaoyang University has four campuses of Liziyuan, Qiliping, West Lake, and Jiangbei. The campus covers an area of 1.582 million square meters, the schoolhouse covers an area of 821,300 square meters, fixed assets of 1.24-billion-yuan, original value of teaching and research equipment, and equipment 227 million yuan. The library has a collection of 10,000 volumes, including 770,000 e-books, 1471 kinds of paper newspapers in Chinese and foreign languages, and 40 databases of various types.

Shaoyang University has 23 teaching colleges and has a “Master’s Degree Program in Serving National Special Needs”, majoring in mechanical, biological, and pharmaceutical degrees. 56 undergraduate majors, covering economics, law, education, literature, history, science, engineering, Agronomy, medicine, management, art 11 university subjects’ enrollment for 30 provinces (municipalities and autonomous regions). The university has 27294 full-time students.

There are 3,841 faculty members in the university, including 198 with high professional titles (including professors, chief physicians, etc.), 770 with associate high professional titles (including associate professors, deputy chief physicians, etc.), 105 graduate tutors (excluding off-campus), 406 doctors (including studying). There are 54 experts who enjoy special allowances from the State Council, national excellent teachers, national ideological and political theory teaching experts, provincial teaching teachers, and the provincial “121 Talent Project”. Professor Li Guojie, an academician of the Chinese Academy of Engineering, was hired as the honorary principal and part-time professor, and many foreign teachers were hired throughout the year.

In the past 5 years, Shaoyang University has hosted 929 scientific research projects at various levels including the National Natural Science and Social Science Fund Projects. Won 157 teaching and scientific research achievement awards at all levels. Published more than 5,600 academic papers, 391 of which were recognized by the three international authorities Indexed, and published 210 academic monographs.

In the past 3 years, students have participated in the “Challenge Cup” national college students extracurricular academic and scientific works competition and other provincial-level competitions. Received 1,277 awards, including 218 national ones. In 2016, the university was awarded the second national university “campus competition sounds good” champion, 2017 by the Chinese Robot Skills Competition “Robot Golf” project champion, 2018 was awarded the 8th National University Mechanical Design and Innovation Competition first prize and the fifth the first prize of the National University Art Exhibition. In recent years, the university has been repeatedly rated as “Excellent Unit for Employment of Top Graduates in Hunan Province”,

“Advanced Unit for Employment of General College Graduates in Hunan Province” and “Demonstration School for Employment and Entrepreneurship of College Students in Hunan Province.”

### 2.3. Population, Sample and Sampling Technique

When carrying out investigation activities, the selected research objects are teachers of Shaoyang College who are engaged in teaching and scientific research. The sampling technique that will be utilized in this study is purposive sampling technique,

Pre-investigation: Teachers engaged in teaching or scientific research in Shaoyang College will be selected as the survey objects, and 100 questionnaires will be distributed. There are currently 1554 teachers in the Shaoyang College. Using Qualtrics Calculator set at 5% margin error and 95% confidence level, the sample size will be 308 teachers. The data and information in the questionnaires will be analyzed and the validity will be tested.

Formal survey respondents: There will be three hundred eight (308) participants in this study. Teachers who are engaged in scientific research and teaching in Shaoyang College are selected as survey respondents.

Inclusion criteria:

- (1) Must be the age of 20-60 years old
- (2) Working years more than three years,
- (3) Will be willing to participate in this research work.

### 2.4. Research Instrument

The research tool that will be used in this study is a questionnaire created by the researcher. The questionnaire was tailored to fit the study through the researcher's rigorous literature review.

There are 4 parts of the questionnaire. The first part consists of the demographic profile of the respondents in terms of their age, sex and years of teaching,

The second part will be focusing on the organizational support of colleges and universities. This part has 5 sub-variables which are Resource Availability, Administrative Support, Professional Development Opportunities, Recognition and Rewards, and Work Environment and Culture. Each sub-variable has 7-item statements.

The third part of the questionnaire is focused on teachers' work performance in terms of teaching effectiveness, research productivity, community engagement and service, professional development and growth, and lastly, collaboration and teamwork.

For the last part of the questionnaire, it will focus on assessing the teachers' job satisfaction in terms of their satisfaction with work duties, relationships with colleagues and management, compensation and benefits, professional development and career advancement, and lastly, work environment and organizational culture.

In the design of the questionnaire, the researchers will ensure the content validity of the questionnaire through expert review and pilot-testing in the specialized field. The expert review will ensure that the questionnaire will cover the key aspects of organizational support, teachers' work performance and job satisfaction while problems will be identified and necessary modifications will be made in the pilot-test to ensure the clarity and comprehensibility of the questionnaire.

Content validity validation. Through expert review, the researcher will ensure that the questionnaire covers the core

concepts of organizational support, teachers' work performance and job satisfaction. The feedback and suggestions from the experts will be incorporated into the revision process of the questionnaire.

Pilot-testing. Before the actual survey begins, the researchers will conduct a pilot-test for 30 respondents to further validate the clarity, comprehensibility, and applicability of the questionnaire by collecting feedback from the respondents. Based on the results of the pretest, the questionnaire will finally be revised.

### 2.5. Data Gathering Procedure

There are two ways to conduct the questionnaire, one is a paper questionnaire and the other is an electronic questionnaire. The electronic questionnaire is a survey activity carried out on the Questionnaire Star platform, and the respondents use their smartphones to fill in the questionnaire. Paper questionnaires will be distributed to the relevant subjects on the spot, and the investigators explain the rules for filling in the questionnaires, and the respondents fill in the questionnaires anonymously on the spot. The researcher will keep the information of the participants confidential to ensure that the questionnaire survey can meet the objective and true requirements.

After the questionnaires are collected and sorted, the questionnaires will be uniformly coded, and Excel will be used to establish a database. Data will be analyzed using SPSS. The count data will be described by composition ratio, frequency and rate (%); statistical methods such as rank sum test, chi-square test, correlation analysis and logistic regression analysis were used for statistical analysis.

### 2.6. Statistical Treatment of Data

This research selects scales with good reliability and validity at home and abroad, and improves and improves them according to the characteristics of college teachers. The questionnaire consists of multiple parts, including basic personal information, organizational support scale and so on.

Frequency and Percentage – This tool will be used by the researcher to present the profile of the teacher respondents.

Weighted Mean – This tool will be used by the researcher in for level of organizational support, level of job satisfaction, and level of job performance.

LIKERT SCALE MEASUREMENT RANGE:

Point	Likert Scale Interval	Likert-Scale Description	Interpretation
4	3.50-4.00	Strongly Agree	Highly Satisfied
3	2.51-3.50	Agree	Satisfied
2	1.51- 2.50	Disagree	Not Satisfied
1	1.00-1.50	Strongly Disagree	Highly Not Satisfied

Pearson Coefficient Correlation- a statistical measure that calculates the strength and direction of the linear relationship between two variables.

T-test/ ANOVA- will be used to compare the means of two or more groups to determine if they are significantly different from each other.

### 3. Literature References

According to Eisenberger (1986) The connotation of organizational support was discussed the concept of organizational support, which refers to the individual's views and perspectives on the organization's concern for their own efforts and their well-being. When the organization is very supportive of employees, employees will have a positive attitude towards the organization, which will support the various systems and policies formulated by the organization. When individuals are satisfied with the organization, their loyalty will continue to increase. If individuals feel that the organization does not value them or care about them, their motivation will be reduced, as will their perception of taking responsibility in the organization, in which case many employees will leave the organization.

In 2012, Bogler and Nir published a book. This study focuses on the relationship between teachers' perceptions of support from their school and their intrinsic and extrinsic job satisfaction, and the mediating role that teacher empowerment plays in that relationship. The results imply that the beneficial effects of perceived organizational support on both forms of work satisfaction are considerably amplified when teachers are empowered. This study emphasizes the significance of teacher empowerment in educational settings and supports the idea that empowerment is a crucial component in improving job satisfaction within the framework of organizational support.

The concept of college teachers' work performance. On the definition of performance Spangeneberg believes that there are three levels, including groups and individuals, organizations. At different levels, there are also differences in the content and measurement tools involved in performance. This research is to carry out research work at the individual level to analyze the problem of teachers' job performance. Up to now, there is no consensus on the definition of the concept of job performance. Some scholars regard job performance as behavior, and some scholars regard it as result. Bernardin (1984) pointed out that job performance refers to the product created by an individual by performing functions in a certain period of time, and the result is the best basis for evaluation. The theory that emphasizes that performance belongs to behavior does not pay attention to its results, including procedural factors, social relationship factors, etc. The performance results will be affected by many factors. Borman (1993) divided job performance into types when he carried out his research, one is relational performance and the other is task performance. He analyzed the relationship between performance results and performance behaviors. Cheng Peipei (2011) mentioned in his research that performance refers to the set of organizational tasks and behaviors that employees can achieve when they participate in work activities. Chen Yukun pointed out that the work performance of college teachers refers to the work carried out by those who participate in teaching activities, scientific research activities and related work.

Weigl et al., (2021) conducted a study on a systematic review of job performance in the healthcare industry. The job performance in the healthcare industry is the main topic of this thorough review. In order to gain a deeper understanding of the variables influencing job performance in healthcare settings, it compiles and evaluates a variety of studies. The review offers a broad perspective on the complex nature of job performance in the healthcare industry by classifying

these factors into macro, meso, and micro levels. This is especially pertinent in light of the particular difficulties and demands placed on healthcare workers, and it emphasizes how crucial a supportive work environment is to achieving the best possible job performance in this industry.

Talukder et al., (2021) looked at how job satisfaction and work-life balance relate to each other and how employees of small and medium-sized enterprises (SMEs) perform on the job. It specifically looks at the moderating effect of supervisor behaviors that support families. According to the study, workers who believe their managers value their ability to balance work and personal life tend to be more satisfied with their jobs and perform better. This emphasizes how crucial organizational support is for improving employee productivity and well-being at work, especially from direct supervisors.

### 4. Conclusion

The conclusions in this section are based on a statistical analysis performed using jamovi 2.3.19. A normality test, known as the Shapiro-Wilk test, will be utilized to establish whether the parametric test will be employed to achieve the research goals. When the p-value surpasses 0.05, parametric testing is performed. Nonparametric tests will be applied if the p-values are less than 0.05, indicating that the data is not normally distributed. The research topics discussed in this article are revisited. As a result, the findings are provided with their interpretations and analyses.

The assessment of organizational support at a university covered five distinct categories, each reflecting a critical aspect of the support system that influences faculty members. With a consistent sample size of 379 participants for each category, the results offer a robust comparison across the various dimensions of support provided by the institution.

Resource availability and administrative support both scored nearly at the high end of the "Average" range, with means of 2.98 and 2.97 respectively. These scores suggest that faculty members generally perceive the availability of necessary teaching and research resources, as well as administrative support, as adequate. However, the moderate variability in responses, as indicated by standard deviations of 0.63 and 0.65, shows that experiences can differ among faculty, pointing to areas where improvements could be made to achieve more uniform satisfaction.

Professional development opportunities received a slightly lower average rating of 2.73, with less variability among responses (SD = 0.56). This suggests a consensus among faculty that while support for professional growth exists, it could be enhanced to better meet their needs and expectations.

A particularly notable finding is the low score for recognition and rewards, which averaged at 2.37 with the highest variability (SD = 0.89). This indicates not only a general dissatisfaction with how achievements are recognized and rewarded but also a significant inconsistency in how these rewards are perceived across the faculty. Such variability and low scores highlight a critical area for immediate improvement, as enhancing recognition practices could greatly impact faculty morale and motivation.

Finally, the work environment and culture were also rated as average (Mean = 2.90), but with the lowest variability (SD = 0.59), suggesting a stable but not exemplary perception of the work setting and cultural environment. While this indicates a generally positive view, striving for excellence in creating a supportive and enriching work environment could

further boost faculty satisfaction.

Overall, the data underscores the need for the university to not only continue providing sufficient resources and support but also to focus on areas with lower satisfaction, particularly in recognizing and rewarding faculty contributions. Enhancements in these areas could lead to more significant improvements in faculty job satisfaction and overall performance.

The assessment of job satisfaction among faculty at a university was conducted across five key areas: Satisfaction with Work Duties, Relationships with Colleagues and Management, Compensation and Benefits, Professional Development and Career Advancement, and Work Environment and Organizational Culture. Each area was rated on a scale indicating general agreement, with scores falling within the "Average" category.

The satisfaction with work duties and relationships with colleagues and management both recorded identical mean scores of 2.63 and a standard deviation of 0.62. These scores suggest a moderate level of satisfaction in these areas, indicating that while faculty members are generally content with their responsibilities and interpersonal relationships at work, there are aspects that could be improved. The consistent standard deviation points to a similar level of variability in responses, highlighting that perceptions are not widely divergent but also not uniformly positive.

Compensation and benefits scored slightly higher with a mean of 2.71 and a standard deviation of 0.57, suggesting that, on average, faculty feel somewhat adequately compensated. However, the closeness of this score to the lower end of the "Average" range indicates that many see room for improvement in how they are rewarded financially.

Professional development and career advancement received a mean score of 2.81 with a standard deviation of 0.57. This is the highest score among the categories, albeit still within the "Average" range, suggesting that opportunities for growth and advancement are slightly more positively viewed than other aspects of job satisfaction.

The highest score was for work environment and organizational culture, which scored 2.98 with a standard deviation of 0.63. This score indicates a relatively higher satisfaction in this area, though it still remains within the "Average" classification. The moderate variability suggests that while many faculty members appreciate the culture and environment of their workplace, improvements could enhance satisfaction further.

Overall, the assessment indicates that while faculty members generally view their job satisfaction as average across various domains, there is noticeable room for improvement in each area. Enhancements in compensation, benefits, professional growth opportunities, and the nurturing of a more supportive work environment could potentially elevate overall job satisfaction and faculty morale.

Using the Tukey post-hoc test, a difference in the level of satisfaction with work duties was found between those who were between the ages of 31 and 40 and 41 and 50 years old ( $md = -0.20$ ;  $p = 0.029$ ). In particular, those teachers who are between the ages of 41 and 50 years old ( $M = 2.73$ ) have a higher score than those who are between 31 and 40 years old ( $M = 2.52$ ). In terms of relationships with colleagues and management, the difference was found between 31–40 years old and 51–60 years old ( $md = -0.33$ ;  $p = 0.009$ ). Comparing the groups, those teachers who are between the ages of 51 and 60 years old ( $M = 2.85$ ) scored higher than those who are 31

and 40 years old ( $M = 2.51$ ). Lastly, when it comes to compensation and benefits, the difference was found between 31–40 years old and 51–60 years old ( $md = 0.26$ ;  $p = 0.042$ ). Specifically, teachers who are 51–60 years old ( $M = 2.88$ ) scored higher than those who are between 31 and 40 years old ( $M = 2.62$ ).

The one-way analysis of variance was performed to determine how the assessment of job satisfaction differs when the teachers are grouped based on their years of teaching. The analysis of the data revealed p-values that are lower than the 0.05 level of significance for satisfaction with work duties ( $F = 4.16$ ;  $df = 3$ ;  $375$ ;  $p = 0.006$ ), relationships with colleagues and management ( $F = 5.56$ ;  $df = 3$ ;  $375$ ;  $p = <.001$ ), compensation and benefits ( $F = 3.55$ ;  $df = 3$ ;  $375$ ;  $p = 0.015$ ), and overall satisfaction ( $F = 3.13$ ;  $df = 3$ ;  $375$ ;  $p = 0.026$ ), indicating that the null hypothesis will be rejected and that there is a significant difference between the variables with a small effect size. In contrast, no difference was found in the level of professional development and career advancement ( $F = 2.12$ ;  $df = 3$ ;  $375$ ;  $p = 0.097$ ), as well as work environment and organizational culture ( $F = 1.32$ ;  $df = 3$ ;  $375$ ;  $p = 0.026$ ).

The analysis of the Tukey post-hoc test revealed that the difference in satisfaction with work duties was found between 4–6 years and 7–10 years ( $md = -0.22$ ;  $p = 0.015$ ). In particular, those teachers who have 7 to 10 years ( $M = 2.73$ ) of teaching experience scored higher than those who have 4 to 6 years ( $M = 2.51$ ). In terms of relationships with colleagues and management, the differences were found between 4–6 years and 7–10 years ( $md = -0.10$ ;  $p = 0.045$ ). Specifically, teachers with teaching experience of 7 to 10 years ( $M = 2.69$ ) have better scores than those with 4 to 6 years of teaching experience ( $M = 2.50$ ). When it comes to compensation and benefits, the difference is found between 10 years and above and 4–6 years ( $md = 0.27$ ;  $p = 0.027$ ). Comparing the groups, teachers with 10 years and above of teaching experience ( $M = 2.89$ ) scored higher in 4 to 6 years ( $M = 2.62$ ). Lastly, for overall satisfaction, the difference was found between 10 years and above and 4–6 years ( $md = 0.25$ ;  $p = 0.035$ ). Specifically, those teachers with 10 years and above of teaching experience ( $M = 2.92$ ) obtained a higher rating than those who have 4 to 6 years ( $M = 2.67$ ).

The demographic profile of the teacher respondents highlighted a slight majority of male participants over female, with a concentration of faculty members predominantly between the ages of 31 and 40. This demographic tends to have between four to six years of teaching experience, suggesting a relatively young faculty in terms of career longevity.

The assessment of organizational support revealed an average satisfaction across several dimensions including resource availability, administrative support, and work environment, with scores hovering around the average mark. However, areas such as professional development opportunities and recognition and rewards were perceived less favorably, with the latter receiving notably lower scores, indicating significant room for improvement.

A pivotal finding from the study is the significant impact of demographic factors such as age and years of service on perceptions of organizational support and job satisfaction. Older and more experienced teachers displayed different levels of satisfaction, particularly with recognition and rewards, which were higher compared to their younger and less experienced counterparts. This suggests that more seasoned faculty might have different expectations or receive

different treatment within the institution.

The analysis further revealed no significant differences based on gender, affirming that organizational support and job satisfaction levels are consistent across male and female teachers. However, age and years of service did show significant differences in certain areas of job satisfaction, such as satisfaction with work duties and relationships with colleagues, highlighting that experiences and perceptions can vary greatly within these demographics.

Finally, the study established a very strong positive correlation between organizational support and both work performance and job satisfaction. This underscores the crucial role that institutional support plays in enhancing faculty performance and their overall job satisfaction. Schools looking to improve their educational outcomes and faculty retention should focus on bolstering support in areas like professional development and recognition to enhance satisfaction and performance.

While the university provides a generally supportive environment for its faculty, the variations in satisfaction related to demographic factors and the strong correlation between organizational support and job outcomes point to opportunities for targeted improvements. Enhancing support mechanisms, especially in recognition and professional development, could lead to significant gains in job satisfaction and institutional loyalty among faculty members.

## **5. Recommendations**

### **5.1. Enhance Recognition and Rewards Systems**

Develop and implement a transparent and equitable recognition system that acknowledges outstanding teaching, research, and service contributions. This could include monetary bonuses, awards, public acknowledgment, and promotions.

Regularly review and adjust the recognition criteria to ensure they remain relevant and meaningful to the faculty.

### **5.2. Improve Professional Development Opportunities**

Increase investment in professional development programs to cover more diverse areas such as technology integration in teaching, advanced research methods, and leadership skills.

Facilitate easier access to conferences and workshops, and provide sufficient funding to support these activities.

Establish mentorship programs pairing less experienced teachers with seasoned educators to foster skills development and knowledge transfer.

### **5.3. Strengthen Administrative Support**

Streamline administrative processes to reduce the bureaucratic burden on teachers. This could involve simplifying procedures for resource requests, travel arrangements, and expense reimbursements.

Enhance communication channels between faculty and administration to ensure that faculty concerns and suggestions are promptly and effectively addressed.

### **5.4. Foster a Supportive Work Environment**

Invest in creating a more collaborative and supportive work environment. This could include regular team-building activities, collaborative project opportunities, and spaces designed to encourage informal interactions among staff.

Promote inclusivity and diversity within the faculty by actively addressing any issues of discrimination and ensuring equitable treatment for all staff members.

### **5.5. Address Variations in Job Satisfaction Based on Demographics**

Conduct further research to understand the specific needs and expectations of different age groups and tenure lengths within the faculty.

Tailor programs and policies to address these specific needs, such as providing additional support for younger teachers or recognizing the long-term contributions of more experienced faculty.

### **5.6. Regularly Assess and Adjust Policies**

Implement an ongoing assessment mechanism to regularly gather feedback on faculty satisfaction with organizational support, work environment, and recognition systems.

Use this feedback to make informed adjustments to policies and programs, ensuring they remain aligned with faculty needs and institutional goals.

### **5.7. Correlation Between Organizational Support and Job Outcomes**

Recognize and leverage the strong correlation between organizational support and both job satisfaction and work performance by continuously improving support structures.

Ensure that enhancements in organizational support are well-communicated to all faculty members to maintain transparency and trust in the institution's commitment to its staff.

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