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# Organizational Support as an Influencer of Teachers' Performance in Chinese Colleges and Universities

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**Abstract:** This study aims to explore the relationship between organizational support and faculty performance in Chinese higher education institutions in order to fill the gaps in the existing literature and provide new insights into human resource management in higher education. Given the importance of university faculty performance in the field of higher education, this study has important theoretical and practical implications. This study expects to provide solutions to improve faculty performance and to have an impact on policies/practices related to organizational support in higher education. The study used quantitative research methods to obtain data by means of questionnaires. The subjects of the study were Lingnan Normal University, Guangzhou University and Zhanjiang College of Science and Technology, and the sample size was 359. For data analysis, the study utilized SPASS statistical software and methods such as mean, standard deviation, t-test, one-way ANOVA and Pearson r to ensure the accuracy and reliability of the results. Ethical guidelines were followed during the study to ensure the validity and fairness of the study. The results of the study indicate that organizational support positively and significantly influences the performance of college teachers, supporting the research hypotheses and theories. Through an in-depth analysis of the data/results, this study reveals that organizational support (Vocational support, Instrumental support, Emotional support, Adaptive support, Organizational equity, psychological contract) on teacher performance (Task performance, Relationship Performance, Adaptive Performance) in higher education. In addition, the study found that providing teachers with the necessary tools and resources is particularly important in promoting good relationships with colleagues and leaders. This provides a fresh perspective for research in related fields. The findings of this study are instructive for college and university administrations to develop organizational support policies to improve faculty performance and provide a foundation for subsequent research.

**Keywords:** Organizational Support; Performance; Faculty; China; University.

## 1. Introduction

In the field of educational psychology and organizational behavior, the interplay between organizational support and teachers' performance has garnered significant attention. Shafait's research shows that teachers who feel supported from their schools can significantly increase their job satisfaction and performance. (Shafait's,2023) This interplay is not merely a correlational phenomenon but rather a complex dynamic that shapes the educational landscape and ultimately impacts student outcomes. The present study aims to delve into this relationship and unpack the various dimensions that constitute organizational support and its implications for teachers' performance.

*Organizational Support.* Organizational support refers to the resources, opportunities, and encouragement provided by an organization to its members. In the context of educational institutions, this support encompasses a wide range of factors that facilitate teachers' work and promote their professional development. Organizational support significantly affected teachers' job satisfaction and professional engagement among basic education teachers in Jiangsu Province 2020. (Wang,2022) Specifically, organizational support can be classified into several sub-dimensions, including vocational support, instrumental support, emotional support, adaptive support, organizational equity, and psychological contract. Vocational support involves providing teachers with opportunities for professional growth and development, such as training, workshops, and research grants. Instrumental support encompasses the provision of material resources, such as teaching materials, technology, and funding for innovative projects. Emotional support relates to the recognition, appreciation, and encouragement teachers receive from their colleagues and supervisors. Adaptive support focuses on helping teachers adjust to new challenges and environments, such as curriculum changes or the introduction of new technologies. Organizational equity refers to the fair and equitable distribution of resources and opportunities within the institution. Finally, the psychological contract refers to the mutual understanding between teachers and the organization regarding roles, responsibilities, and expectations.

*Teachers' Performance.* Sooki believes that teacher performance evaluation is crucial in educational institutions as it helps to measure the quantity and quality of education in universities and educational institutions. (Sooki,2024) Teachers' performance is a multifaceted construct that encompasses various aspects of their work. It includes task performance, which refers to the quality and effectiveness of teachers' instructional practices, as well as their ability to manage and engage students in the learning process. Relationship performance involves teachers' ability to build and maintain positive relationships with students, parents, and colleagues. Finally, adaptive performance relates to teachers' capacity to adapt to changing environments and demands, such as new curricula or teaching methodologies.

*The Intersection of Organizational Support and Teachers' Performance.* Oubibi's study found that teachers were more likely to perform better on the job when they perceived support from the school. (Oubibi,2024) The interrelationship between organizational support and teachers' performance is of particular interest in the field of education. While the

importance of teacher quality for student achievement is well established, the role of organizational support in fostering teacher performance is equally crucial. A supportive organizational environment that provides teachers with the necessary resources, encouragement, and opportunities can significantly enhance their performance, which in turn can have a positive impact on student outcomes. Conversely, a lack of support can hinder teachers' development and performance, leading to dissatisfaction, attrition, and ultimately, a decline in educational quality.

The present study aims to contribute to the understanding of this complex relationship by examining the various dimensions of organizational support and their specific impacts on teachers' performance. By doing so, we hope to provide insights that can inform policy and practice in educational institutions, ultimately leading to the creation of more supportive environments that foster teacher growth and excellence.

The origins and value of educational research are closely linked to the problems that arise in educational practice, and their importance depends on the value of the problems addressed. In the dynamic field of higher education, the pursuit of excellence is closely linked to faculty performance. Universities across the globe are challenged to improve the quality of their teaching, research and social services in an environment of intense competition and limited resources. This prevalence highlights the critical role of organizational support in enhancing faculty performance in higher education. Against this background, Simon Marginson's book provides an international perspective on the role of higher education institutions in promoting knowledge growth, innovation and social services, and explores how the public interest can be better served through higher education policy and practice. (Marginson,2016) This provides a valuable reference for the development of higher education in China, especially in the global context of a knowledge-based economy where the role of Chinese higher education institutions is becoming increasingly important.

China's national policies and educational frameworks are evolving to emphasize the creation of a highly skilled and motivated higher education teaching force that is responsive to international standards. The Outline of the Fourteenth Five-Year Plan and Vision 2035 for National Economic and Social Development of the People's Republic of China emphasizes the importance of building a high-quality education system and adhering to the strategy of innovation and development, laying the groundwork for a strengthened higher education system. The Law of the People's Republic of China on Higher Education provides the legal framework for the management and development of higher education, highlighting the importance of faculty development and support systems. Several Opinions on Comprehensively Improving the Quality of Higher Education issued by the Ministry of Education outlines specific measures to enhance the quality of teaching, research capacity, and social services, including the provision of professional development opportunities, competitive salaries, and supportive work environments, which are key elements in fostering a culture of excellence among teachers.

The 2023 Annual Report on Frontiers and Hot Issues in Chinese Education Research states that building a high-quality higher education system is a hot topic for current research. (ZHANG,2024) In the current educational environment, the demand for higher education institutions to provide high-quality education, research results and social services is at an all-time high, which highlights the timeliness of this study. Teachers face tremendous pressure in teaching, research and social services, making systematic organizational support particularly important. This study aims to explore the impact of organizational support on teachers' job performance in Chinese universities and to examine how institutional policies and practices can be optimized to enhance teachers' productivity and satisfaction.

Educational evaluation, as an important branch of educational research, has been driving the development of educational disciplines and the improvement of teaching practices since its introduction by Ralph W. Tyler. Teachers, as the main force of colleges and universities, are the important object of educational evaluation and the focus of attention of educational administrations and college administrators when they formulate policies.

In the face of the convergence of international higher education, the support of national economic and social development plans, the compliance with higher education regulations, and the requirements of the "double first-class" quality construction of Chinese universities, this study strives to comprehensively understand the relationship between organizational support and teachers' performance by combing the existing literature and drawing on empirical evidence. The study will answer important theoretical and practical questions about the extent to which organizational support affects teachers' performance in Chinese universities, the dimensions of teachers' performance, and how organizations should support teachers to improve their performance.

In summary, this study will provide the basis for an in-depth exploration of the impact of organizational support on teacher job performance and provide a basis for the development of policy recommendations and institutional strategies aimed at enhancing the overall effectiveness of higher education in China.

## 2. Statement of the Problem

This study determined the relationships of the organizational support with the teachers' performance in the classroom as evidenced by their assessment performance grade.

Specifically, it sought answers to the following questions:

1.What is the profile of the teacher respondents in terms of:

1.1 Sex

1.2 Age

Area of specialization

1.4 Educational attainment

1.5 Length of service

2. What is the assessment of the teacher respondents on the extent of the organizational support provided by their institution in terms of the following:

2.1 Vocational support

2.2 Instrumental support

2.3 Emotional support

2.4 Adaptive support

2.5 Organizational equity

2.6 Psychological contract

3. Is there a significant difference in the assessment of the teacher respondents on their organizational support provided by their institution when their profile is taken as a test factor?

4. What is the performance level of the teachers in the university in terms of performance assessment?

4.1 Task performance

4.2 Relationship Performance

4.3 Adaptive Performance

5. Is there a significant difference in the assessment of the teacher respondents on their teacher's performance when their profile is taken as a test factor?

6.Is there a significant relationship between the assessment of the teacher respondents on their organizational support provided by their institution with their teaching performance?

7. Based on the findings of the study, what enhanced teaching program will be developed?

# 3. Research Design

The study used quantitative method. Specifically, it is descriptive, comparative, and correlational. The descriptive aspect of the study was evident in the profiling of the respondents, and in the assessment of organizational support. The study generated a quantitative description of the level of organizational support based on the sub-variables: vocational support, instrumental support, emotional support, adaptive support, organizational equity, and psychological contract. The study provided a quantitative description of teacher performance based on the following sub-variables: task performance, relationship performance, and adaptive performance. Using the profile as test factors, the study also made a comparative analysis of the respondents' assessment of organizational support. The study also used these profiles as test factors for comparative analysis of respondents' ratings of teacher performance. The correlational aspect of the study was seen in the inferential analysis of the relationship between organizational support and the performance of the respondents.

# 4. RESULTS AND DISCUSSIONS

**Profile of the Respondents**

Table 1 shows the profile of the respondents. Majority of the respondents were females (55.4%), the proportion of female faculty members exceeded that of males, which shows the participation and influence of females in Chinese higher education institutions, as well as the improvement of career development and promotion opportunities for females in Chinese higher education institutions, which is also in line with the global trend, showing the progress of gender equality in the field of Chinese higher education. and promotion opportunities, which is also in line with the global trend and shows the progress of gender equality in China's higher education sector. In terms of age, the biggest group (44.9%) is 41 years old and above, and teachers under 41 years old account for 55.1%.

**Table 1.** Profile of the Respondents

| Profile | Frequency | Percentage |
|---|---|---|
| Sex | | |
| Male | 162 | 44.6 % |
| Female | 201 | 55.4 % |
| Age | | |
| 21-25 years old | 7 | 1.9 % |
| 26-30 years old | 32 | 8.8 % |
| 31-35 years old | 98 | 27.0 % |
| 36-40 years old | 63 | 17.4 % |
| 41 years old and above | 163 | 44.9 % |
| Area of Specialization | | |
| Natural Science | 127 | 35.0% |
| Social Science | 97 | 26.7% |
| Humanities Science | 139 | 38.3% |
| Educational Attainment | | |
| Bachelor's Degree | 23 | 6.3% |
| Master's Degree | 161 | 44.4% |
| Doctorate Degree | 179 | 49.3% |
| Length of Service | | |
| 1-2 years | 21 | 5.8% |
| 3-4 years | 18 | 5.0% |
| 5-10 years | 120 | 33.1% |
| Above 10 years | 204 | 56.2% |

China's Ministry of Education defines teachers under the age of 41 as young teachers, and this proportion reflects that young teachers have become the main body of university teachers, and the age structure of Chinese university teachers is constantly optimized, and young teachers have become the main force in teaching and scientific research. When it comes to the respondents' specialization When it comes to the respondents' specialization, 73.3% are either in natural science (35.0%) or humanities (38.3%), indicating that the distribution of disciplines in Chinese colleges and universities is relatively balanced. Furthermore, a big majority of the respondents (93.7%) have either master's degree (44.4%) or doctorate degree (49.3%). This reflects the high demand for teachers' academic qualifications in Chinese universities, which directly affects the quality of education and the level of research, as well as the importance attached to academic research and teaching quality in China's higher education sector. Lastly, the majority of the respondents (56.2%) have more than 10 years of service in their respective schools, indicating the stability of the teaching profession in Chinese higher education is high.

**Organizational Support**

The overall mean scores in Table 2 (mean= 2.85, standard deviation= 0.53) indicate that the teachers interviewed generally believe that their schools provide a high level of necessary support in terms of vocational support. This implies that the interviewed teachers focused on the impact of the vocational support indicators. The standard deviation (SD) range of 0.91-0.98 indicates a considerable deviation from the mean of the individual assessments, and it suggests that

different respondent teachers responded to different indicators of vocational support. Some of the teachers interviewed expressed strong agreement, while others strongly disagreed on the indicators of vocational support. The survey showed that the first indicator had the highest mean value of 3.12, which implies that the respondent teachers valued the support of the school's instructional evaluation system during their teaching careers. The fourth indicator, support for teachers' spousal employment, had the lowest mean value of 2.27 and a verbal description of VD as disagree, which implies that the school's support for the spousal employment of the respondent teachers is low.

Vocational support is important to the respondent teachers. Overall, this finding is similar to the study by Baluyrss, Rivera, &Baluyrss (2019) in that the level of satisfaction with the school's vocational support influences teachers' teaching effectiveness and career engagement. The support provided by schools not only contributes to teachers' professional attitudes and job satisfaction, but also stimulates their pedagogical potential and creativity, which improves students' learning experiences and the quality of education. Specifically, Sartain & Morris (2024) argued that teaching evaluation systems not only contribute to teachers' professional competence, but also promote teachers' job satisfaction. For example, survey data from the Chicago Public Schools showed that teachers' satisfaction with the assessment system had a direct impact on whether or not they would utilize assessment data for instructional improvement. Of those teachers, 60 percent believe the assessment system is fair and accurate. In addition, support for teacher spouse employment and teacher housing issues should be strengthened. Medlin et al. (2024) showed that initiatives to attract and retain teachers make little sense if the teaching force cannot find suitable (quality and affordable) housing within commuting distance. Huffman (2014) study shows spousal employment support reduces chances of turnover.

**Table 2.** Assessment of Vocational Support

| Items | Mean | SD | VD | INT | Rank |
|---|---|---|---|---|---|
| 1. The school teaching assessment system enables me to get the necessary support for teaching. | 3.12 | 0.71 | Agree | To a high extent | 1 |
| 2. The school scientific research management system enables me to get the necessary support for scientific research. | 3.06 | 0.69 | Agree | To a high extent | 2.5 |
| 3. The school social service management system can make me get the necessary support. | 2.96 | 0.78 | Agree | To a high extent | 4 |
| 4. The school professional title evaluation system is helpful to my professional development. | 2.94 | 0.76 | Agree | To a high extent | 6 |
| 5. The school personnel management system can provide convenience for my further study and academic upgrading. | 2.86 | 0.75 | Agree | To a high extent | 7 |
| 6. The school provides the necessary support for my spouse's employment. | 2.27 | 0.98 | Disagree | To a low extent | 10 |
| 7. The school provides the necessary support for my children to attend school. | 2.78 | 0.91 | Agree | To a high extent | 8 |
| 8. The school salary system can guarantee me to get the necessary economic income. | 3.06 | 0.78 | Agree | To a high extent | 2.5 |
| 9. The school's housing system is conducive to my peace of mind. | 2.55 | 0.96 | Agree | To a high extent | 9 |
| 10. The school's living welfare system is conducive to my peace of mind. | 2.95 | 0.79 | Agree | To a high extent | 5 |
| Overall | 2.85 | 0.53 | Agree | To a high extent | |

*Legend: VD (verbal description), INT (Interpretation). 3.51-4.00 (Strongly agree/To a very high extent); 2.51-3.50 (Agree/To a high extent); 1.51-2.50 (Disagree/ To a less extent); 1.00-1.50 (Strongly disagree/To no extent at all)*

**Correlation Between Organizational Support and Teacher Performance**

Table 3 shows the results of the analysis “Correlation between organizational support and teacher performance”. The correlation matrix shows the correlation between different dimensions of organizational support and the three teacher performance indicators (task performance, relationship performance, and adaptive performance). All types of organizational support showed positive and moderately significant correlations with teacher performance indicators, suggesting that increased organizational support may improve teacher performance. Instrumental support showed the strongest correlation with relational performance ($r = 0.641$), which may indicate that providing teachers with the necessary tools and resources is particularly important for fostering good relationships with their colleagues and leaders.

# 5. Conclusion

This study quantitatively analyzed the perceived organizational support and self-efficacy of university teachers in China and made comparisons based on the respondents' personal data. Based on the results of the study, the following conclusions were drawn:

1. The respondent teachers perceived a high level of organizational support. Age, education and years of working experience affect the perception of organizational support among the interviewed teachers, while gender and subject specialization have little effect on the perception of most organizational support.

2. The respondent teachers have high level of self-efficacy and perform competently at work. Gender, age and years of working experience affect teachers' self-efficacy ratings, while subject specialization and level of education do not affect teachers' self-efficacy ratings.

3. There is a moderately significant positive correlation between different types of organizational support and teachers' performance indicators. This indicates that increasing the level of organizational support can significantly improve teacher performance.

**Table 3.** Correlation Matrix

| | Task Performance | Relationship Performance | Adaptive Performance | Overall Performance |
|---|---|---|---|---|
| Vocational Support | r = 0.607<br>p =.000<br>positive, moderate, significant | r = 0.587<br>p =.000<br>positive, moderate, significant | r =0.570<br>p =.000<br>positive, moderate, significant | |
| Instrumental Support | r = 0.617<br>p =.000<br>positive, moderate, significant | r = 0.641<br>p =.000<br>positive, moderate, significant | r =0.561<br>p =.000<br>positive, moderate, significant | |
| Emotional Support | r = 0.527<br>p =.000<br>positive, moderate, significant | r = 0.541<br>p =.000<br>positive, moderate, significant | r =0.518<br>p =.000<br>positive, moderate, significant | |
| Adaptive Support | r = 0.530<br>p =.000<br>positive, moderate, significant | r = 0.508<br>p =.000<br>positive, moderate, significant | r =0.450<br>p =.000<br>positive, moderate, significant | |
| Organizational Equity | r = 0.621<br>p =.000<br>positive, moderate, significant | r = 0.585<br>p =.000<br>positive, moderate, significant | r =0.509<br>p =.000<br>positive, moderate, significant | |
| Psychological Contract | r = 0.595<br>p =.000<br>positive, moderate, significant | r = 0.596<br>p =.000<br>positive, moderate, significant | r =0.517<br>p =.000<br>positive, moderate, significant | |
| Overall Organizational Support | | | | r = 0.678<br>p = .000<br>positive, moderate, significant |

# 6. Recommendations

Based on the findings of the study, the following targeted optimization recommendations are made:

1. Given that the perceived organizational perceptions of the teachers interviewed are not yet at an optimal level, and that increasing the level of organizational support can significantly enhance teacher performance, interventions must be made to further enhance organizational support for teachers. Schools must implement an organizational support optimization program to improve teachers' perceptions of organizational support by consistently providing organizational support on the highest ranked indicators such as assessment systems, office space, collaborative communication with colleagues, instructional coaching, leadership honesty and trustworthiness, and fulfillment of formal agreements. Organizational support was strengthened on the lowest ranked indicators of spousal employment, professional laboratory facilities, personal relationships with leaders, research resources, publication support, leaders' sharing of faculty concerns, and support not meeting expectations. The proposed program must be used for this matter.

2. Given that the self-efficacy perceptions of the teachers interviewed are not yet at the level of excellence, and that high teacher self-efficacy perceptions contribute to the quality of education, interventions must be made to further enhance teacher self-efficacy perceptions. Continuous follow-up on the highest ranked indicators such as workload, collaborative communication with colleagues, and flexibility to adjust and improve the curriculum based on student feedback. Enhance faculty self-efficacy perceptions on the lowest ranked metrics such as publication of high-quality papers during tenure, collaborative relationships with social service recipients, and innovative approaches to solving complex problems. The proposed program must be used for this matter.

3. Given the significant differences in gender, age, field of specialization, educational qualifications and years of experience. The development of the relevant policy framework should take into account the development of individualized organizational support policies based on the personality characteristics of the group.

4.The recommended framework can be adopted by the school's human resources department to guide the development of relevant policies. Through the implementation of these recommendations, schools can more effectively enhance teachers' perceptions of organizational support, strengthen teachers' job satisfaction and teaching performance, and promote the overall improvement of education quality.

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