

## PERCEIVED ORGANIZATIONAL SUPPORT, ORGANIZATIONAL IDENTITY AND WORK ENGAGEMENT TO INFLUENCE THE TEACHERS' JOB PERFORMANCE IN PRIVATE UNIVERSITIES, IN GUANGDONG

*O APOIO ORGANIZACIONAL PERCEBIDO, A IDENTIDADE ORGANIZACIONAL E O ENVOLVIMENTO NO TRABALHO COMO FATORES QUE INFLUENCIAM O DESEMPENHO PROFISSIONAL DOS PROFESSORES EM UNIVERSIDADES PARTICULARES, EM GUANGDONG*

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The authors declare that there is no conflict of interest

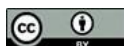
### Abstract

At present, private universities are for 31.48% and occupy an important place in China's higher education. There are nearly 250,000 teachers and about 5.1 million students in private universities. Therefore, the job performance of teachers in private universities is very important. This study investigated the effects of Perceived Organizational Support, Organizational Identity, and Work Engagement on Job Performance. Based on social exchange theory and teacher development theory, it was found that Perceived Organizational Support affects Job Performance through both direct and indirect pathways, with Organizational Identity and Work Engagement as the mediating variables. This study used a mixed research method combined with an explanatory order design, questionnaires and semi-structured interviews as research tools. The questionnaire surveyed 418 teachers from 23 private universities in Guangdong, and conducted semi-structured interviews with 12 in-service teachers. The results show that Perceived Organizational Support, Organizational Identity, and Work Engagement have a significant positive effect on Job Performance, and Organizational Identity, Work Engagement play an important mediating role.

**Keywords:** Perceived Organizational Support. Organizational Identity. Work Engagement. Job Performance.

### Resumo

*Atualmente, as universidades privadas representam 31,48% do total e ocupam um lugar importante no ensino superior da China. Existem cerca de 250 mil professores e aproximadamente 5,1 milhões de alunos nas universidades privadas. Portanto, o desempenho profissional dos professores nessas instituições é de grande importância. Este estudo investigou os efeitos do Apoio Organizacional Percebido, da Identidade Organizacional e do Engajamento no Trabalho sobre o Desempenho Profissional. Com base na teoria da troca social e na teoria do desenvolvimento do professor, constatou-se que o Apoio Organizacional Percebido afeta o Desempenho Profissional por meio de caminhos diretos e indiretos, tendo a Identidade Organizacional e o Engajamento no Trabalho como variáveis mediadoras. Este estudo utilizou um método de pesquisa misto combinado com um desenho de ordem explicativa, questionários e entrevistas semiestruturadas como ferramentas de pesquisa. O questionário foi aplicado a 418 professores de 23 universidades privadas em Guangdong, e foram realizadas entrevistas semiestruturadas com 12 professores em exercício. Os resultados mostram que o Apoio Organizacional Percebido, a Identidade Organizacional e o Engajamento no Trabalho têm um efeito positivo significativo sobre o Desempenho Profissional, e que a Identidade Organizacional e o Engajamento no Trabalho desempenham um importante papel mediador.*



*Palavras-chave:* Apoio Organizacional  
Percebido. Identidade Organizacional.  
Engajamento no Trabalho. Desempenho  
Profissional.

## 1 INTRODUCTION

According to the 2022 Education Statistics released on the official website of the Ministry of Education, PRC, there are 1,239 national general undergraduate colleges and universities (Academic Higher Education Schools), Of the 390 private universities (Undergraduate Institutions), for 31.48%, the numbers of university teachers nationwide are 1318556, private university teachers are 246695, for 18.71%, the numbers of undergraduates at private universities are 5,128,458. Data display that the number of teachers at private universities remains inadequate. Therefore, it is of great significance for private university teachers to improve their job performance.

China's private university is developing rapidly, but the private university teachers Job Performance management is still in a relatively backward state. Many problems increasingly highlighted: management concept is backward, management efficiency is low, the turnover of private university teachers is higher (Li Menglin,2020).Dewi *et al.* (2021) proposed that Perceived Organizational Support can positively influence the Job Performance of employees, and Organizational Identity can influence the Job Performance of teachers, because the sense of identity is often related to employees' work enthusiasm and commitment.Mo Yanan (2021) pointed out that the Perceived Organizational Support of university teachers will affect their Job Performance.Wang Lihua (2023) shows that Perceived Organizational Support and Work Engagement have positive effects on Job Performance.

In this paper, based on social exchange theory and teacher development theory, to explore the influence of Perceived Organizational Support, Organizational Identity and Work Engagement on teachers' Job Performance at private universities in Guangdong.

There are three questions in this study:

1: What is the relationship between private university teachers' Perceived Organizational Support, Organizational Identity, Work Engagement, and Job Performance?

2: What is the level of Organizational Support, Organizational Identity and Work Engagement to influence the Job Performance?

3: What is the model of private university teachers' Perceived Organizational Support, Organizational Identity and Work Engagement to influence the Job Performance?

The study will derive the following three research objectives from the research questions:

1: To explain the relationship between private university teachers' Perceived Organizational Support, Organizational Identity, Work Engagement, and Job Performance.

2: To determine the level of impact of Perceived Organizational Support, Organizational Identity and Work Engagement on Job Performance.

3: To construct a model of private university teachers' Perceived Organizational Support, Organizational Identity and Work Engagement on Job Performance.

## **2 LITERATURE REVIEW**

### **2.1 Social exchange theory**

Social exchange theory (Social exchange theory) Founded in the United States in the 1960s, Social exchange theory Reveals the exchange relationship in the group. The main representatives of Social exchange theory are Homans & Blau. In the relevant research literature on organizational support perception, organizational identity and work engagement, many authors took the social exchange theory as the theoretical basis, and Yu Xiaoqian (2020) used social exchange theory to study the relationship between organizational support perception, organizational identity and work engagement. He Chaomin (2022) based on the social exchange theory to study the impact of the organization support perception on the job performance of university teachers. Song Zhizhang (2023) also analyzed and explained the core concept of the social exchange theory: including return, mutual benefit and social exchange.

## 2.2 Teacher development theory

University Teacher development theory (Faculty Development) usually refers to the overall strategies, behaviors and practices related to university teachers to improve their teaching, research and social service abilities. The core goal is to improve the teaching level of teachers. In the early 19th century, the faculty "academic leave" of Harvard University was regarded as the beginning of university faculty development.

Qu Yuan & Liu Xudong (2023) took the theoretical perspective of "common existence", deeply discussed the teacher development theory of action, and constructed the teacher development theory of action Lei Bo & Si Lijing & Zhang Quanbo (2024) pointed out that in the 21st century, from behaviorism to teacher career development theory and situational learning theory, which provides strong theoretical support for teacher professional development.

### 2.2.1 Perceived organizational support

According to Eisenberger and Rhoades in Arshadi and Hayavi (2020), there are three ways to increase the organizational support that employees feel, including: 1) supervisor support; 2) fairness; 3) incentives for organizational and working conditions. Wang Jiaoyan & Chen Jie & Xu Haiyan & Wang Zixin (2021) pointed out that Perceived Organizational Support refers to the views of employees to what extent the organization values their own contribution and promotes the realization of their goals.

Sabir *et al.* (2022); Sheikh (2023), Perceived Organizational Support refers to the view of the organization, reflected in the degree of support and the organization can provide help when needed. Patnaik *et al.* (2023), Putri *et al.* (2023) believe that Perceived Organizational Support is a process of attribution, showing that people's commitment in social relations is influenced by the interaction between individuals and organizations, such as organizations' recognition and praise of individuals.

In this study, we defined Perceived Organizational Support as the perceived recognition of their contributions and well-being and the extent to which leaders and colleagues support employees. In this study, the dimensional division of the Perceived Organizational Support scale developed by Cao Zhifeng (2018) was used to divide the

Perceived Organizational Support into three dimensions: perceived organizational institutional support / perceptual leadership support / perceived colleagues support.

### **2.2.2 Organizational identity**

Demir, K. (2015) argue that individuals define their identity based on the characteristics of the social group they perceive, and they believe that Organizational Identity is a special form of social identity. Kerse & Karabey (2019) believes that Organizational Identity means that employees can accept their organization and establish psychological connections with the organization. There are also many researchers in China working on Organizational Identity. In the past two decades, scholars have defined the concept of Organizational Identity from different perspectives, and achieved rich research results.

Li Kailong & Wang Bin & Wang Lei (2021) believes that Organizational Identity is the unit identity, which is a kind of employees' cognition of the unit. Tang Mengjing (2022) points out that when individuals enter an organization, they will integrate into it and remain highly consistent with it. Zhang Chenxi (2023) believes that Organizational Identity is the behavior and sense of belonging shown by employees in order to keep consistent with the enterprises they work for.

In this study, we defined Organizational Identity as Organizational Identity as the belonging and consistency of cognition, behavior, emotion, and evaluation in order to be consistent with the organization they work. Combining the background and objectives of this study, the dimensions of Guo Jingjing (2007) & Zhang Chenxi (2023) divided Organizational Identity into four dimensions: cognition / emotion / evaluation / behaviour.

### **2.2.3 Work engagement**

Li Yue (2020) defines Work Engagement as: the proportion of work in the hearts of individuals, and the degree of concentration that individuals show at work, which is a positive emotional state of work. Priyanto & Taufiq (2021) believes that Work Engagement is a necessary condition for employees to invest time and energy, and regard

work as an important part of their lives. Work Engagement Indicators include: completing daily work, participating in organizational activities, and group cooperation.

Guo Ju (2022) On the definition of Work Engagement, individuals love and enjoy their own work, focus on and integrate into it. It has the mental state of dedication and active exploration, and has the characteristics of focus, vitality and dedication.

In this study, we defined Work Engagement as the individual's love of the job, enjoyment and focus on the work, dedication, active exploration, with the characteristics of vitality, focus and dedication. In combination with the background and objectives of this study, Work Engagement from the Schaufeli & Bakker (2006), Guo ju. (2022), Qin Kaiyun (2023) al. Vigour / Dedication/ Absorption three dimensions.

#### **2.2.4 Job performance**

By reading the Job Performance literature, we learned that Job Performance has been a major research area in the field of organizational research (Jalakamali, 2016). Chaithra (2018) defines a teacher Job Performance as successfully meeting the requirements of a specific job. The teacher's Job Performance is related to how the teacher does his job effectively and to his level of contribution to the school goals. Petrou Paraskevas (2022) points out that Job Performance is the realization of employees' behavior and results in a certain period of time. Gao Jiatong (2024) defined Job Performance as the behaviors and attitudes of employees that contribute to the realization of organizational goals.

In the 1980s, the meaning of Job Performance for university teachers was mainly defined from the perspectives of results and behavior. Chinese scholars after 2000, the university teachers Job Performance literature increasing, Chinese scholars discuss university teachers Job Performance, mainly around performance "behavior" theory "results" and "comprehensive", focusing on university talent training, scientific research and social service three functions, and university teachers' work characteristics and group characteristics, etc.

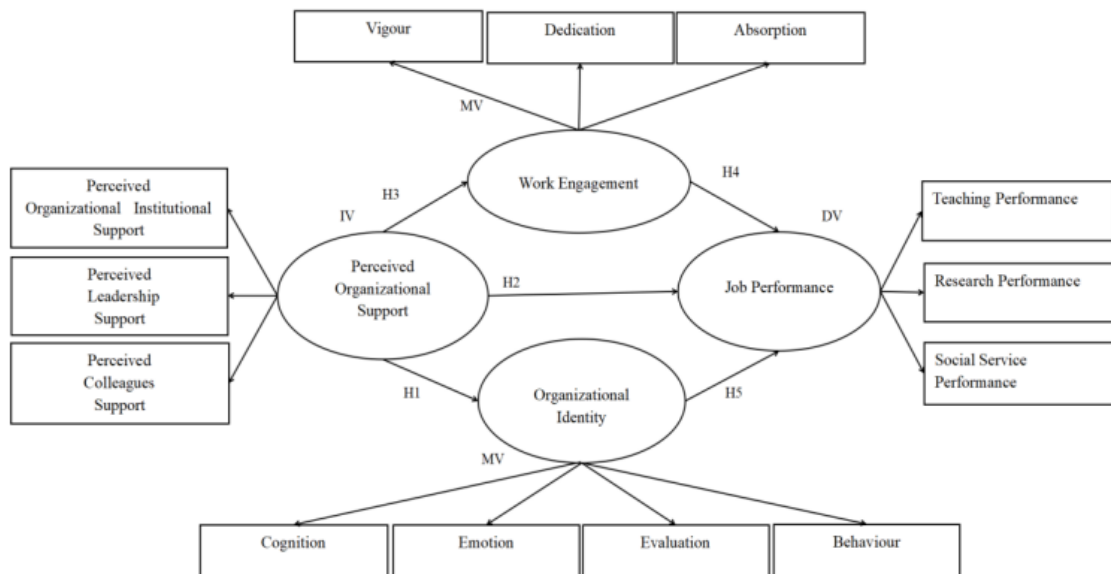
According to Cao Zhifeng (2018), university teachers Job Performance refers to the behavior and results of university teachers to achieve the school teaching, scientific research and related tasks and objectives. Wahyudi, W. (2022) When researching the Job

Performance of lecturers, it is proposed that their Job Performance includes three aspects: teaching performance, scientific research performance, and community service performance. Shen Zhonghua (2023) analyzed the literature that the research of university Job Performance focuses on three aspects: university performance management, management field performance and teacher performance.

In this study, we divide Job Performance into three dimensions: teaching performance, research performance and social service performance. We use the job performance table of university teachers developed by Song Zhizhang (2023) to measure the teacher Job Performance of private universities in Guangdong.

### **3 METHODS**

Data were collected by questionnaire survey in this study. The sample was from in-service teachers in 23 private universities in Guangdong. A total of 418 valid questionnaires were collected. The questionnaire items, adapted scales and measured by a five-point Likert scale from Cao Zhifeng (2018), Zhang Chenxi (2023), Guo ju(2022), Song Zhizhang (2023), etc., namely 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree and 5 = strongly agree. All questionnaires were sent to the respondents by electronic questionnaire. SPSS26.0 was used for reliability and descriptive statistical analysis. Smart PLS 4.0 was used for validity analysis and structural equation model construction.

**Figure 1***Research Model*

The following are the hypothesis:

H<sub>1</sub>: Perceived Organizational Support has a positive impact on Organizational Identity.

H<sub>2</sub>: Perceived Organizational Support has a positive impact on Job Performance.

H<sub>3</sub>: Perceived Organizational Support has a positive impact on Work Engagement.

H<sub>4</sub>: Work Engagement plays a mediating role between Perceived Organizational Support and Job Performance.

H<sub>5</sub>: Organizational Identity plays a mediating role between Perceived Organizational Support and Job Performance.

H<sub>6</sub>: Work Engagement has a mediating role in the effect of Perceived Organizational Support on Job Performance.

H<sub>7</sub>: Organizational Identity has a mediating role in the effect of Perceived Organizational Support on Job Performance.

Interviewees: men are accounting for 53.59%, women are accounting for 46.41%; 155 persons aged under 35, 144 persons aged 36-45, 47 persons aged 46-55, 72 persons aged 56 and above; bachelor's degree or below are accounting for 7.89%, master's degree are accounting for 67.22%, doctors are accounting for 24.88%; junior titles are accounting for 18.66%, intermediate titles are accounting for 46.41%, associate senior

titles are accounting for 22.49%, senior titles are accounting for 12.44%; 112 are working in 1-2 years, 142 are working in 3-5 years, 81 are working in 1-10 years, 55 are working in 11-15 years, 28 are working in 16 years or above.

## 4 RESULTS

### 4.1 Reliability and validity test of the scale

The reliability and validity of the scale were tested before entering the structural analysis. (Hair, Hult, Ringle, and Sarstedt, 2014). In the formal test, to test the reliability of the scale, including: Factor loading, Cronbach's  $\alpha$  coefficients, composite reliability (CR), Validity analysis is performed by testing whether the AVE values are higher than the 0.5. Table 1 has exhibited AVE, Factor loading, The Cronbach's  $\alpha$  coefficients and CR values meet the requirements.

**Table 1**

*AVE Score, CR, Cronbach's  $\alpha$  and Factor loading*

<b>Variables</b>	<b>Factor loading</b>
<b>Perceived Organizational Support (AVE=0.730, CR=0.890, Cronbach's <math>\alpha</math>=0.815)</b>	
Perceived Organizational Institutional Support	0.826
Perceived Colleagues Support	0.885
Perceived Leadership Support	0.852
<b>Organizational Identity (AVE=0.564, CR=0.837, Cronbach's <math>\alpha</math>=0.741)</b>	
Cognition	0.702
Emotion	0.765
Evaluation	0.730
Behaviour	0.802
<b>Work Engagement (AVE=0.655, CR=0.851, Cronbach's <math>\alpha</math>=0.736)</b>	
Vigour	0.806
Dedication	0.782
Absorption	0.838
<b>Job Performance (AVE=0.709, CR=0.879, Cronbach's <math>\alpha</math>=0.794)</b>	
Teaching Performance	0.801
Research Performance	0.862
Social Service Performance	0.861

AVE=Average Variances Extracted; CR=composite reliability

KMO and Bartlett sphericity test. KMO value is between 0 and 1. It was used to judge simple and partial correlation coefficients between items. KMO value interpretation criteria:  $>0.9$ , very suitable; 0.7-0.9 suitable; 0.6-0.7 tolerableness; 0.5-0.6 not suitable;

< 0.5 abandoned. Bartlett Spherical test values were used to test whether the correlation coefficient between items is significant, and if the significance is  $P < 0.05$ , indicating good scale validity. Table 2 shows that the KMO values for both the first and second order variables in this study were  $> 0.7$  and partially  $> 0.9$ , and Bartlett Spherical test P values are 0.000, indicating that the formal measurement questionnaire showed very good validity.

**Table 2**

*KMO and Bartlett's sphericity test*

Second-ordered Variables	KMO	Bartlett's sphericity		
		Approx. Square	Chi- <i>df</i>	<i>p</i>
Perceived Organizational Support	0.951	3490.166	136	0.000
Organizational Identity	0.890	2910.593	91	0.000
Work Engagement	0.862	1545.232	36	0.000
Job Performance	0.944	3528.622	136	0.000

#### 4.2 Structural equation model

Structural Equation Model were used to assess causality and path coefficients between variables. By analyzing the structural model, we can determine the explanatory power of each variable to the model and the degree of interaction between the variables. Figure 2 shows Structural Equation Model of the study.



No.	Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P-values
H4	Support -> Work Engagement Work Engagement -> Job Performance	0.358	0.357	0.048	7.521	0.000
H5	Organizational Identity -> Job Performance	0.233	0.233	0.053	4.395	0.000

#### 4.4 Indirect path analysis

Table 4 presents the mediation effects of the two different pathways in the studied model. Mediation analysis was used to explore whether the relationship between two variables is transmitted through a third variable (e.g, mediator variable). The results of the two indirect path coefficient analysis show that Hypothesis 6-7 were all supported.

**Table 4**

*Mediation Effect*

No.	Path	Original sample (O)	Bias-corrected 2.50%	95% CI 97.50%	P-value
H6	Perceived Organizational Support -> Work Engagement -> Job Performance	0.179	0.122	0.247	0.000
H7	Perceived Organizational Support -> Organizational Identity -> Job Performance	0.116	0.066	0.176	0.000

## 5 CONCLUSION AND DISCUSSION

This study constructed a relational model of Perceived Organizational Support, Organizational Identity and Work Engagement and Job Performance. The results show that Perceived Organizational Support, Organizational Identity, and Work Engagement have a significant positive effect on Job Performance. Organizational Identity, Work Engagement play an important mediating role among them.

This study expands the limits of the interpretation of social exchange theory at the theoretical level, reveals the cross-level role of the integration of psychological mechanism and behavioral performance, reveals the particularity of the theory related to

the work performance of private universities, develops the perspective of intermediary theory in the traditional model, and lays a theoretical foundation for the subsequent further broadening of the theoretical research. At the practical level, The conclusion of this study has important reference value for management practice and management innovation in private universities. Suggestions for management innovation in private universities include:(1) Build a three-dimensional collaborative support system;(2) Design of performance-oriented intervention strategies;(3) Optimize the governance structure of private universities;

Future study can add other variables and expand the theoretical and empirical research in the field of faculty innovation management of private universities. Combined with the conclusion of this study, future studies could consider from these aspects:(1)Tracking research design can be adopted, such as monthly measurement of teachers' support perception and identification fluctuations, and dynamic model combined with the lag effect of performance output;(2)Team-level variables (such as subject group cohesion) and organizational-level variables (such as college ranking) can be included to build a cross-layer interaction model;(3)It can compare the differences in the action mechanisms under different systems such as public institutions and international schools;(4)With the digital transformation of education, it is necessary to explore the substitution or supplementary effect of virtual organization support (such as personalized resources pushed by intelligent management system) on the traditional support dimension.

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### **Authors' Contribution**

All authors contributed equally to the development of this article.

### **Data availability**

All datasets relevant to this study's findings are fully available within the article.

### **How to cite this article (APA)**

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