The Mediating Role of Organizational Identity and Work Engagement in The Relationship Between Perceived Organizational Support and Job Performance in Private Universities in Guangdong

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Abstract

At present, private universities occupy an important place in China's higher education. There are nearly 250,000 teachers in private universities and about 5.1 million students in private universities. Therefore, the work 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 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: Organizational Identity, Work Engagement, Perceived Organizational Support, Job Performance

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 work performance.

Kuang Xiaocong & Zhang Lufei (2020) studied the relationship between Time Management and Job Performance of primary school teachers and found that teachers with excellent Time Management helped to improve their Job Performance, and Work Engagement played a mediating role in the relationship model of the two.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. Haslam et al.Mo Yanan (2021) pointed out that the Perceived Organizational Support of university teachers will affect their Job Performance.Bai Yuping &Huang Fan &Xiao Jing (2022) found that Perceived

Organizational Support in primary and secondary schools has a positive impact on Work Engagement, and then affects the Job Performance of teachers.

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 teacher Job Performance at private universities in Guangdong.

There are two 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 mediating model of Organizational Identity and Work Engagement between the private university teachers' Perceived Organizational Support and Job Performance?

The study will derive the following two research objectives:

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

2: To construct a mediating effect model of Organizational Identity and Work Engagement between the private university teachers' Perceived Organizational Support and Job Performance.

2. Literature Review

2.1.1 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, in which people tend to exchange for as much profit and return as possible with less pay and cost. 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 work 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.

2.1.2 Teacher development theory

In the early 19th century, the faculty "academic leave" of Harvard University was regarded as the beginning of university faculty development.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.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, the evolution of teacher development theory has been diversified, from behaviorism to teacher career development theory and situational learning theory, which provides strong theoretical support for teacher professional development.It can be inferred from the theory that the development of university teachers is reflected in several aspects of teacher teaching, scientific research and social service.

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. In this study, we will use the Perceived Organizational Support scale to measure the Perceived Organizational Support variables. The advantage of this scale is that it combines the research results of scholars at home and abroad, developed with Chinese culture as the background, and the latest developed and revised version has a scale with university teachers as the research object, which is very suitable for this study.

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. The advantage of this scale is that it combines the research results of scholars at home and abroad, and is developed with Chinese culture as the background, which is very suitable for this study. In the process of using the questionnaire, we will change the name of the organization in the measurement item from "enterprise" to "school" according to the actual situation.

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. Hu Yingying (2021) believes that Work Engagement is the result of the matching degree between people and work.

Nan Tingting (2021) agrees with the definition of Schaufeli that Work Engagement is a state that is positive, satisfactory, and work-related. She defines work engagement mainly from the perspective of work status.Individual serious, active into the work, can bring physical and mental pleasure to the individual, produce a positive psychological state.

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.

Guo Ju (2022) studied the mechanism of the workplace rude behavior on Work Engagement in 50 private universities in China, and also used the UWES-9 questionnaire to measure the Work Engagement from three dimensions. The study results showed that the rude behavior in the workplace had a significant negative impact on the three dimensions of Work Engagement.

When Qin Kaiyun (2023) studied the impact of organizational support atmosphere on Work Engagement of new generation employees, UWES-9 questionnaire was used to test the reliability Cronbach's α of the scale exceeded 0.9, which further proved that the questionnaire had high credibility in empirical research and strong cross-cultural applicability.

According to the articles of different authors, the UWES-9 scale has been verified by different scholars in various countries for many years since its development.This study will use UWES-9 meter to scale the private university teacher's Work Engagement in Guangdong.

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). 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.

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.

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.

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 work performance table of university teachers developed by Song Zhizhang (2023) to measure the teacher Job Performance of private universities in Guangdong.

2.3.1 Perceived Organizational Support , Organizational Identity and Job Performance

Cao Zhifeng (2018) studied the relationship between the competence of teachers and managers and Job Performance in 21 universities including Guizhou Normal University, and constructed the mechanism of action model of university teacher competency-Perceived Organizational Support-Job Performance.

Yuan Mengsha et al. (2021) took the working enterprise employees as the main body. Through the investigation and research, they concluded that the intensity of Perceived Organizational Support will affect the Organizational Identity degree of employees.

Luan Xiuyun (2021) took the employees of high-tech enterprises as the research object, and analyzed the relationship between Perceived Organizational Support and Organizational Identity, indicating that there is a positive relationship between the two. At the same time, Organizational Identity Mediates between Perceived Organizational Support and innovation performance, The action model of "Perceived Organizational Support-Organizational Identity-innovation performance" was constructed.

Mo Yanan (2021) Based on a survey of more than 600 teachers engaged in teaching or scientific research in Shihezi University, the data analysis concluded that all dimensions of Perceived Organizational Support have a significant impact on the Job Performance of university teachers.

Zhang Yinghui (2022) introduced Organizational Identity as an intermediary variable to explore the effect of Perceived Organizational Support on Work Engagement.

Shi Li (2022) used the questionnaire to carry out investigation and research on special school teachers in major provinces and cities in eastern, central and western China.The analysis results showed that special school teachers Perceived Organizational Support had a significant positive relationship with Job Performance.

2.3.2 The Relationship between Perceived Organizational Support,Work Engagement and Job Performance

Ma Yueru & Guo Xiaowen (2020) explored the relationship model between Perceived Organizational Support and Work Engagement based on the theory of achievement motivation and self-determination theory.

Han Ruina (2021) investigated the salary gap, the relationship between Work Engagement and Job Performance, and conducted an empirical survey on employees from Guangdong, Hubei, Shanxi, Sichuan, Shanghai and Henan regions. The results showed that Work Engagement had a significant positive impact on Job Performance. Work Engagement As a mediator variable, affecting the relationship between salary gap and Job Performance.

Xiang Caixia (2022) studied the mlationship between Perceived Organizational Support and Work Engagement of special education teachers and found that there was a positive influence between them.

Su Yongfa & Bai Xinwen&Ming Xiaodong (2022), based on the social exchange theory, explored the impact of the relationship between employees and superiors on work input and work performance. Through the questionnaire survey of 192 employees, it is found that the employees with good relationship between superiors and subordinates have higher work input and will indirectly affect their work performance.

Wang Lihua (2023) investigated more than 500 primary school teachers using Job Performance scale, Work Engagement scale and organizational support scale. The analysis results showed that Work Engagement plays a mediating role in organizational support and Job Performance.

3. Theoretical Framework and Hypotheses

This study investigated the effect of Job Performance on Perceived Organizational Support based on social exchange theory and teacher development theory. And introduced Organizational Identity and Work Engagement as a mediating variable to explore the effect of Perceived Organizational Support on Job Performance. The research framework explains the important role of Perceived Organizational Support in improving the Job Performance of private university teachers, and provides a useful reference for us to innovate the system and approach of teacher performance management in private universities. We constructed the theoretical framework of this study as shown in the figure1.

Figure 1. The Research Theoretical Framework
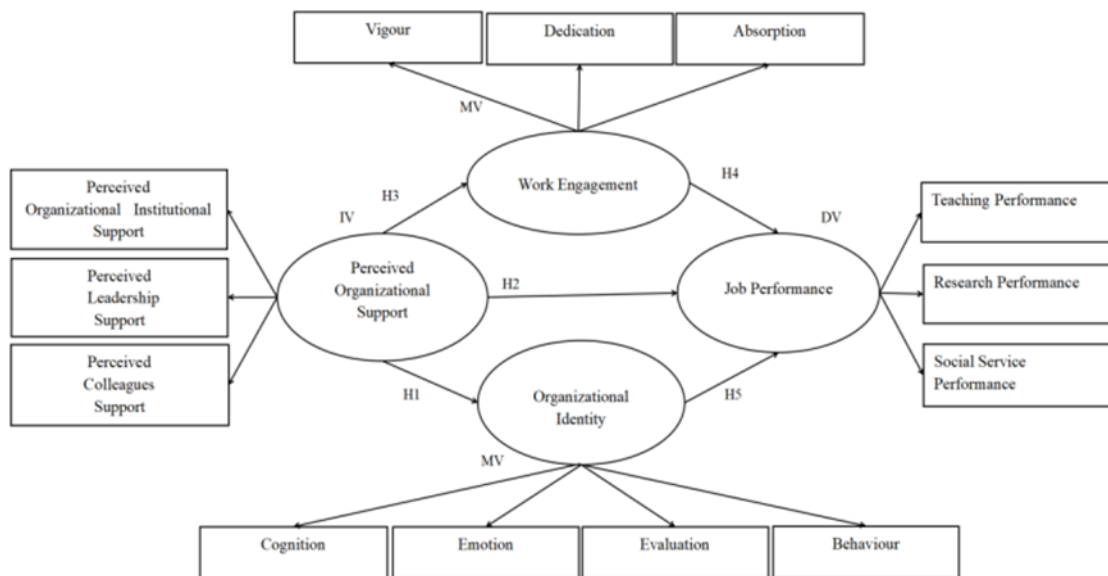
Based on the above discussion and theoretical framework, this study designs the following hypothesis:

H1:Perceived Organizational Support has a positive impact on Organizational Identity.

H2:Perceived Organizational Support has a positive impact on Job Performance.

H3:Perceived Organizational Support has a positive impact on Work Engagement.

H4: Work Engagement plays a mediating role between Perceived Organizational Support and Job Performance.

H5:Organizational Identity plays a mediating role between Perceived Organizational Support and Job Performance.

4. Methodology

This study used a combination of quantitative and qualitative hybrid studies. American scholar Johnson & Onwuegbuzie (2004) pointed out that mixed research is a research type that systematically adopts the techniques, means and methods of quantitative and qualitative research in the same research.

This study started with the collection and analysis of quantitative survey data and then examined by the collection of qualitative data. In quantitative research, questionnaire survey method, issued questionnaires to the in-service teachers of 23 private universities in Guangdong Province, China, collect relevant data required for the study, and conducted scientific statistical analysis of survey data through SPSS27.0, including reliability and validity test, regression analysis and model building, to test research hypotheses and construct models. The qualitative study will use semi-structured interviews to understand the relationship between teachers Perceived Organizational Support, Organizational Identity, Work Engagement and Job Performance in Guangdong private universities and further explain and demonstrate the relationship model of this study.

5. Conclusions And Future Work

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 will further help us to understand the important role of private university teachers Perceived Organizational Support, Organizational Identity, and Work Engagement on Job Performance promotion, expanding the research in the field of innovation management of private university teachers.

The results show that the private university through innovation teacher performance management system, strengthen organization support, leadership support, build the colleagues support working atmosphere, can effectively improve university teachers' organizational identity of their working universities, enhance work engagement, improve teachers' job performance, to improve the universities' talent training, scientific research and the function of serving the society to a higher level.

Future study can add other variables and expand the theoretical and empirical research in the field of faculty innovation management of private universities.

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