

Linking organizational support to job performance in China's vocational universities

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ABSTRACT

The objectives of this study are to explore how organizational support impacts job performance among vocational university teachers, focusing on the mediating role of teacher competency and the moderating role of self-efficacy. The study employs a structured survey conducted in 2024 involving 497 lecturers who are teachers at vocational universities in China. The covariance-based structural equation modeling (CB-SEM) was used to examine the research hypothesis. Furthermore, Hayes bootstrapping was utilized to investigate how teachers' competence mediates and how self-efficacy moderates the relationship between organizational support and teachers' performance. The findings demonstrate that organizational support has a positive effect on teacher competence and job performance. Furthermore, teachers' competence plays an important role in mediating the relationship between organizational support and teachers' job performance. Furthermore, teacher self-efficacy significantly moderates the relationship between organizational support and teacher competence, whereas its moderating effect on the relationship between organizational support and job performance is not significant. The study underscores the importance for educational leaders to enhance organizational support as a means to boost both teacher competence and job performance. Institutions should develop comprehensive support systems such as professional development programs. Educational policymakers should consider integrating support mechanisms to address teachers' professionalism and self-efficacy. Administrators at vocational universities should prioritize continuous assessment and improvement of organizational support structures, focusing on cultivating education environments that promote competency development and self-efficacy among teachers.

Keywords: vocational university, organizational support, job performance, teacher competency, self-efficacy

INTRODUCTION

University and vocational education are crucial in creating a workforce that is both technically proficient and flexible due to globalization and rapid technological advancement (Chansanam et al., 2025; Kholifah et al., 2024; Li et al., 2025b). Some regions recognized that vocational colleges become a key hub for cultivating human capital capable of meeting of the digital transformation and industrial revolution. Hence, higher education institutions must generate graduates who are not just educated but also genuinely prepared for the workforce due to the dynamics of the industrial world, which include automation, artificial intelligence, and the knowledge-based economy (Alenezi, 2023; Wong, 2024). China has become the rapid economic development globally. It is also supported by vocational higher education development (Wang & Ma, 2022; Zhou et al., 2024). Modern vocational education can generate highly skilled graduates built on the industry and education integration policy model. Furthermore, the Chinese government actively worked to create a market-oriented system of vocational education and develop reciprocity relationships between academic institutions and the corporate sector.

Teacher performance has a crucial role in enhancing the quality of education. In addition, vocational teachers must also possess real-world experience, effective communication skills, and the flexibility to adjust to project-based learning, integrating both theoretical and practical aspects (Doğantan, 2025; Jaedun et al., 2024). Teachers require more than just technical training to function at high levels (Bie, 2022; Wragg et al., 2023). Hence, the university needs to pay attention to teachers' well-being, professional growth, emotional needs, and professionalism towards organizational support. This support is crucial, especially in vocational higher education, where the multifaceted and dynamic nature of instructors' roles demands a comprehensive approach. Moreover, the significance of internal elements like competence and self-efficacy becomes apparent in this context (Hirosawa et al., 2024; Li et al., 2024). When teachers feel competent and believe in their abilities, facilitate effective teaching practices and foster a positive learning environment and provide the necessary resources and encouragement for teachers to thrive. Hence, the educational institutions can create a more effective and enriching learning environment that benefits all stakeholders involved towards providing the needs of educators.

Organizational support enhancing teacher performance towards administrative assistance and emotional and motivational components (Hsieh et al., 2024; Yang, 2023). Work environment has a strong correlation to teachers' job satisfaction, leading to improved job performance. This support can manifest in various forms, including professional development opportunities and adequate resources. Some studies have shown that organizational support positively influences teachers' well-being, which in turn affects their ability to perform effectively in the classroom (Dreer, 2022; Xu & Pang, 2024). Supportive leadership from school administrators can foster a culture of collaboration and trust, enabling teachers to feel valued and motivated (Li et al., 2022; Kontar et al., 2025). Additionally, when teachers experience reduced workloads and manageable expectations on engage in innovative teaching. It emerged with regard to organizational commitment and teacher competence (Li et al., 2025a; Zhang et al., 2023). Hence, schools that prioritize support for their educators are likely to see significant improvements in both teaching quality and student outcomes.

University and vocational education actually have completely different stakeholder expectations, student profiles, and management structures, including topic understanding and instructional techniques in response to technological advancements (Gianni et al., 2024; Yoto et al., 2024). Self-efficacy plays a crucial role to bridge the relationship between organizational support and teacher competence (Hameli et al., 2025; Kaya et al., 2024). When teachers perceive strong organizational support, their self-efficacy can enhance their belief in their abilities, leading to improved competence in their teaching practices. A critical issue emerges from the gap between vocational university support and teacher competence, where strong organizational support does not always result in teacher competence and their job performance. This discrepancy becomes more pronounced in environments characterized by resource constraints and institutional limitations, where the translation of intention into performance is frequently ineffective (Li et al., 2023; Songhori & Mehr, 2025). Moreover, higher self-efficacy can amplify the effects of organizational support, creating a synergistic relationship where teachers are more likely to engage in professional development and collaborative practices. This dynamic fosters a supportive environment that nurtures teacher growth and effectiveness, ultimately benefiting student outcomes (Darling-Hammond et al., 2023).

This heightened belief in skills encourages teachers to adopt innovative teaching. Teachers' self-efficacy increases with achievement, which strengthens their performance and competence (Jerrim et al., 2024; Kalinowski et al., 2024). In addition, cultivating a culture of support within educational institutions is essential, as it fosters self-efficacy, ultimately benefiting both teachers and students through enhanced educational outcomes. However, most studies tend to direct contact without delving into the professional and psychological processes that link the support obtained to the outcomes attained at work. Furthermore, there are still significant issues despite these structural and policy advancements, particularly with regard to the caliber of lecturers or teaching personnel in vocational colleges (Abo-Khalil, 2024; Alenezi, 2023). This mechanism is a crucial component that has not received much attention in the context of vocational education. Additionally, a lot of earlier research has ignored vocational education as a distinct field in favor of concentrating on academic universities or general educational institutions. Hence, how university support to enhance teachers' competence and performance become unclear. Furthermore, how self-efficacy moderates this relationship also need to clarify.

This study aims to create a more thorough framework for comprehending the enhancement of teacher performance in vocational higher education by integrating these three variables into a single conceptual model. This study is also more prone to two aspects of the relationship between organizational support and teacher performance.

LITERATURE REVIEW

Social Cognitive Theory

Teachers' self-efficacy teachers are more confident in implementing creative teaching strategies and are better equipped to handle teaching obstacles (Bandura, 1977). Social cognitive theory emphasizes the interplay between personal, behavioral, and environmental factors in shaping individual actions and beliefs (Abedini et al., 2024; Hasan et al., 2024). In the context of education, this theory can significantly influence teacher organizational support, teacher competency, and job performance (Yang & Du, 2024). This sense of support fosters a positive environment where teachers feel valued and empowered, leading to increased motivation and commitment to their roles (Berhanu, 2025). As teachers experience encouragement and resources from their organization, they are more inclined to enhance their competencies through professional development and collaboration with peers. Observational learning plays a crucial role in teacher development in implementing innovative teaching strategies and improving their competencies and job performance (Gianni et al., 2024; Li et al., 2022). This collaborative environment, supported by the organization, creates a culture of continuous improvement and shared learning (Saks et al., 2025). Additionally, the reciprocal relationship between teacher competency and job performance is reinforced by organizational support (Noben et al., 2022). Competent teachers are more effective in their roles, leading to better student outcomes, which in turn reinforces their sense of efficacy and commitment to the organization. Thus, social cognitive theory illustrates how organizational support can enhance teacher competency and job performance through mechanisms of self-efficacy, observational learning, and reciprocal reinforcement, ultimately contributing to a more effective educational environment (see **Figure 1**).

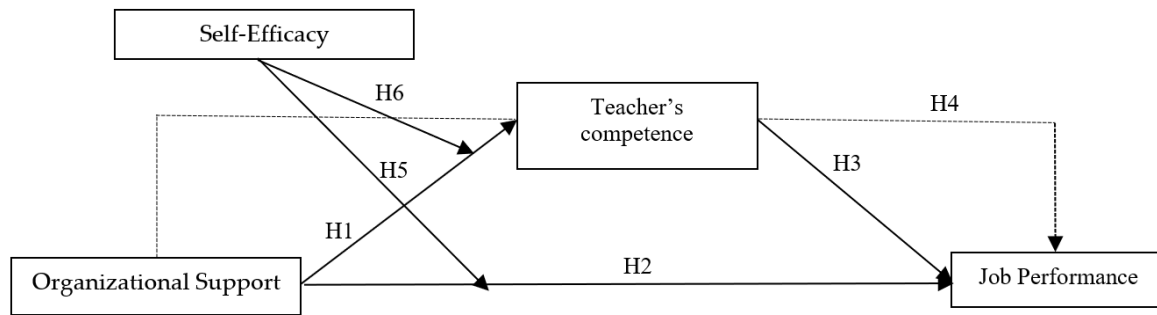


Figure 1. Research framework (Source: Authors' own elaboration)

Organizational Support

This perceived organizational support significantly influences various workplace outcomes, including job satisfaction, organizational commitment, and extra-role work behavior (Eisenberger et al., 1986, 2001). In educational settings, organizational support can manifest in various forms, such as incentives, professional development opportunities, flexible scheduling, and fostering a positive work environment. These elements are crucial for enhancing teachers' intrinsic motivation (Hoxha & Ramadani, 2024; Sypniewska et al., 2023). It proves that when educators feel appreciated and encouraged commitment to their work. In addition to improving teachers' moods, this feeling of support inspires students to take charge, engage in cooperative learning activities, and seek out innovative teaching methods (Xia & O'Shea, 2024; Yu & Chao, 2023). Teachers that are commended and acknowledged with regard to school administration also have a tendency to be more passionate about their work, which enhances student performance and creates an energetic learning environment (Darling-Hammond et al., 2023). Schools can foster an atmosphere where teachers feel appreciated, which will boost their job satisfaction and motivate them to keep improving their methods in order to provide organizational support top priority. The results of the organization help to create a positive feedback loop that improves the teachers' educational experience.

University and organizational support play a crucial role in enhancing teacher competence, significantly impacting professional development and effectiveness in the classroom towards organizational support (Li et al., 2025b; Liu & Hu, 2025). This support can take various forms, including access to resources, professional development opportunities, mentorship programs, and a collaborative work environment (Hameli et al., 2025). When universities provide robust support systems, such as training workshops, seminars, and access to research. This continuous professional development fosters a culture of lifelong learning, enabling educators to refine skills and adapt to evolving educational demands to enhance instructional practices (Jaedun et al., 2024; Li et al., 2022). Organizational support within schools or educational institutions further amplifies this effect, and pursuing a collaborative environment encourages peer learning and the exchange of innovative ideas, which enhances overall teaching competence. Moreover, supportive organizations often recognize and reward effective teaching, motivating teachers to strive for excellence. This recognition can lead to increased job satisfaction and commitment, further reinforcing teachers' professional growth.

Organizations, including educational institutions and industry partners, play a critical role in supporting this competency development (Cheng, 2025; Zhuang et al., 2025). The universities or organizations can help teachers stay abreast of the latest trends and practices in their fields by facilitating access to professional development. Furthermore, providing platforms for collaboration and knowledge sharing (Xu & Pang, 2024; Yu & Chao, 2023). The organization's support also plays an important role in enhancing teacher competence, as it empowers educators to adapt to evolving industry needs, thereby improving the quality of vocational education and better preparing students for successful careers (Wragg et al., 2023; Yoto et al., 2024). Hence, through collaboration and promoting professional development, both universities and educational organizations create an environment where teachers can thrive, ultimately leading to enhanced teaching quality and improved student learning outcomes towards organizational support.

H1. Organizational support has a positive effect on teachers' competence.

H2. Organizational support has a positive effect on teachers' job performance.

Teacher Competence

The term "teacher competence" encompasses a wide array of professional qualities, including pedagogical knowledge, mastery of subject matter. Personal competence comprises the personal traits, abilities, and knowledge that contribute to exceptional performance in a given role (Fuller et al., 2021; Spencer & Spencer, 1993). In the education context, teacher competence also includes technical proficiency and an understanding of industry standards and practices (Skantz-Åberg et al., 2022). Given the rapidly changing landscape of various industries, teachers are expected to continuously update their competencies to align with current industry demands (Tran & O'Connor, 2023). This ongoing development is essential for ensuring that educators can provide relevant and effective instruction to students. The industry interaction, continuous professional development, and practical experience significantly influence vocational teacher competency (Hagedoorn et al., 2025; Njenga, 2024). Furthermore, teacher competence significantly influences job performance, as it encompasses the essential skills, knowledge, and attributes required for effective teaching (Dreer, 2022). Competent teachers possess a deep understanding of their subject matter, which enables them to deliver engaging and relevant lessons that resonate with students (Bie, 2022; Hameli et al.,

2025; Liu et al., 2025). Moreover, teachers with strong pedagogical skills can effectively assess student learning, adapt their teaching strategies to meet diverse learning needs, and create inclusive classroom environments. This adaptability is crucial for addressing varying student abilities and learning styles, ultimately leading to improved academic outcomes. Furthermore, competent teachers are more likely to employ innovative teaching methods and integrate technology into their lessons, further enhancing student learning experiences. Their confidence in their abilities often translates into proactive behaviors, such as seeking professional development opportunities and collaborating with colleagues to share best practices.

H3. Competency has a positive effect on teachers' job performance

H4. Competency has a positive effect on mediates organization support and teachers' job performance

Self-Efficacy as a Moderator

Teacher self-efficacy plays a crucial role on organizational support and teacher competency (Kalinowski et al., 2024; Li et al., 2025a). When teachers believe in their abilities. This belief enhances their teaching practices, leading to improved student outcomes (Emiru & Gedifew, 2024; Jerrim et al., 2024). In addition, teachers who have high levels of self-efficacy are better equipped to use the resources offered and are more receptive to organizational interventions. Moreover, self-efficacy and organizational support can influence job satisfaction and retention rates among educators (Jerrim et al., 2023; Qin et al., 2026). Institutions need to prioritize fostering teacher self-efficacy through professional development, and supportive leadership can create a more engaged and competent teaching workforce. Ultimately, understanding this dynamic is essential for developing strategies that enhance both teacher efficacy and competency, leading to better educational outcomes (Hasan et al., 2024; Luo & Li, 2024). The level of self-efficacy can be fostering a more conducive learning environment (Jaedun et al., 2024; Liu et al., 2025). Teachers with strong self-efficacy are better equipped to implement innovative teaching strategies and adapt to challenges, thereby enhancing their overall competency. Self-efficacy also acts as a source of resistance against working stress; hence, teachers are better equipped to handle work-related stress and react more effectively. In addition, teachers's self-efficacy will work best together to achieve success when paired with organizational support. It is anticipated that this knowledge will serve as a solid foundation for the creation of evidence-based vocational education policies.

H5. Teachers' self-efficacy moderating the effect of organizational support on teachers' competence, so that higher self-efficacy leads to higher teacher skill and knowledge.

Teacher self-efficacy is a vital moderator organizational support and teacher performance (Kaya et al., 2024; Lozano et al., 2025; Okilwa et al., 2025). When teachers possess a strong belief in their capabilities, they are more likely to effectively utilize the resources and support provided by their institutions. This confidence enables them to implement best practices, engage students, and adapt to various challenges, ultimately enhancing their job performance (Emiru & Gedifew, 2024; Hameli et al., 2025). Furthermore, organizational support plays an important role in influencing teachers' job performance (Berhanu, 2025; Hirokawa et al., 2024). Hence, teachers with high self-efficacy are more resilient and motivated, leading to improved performance in the classroom. They are more inclined to take initiative, collaborate with colleagues, and pursue innovative teaching methods. In contrast, when organizational support is insufficient, even competent teachers may experience diminished performance due to a lack of confidence and resources (Hoxha & Ramadani, 2024; Li et al., 2023). Therefore, fostering teacher self-efficacy through supportive university environments is essential for maximizing job performance (Wu et al., 2026). The universities can create a more effective and motivated teaching workforce, ultimately benefiting student learning outcomes and contributing to a positive educational environment towards prioritizing initiatives to enhance teachers' self-efficacy. Understanding this interplay is crucial for developing strategies that support both teachers and organizations (e.g., universities).

H6. Teachers' self-efficacy moderates the effect of organizational support on teachers' job performance, so that higher self-efficacy leads to higher educational outcomes.

METHODOLOGY

Questionnaire Design, Pretest, and Pilot Study

This study was applied in 20 vocational universities in the eastern region of China, 10 vocational universities in the central region, and 15 vocational universities from the western region. This study was used as a pretest toward inviting a professional English-Chinese translator and 5 vocational university teachers to confirm the questionnaire's existing scales. Furthermore, a pilot test was applied to ensure the reliability and validity of the scale. Inclusion criteria required to make sure that participants have an experience as vocational teacher. Exclusion criteria eliminated incomplete institutional profiles, or unverified contact information from consideration. The sample size for each region was allocated as follows: 257 teachers from the Eastern region, 178 from the Central region, and 145 from the Western region, based on the number of universities in each region. This online survey was carried out from August 1 to October 31, 2024. A total of 580 lecturers filled out the questionnaires. However, 497 samples were valid; this indicates a completion rate of 85.69%.

The initial measurement items were based on established scales and were developed through a review of key literature. In order to ensure the validity of the questionnaire content the validity of the questionnaire content, the preliminary version was submitted to an expert panel for discussion. The panel, consisting of scholars and educational management experts in the relevant fields, provided professional feedback on the item wording, content, and relevance during their discussions (Podsakoff et al., 2003). The measurement items of this questionnaire are modified to fit the research context. The wordings of the measurement items are reviewed by a professional English-China translator and university lecturers

Table 1. Descriptive analysis of basic information

Statistical Variables	Classification	Frequency	Percentage
Gender	Male	233	46.9%
	Female	264	53.1%
Age	20-30 years	138	27.8%
	31-40 years	164	33.0%
	41-50 years	141	28.3%
	51-60 years	54	10.9%
Education	Bachelor	127	25.6%
	Master	266	53.5%
	Doctor	104	20.9%
Professional Degree	Teaching Assistant	59	11.9%
	Teacher	163	32.8%
	Associate Profess or	183	36.8%
	Professor	92	18.5%
Teaching Experience	5 years and under	97	19.5 %
	6-10 years	123	24.7%
	11-15 years	146	29.4%
	16-20 years	87	17.5%
	More than 20 years	44	8.9%

Table 2. Correlation matrix for measurement scales

Constructs	Mean	SD	OS	TC	TP	SE
OS	5.56	1.31	0.803			
TC	5.81	1.25	0.215**	0.788		
TP	5.62	1.21	0.364**	0.262**	0.811	
SE	5.25	1.34	0.481*	0.274**	0.516*	0.812

OC: Organizational support, TC: Teachers' competence, TP: Teachers' job performance, SE: Self-Efficacy; SD: standard Deviation; Diagonal elements are the square roots of the AVE for each construct; Pearson correlations are shown below the diagonal; Significant at *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$

Sample and Data Collection

A total of 497 data were analyzed and **Table 1** shows the respondents' demographics. The research sample was composed of representative vocational university professors, who were primarily female (53.1%) and between the ages of 31 and 40. The majority of them had modest teaching experience (6–15 years) and master's (53.5%). Professors, teaching assistants, associate professors, and lecturers all held equal numbers of academic positions. According to the data, the teaching staff was experienced, highly educated, and comparatively youthful.

Participants were recruited towards random sampling from August 1 to October 30, 2024. The research methodology employed in this study was reviewed and approved following the institutional review board (IRB). Following the ethical standards as laid down in the 1964 Declaration of Helsinki and the ethical principles and code of conduct, participation in this study was voluntary. In this study, informed consent was obtained from all participants who agreed to participate in this research. This consent was provided through online survey forms. Participants were informed they could decline or skip any items without consequence, and informed consent was obtained prior to participation.

Measures

Organizational support has discretionary treatment, and the job satisfaction dimension refers to Eisenberger et al. (1986). Teaching competence refers to Swank et al. (2020), which assesses Technological Pedagogical Content Knowledge (TPCK), beliefs, self-efficacy, and enthusiasm in the context of technology integration in education. Teacher performance has instructional practices, classroom management, professional development, and student engagement and refers to Borman and Motowidlo (1993).

RESULTS

Pearson Correlation

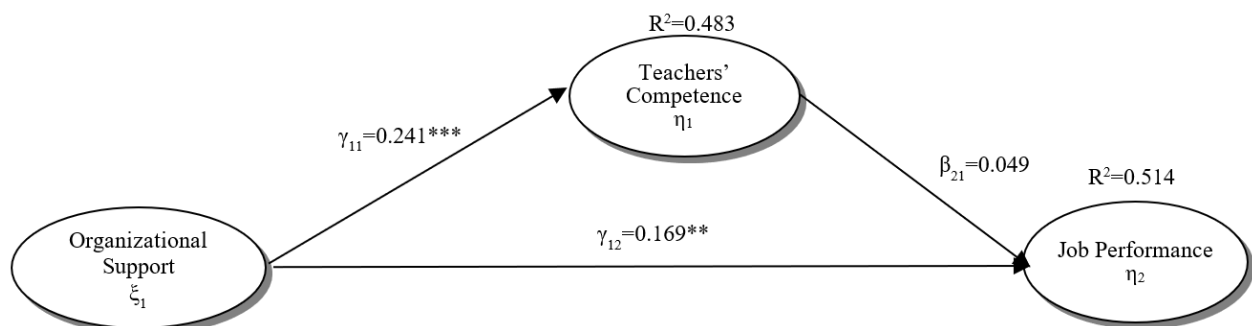
Table 2 shown bivariate correlation analyses were obtained to generate the Pearson correlation coefficients used to measure the direction and size of the relationship between the variables investigated (Hair Jr et al., 2019).

Measurement Model

This study conducted the measurement model by adopting the AMOS 22 software with maximum likelihood estimation. The confirmatory factor analysis (CFA) results, χ^2/df : 3.836, TLI = 0.917, CFI = 0.927, GFI = 0.923, IFI = 0.927 and RMSEA = 0.076) showed an acceptable fit with the data for the model of this study. **Table 3** is indicating good convergent validity and reliability for all

Table 3. Measurement results

Variables Item Scales	Factor Loadings	α	CR	AVE
Organizational Support		0.871	0.875	0.645
OS1: My university strongly considers my goals and values.	0.837			
OS2: My university really cares about my psychological well-being.	0.807			
OS3: My university has a good concern for me.	0.703			
OS4: My university cares about my opinions.	0.758			
OS5: I and my university have a reciprocity relationship	0.753			
OS6: My university cares about my general satisfaction at work.	0.681			
OS7: My university is willing to help me when I need a special favor	0.643			
Teachers' competence		0.838	0.847	0.621
TC1: I am confident in my understanding of the course I teach.	0.813			
TC2: I am familiar with various teaching strategies that can be used to teach students.	0.746			
TC3: I am comfortable using technology tools to support my teaching.	0.782			
TC4: I can effectively integrate technology into my lessons to enhance student learning.	0.751			
TC5: I understand how to choose appropriate technologies for specific content areas	0.783			
TC6: I think that integrating technology into my teaching is essential for preparing students for the future	0.825			
TC7: I believe that my students are more engaged when technology is used in the classroom	0.771			
TC8: I feel that technology can help address diverse learning needs in my classroom	0.793			
Teachers' performance		0.915	0.930	0.658
TP1: I use a variety of teaching strategies (e.g., technology) to engage students in the learning process.	0.871			
TP2: I incorporate technology into my lessons to enhance student learning.	0.821			
TP3: I maintain a positive and respectful classroom environment.	0.836			
TP4: I establish clear expectations for student conduct in my classroom.	0.781			
TP5: I actively seek out professional development opportunities to improve my teaching.	0.867			
TP6: I collaborate with colleagues to share best practices and resources.	0.837			
TP7: I encourage students to take an active role in their learning.	0.658			
TP8: I provide opportunities for students to work collaboratively	0.752			
Self-Efficacy		0.928	0.931	0.659
SE1: I am confident in my ability to use technology to support my teaching	0.785			
SE2: I feel capable of designing lessons that effectively incorporate technology	0.776			
SE3: I believe I can help my students use technology to enhance their learning	0.865			
SE4: I am excited about using new technologies in my teaching	0.882			
SE5: I enjoy excited and exploring new educational tools and resources	0.754			
SE6: I feel motivated to learn more about integrating technology into my lessons	0.767			

**Figure 2.** Structural result (Source: Authors' own elaboration)

measurement items and constructs. All the correlation coefficients between each construct and the other constructs, indicating discriminant validity (Hair *et al.*, 2019).

Structural Model

Figure 2 shown the fit of data to the proposed model was adequate (Byrne, 2016; Hair *et al.*, 2019): $\chi^2/df = 4.133$, GFI = 0.893, NFI = 0.895, CFI = 0.894, IFI = 0.894, and RMSEA = 0.071. Furthermore, this study empirically validates that organizational support (e.g., university) has a significant and positive effect on teachers' competence ($\gamma_{11} = 0.241$, $p < 0.001$) and teachers' job performance ($\gamma_{12} = 0.169$, $p < 0.01$), respectively, supporting H1 and H2. This implies that the university treatment and relationship to teachers play an important role in influencing teacher competence, including the ability to adopt information and technology development. This study further confirms that teachers' competence does not have a positive and significant effect on their job performance ($\beta_{21} = 0.049$, $p > 0.05$); hence H3 is unsupported. It means that the quality of teachers cannot be a single factor in teachers' job performance. It also offers a solution to the education sector and why teachers' performance needs to be enhanced and are compelled to follow government and education guidelines. **Figure 2** shows the results of the research hypotheses.

Table 4. Mediation result

Direct effect		β	t	95% CI
Organizational support	→ Teachers' Competence	0.467	13.462***	(0.407, 0.545)
Organizational Support	→ Job Performance	0.460	12.602***	(0.389, 0.532)
Teachers Competence	→ Job Performance	0.170	4.280***	(0.092, 0.248)
Indirect effect		β	Se	95% CI
Organizational support	→ Teachers' competence → Job Performance	0.080***	0.022	(0.039, 0.128)

Significant at *: $p < 0.05$. **: $p < 0.01$. ***: $p < 0.001$

Table 5. Moderation test results

Model	Teacher Competence			Job Performance		
	β	t	95% CI	β	t	95% CI
Constrant	5.575	173.63***	(5.511, 5.638)	5.639	285.96***	(5.600, 5.677)
Organizational Support	0.257	5.38***	(0.163, 0.350)	0.290	9.89***	(0.232, 0.348)
Self-Efficacy	0.187	3.31**	(0.076, 0.299)	0.518	14.90***	(0.450, 0.586)
Interaction term	-0.079	-2.37*	(-.143, -.013)	0.022	1.097	(-.018, 0.062)

Significant at *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$

Mediating Effect

To test the direct effects and proposed mediating effects in the proposed model, Hayes' PROCESS Model 4 (Hayes, 2018) was performed. The results indicated that all of the direct and indirect effects of the proposed hypothesis were supported. The organizational support significantly influences teacher competence ($\beta = 0.476$, $p < 0.001$, CI = (0.407, 0.545)) and job performance was positively influenced by teacher competence ($\beta = 0.170$, $p < 0.001$, CI = (0.092, 0.248)). The indirect results showed that the relationship between organizational support and job performance was mediated by teacher competence ($\beta = 0.467 \times 0.170 = 0.080$, CI = (0.039, 0.128)), supporting H4 (Table 4). It means that teachers perceive a high level of organizational support through resources, professional development opportunities, and supportive leadership, which plays an important role in their motivation to enhance their competence.

Moderating Effect

Table 5 also shows a significant moderation effect of self-efficacy to address the relationship between organizational support and teacher competence ($\beta = -0.079$, $p < 0.05$, 95% CI [-.143, -.013]), supporting H5. It indicates that the relationship between organizational support and teacher competence depends on the level of teachers' self-efficacy. Specifically, the negative beta value suggests that as self-efficacy increases, the positive influence of organizational support on teacher competence becomes slightly weaker. This could mean that teachers with higher self-efficacy may rely less on external organizational support to feel competent in their roles, drawing more on their internal confidence and abilities. This interaction highlights the importance of considering both organizational factors and the level of self-efficacy in enhancing teacher competence.

The insignificant effect of self-efficacy in the interaction between organizational support and job performance ($\beta = 0.022$, $p > 0.05$, 95% CI [-.018, 0.062]) indicates that H6 is not supported between organizational support and job performance ($\beta = 0.022$, $p > 0.05$, 95% CI [-.018, 0.062]), which unsupports H6. It means that organizational support and self-efficacy interaction do not meaningfully enhance job performance among teachers. This means that organizational support and self-efficacy independently contribute to job performance; their interaction does not substantially enhance or reduce teacher job performance. Thus, initiatives to improve job performance may benefit more from addressing organizational support and self-efficacy as separate factors rather than focusing on their interplay. Schools or organizations should focus on enhancing organizational support and self-efficacy as separate avenues to improve teacher job performance.

DISCUSSION

Key Findings

The findings confirm that organizational support significantly enhances teacher competence, underlining the critical role that institutions play in the professional growth of teachers. This suggests that teachers with strong teaching aspirations are more likely to develop both managerial and technical capabilities during learning process. This finding also confirms that organizational support serves as a key predictor of human capital development within the educational field (AlDhaen, 2026; Zerrad & Schechter, 2026). Prior research highlights that universities play a crucial role in fostering reciprocal communication, which serves as a catalyst for teacher capability-building behavior (Berhanu, 2025; Yang, 2023). This is particularly relevant in the context of vocational universities in China, where institutions that show genuine concern for teachers' personal needs to active in experiential learning and strategic skill development.

The significant effect of organizational support in prompting teachers' job performance has created a kind of environment that fosters both personal and academic growth. This focus on well-being encourages teachers to engage actively and enhances instructional practices. The organization and teachers' reciprocity relationship strengthens teacher motivation to contribute to the learning community (Eisenberger et al., 2001; Gianni et al., 2024). When teachers feel that their organization provides sufficient

support, they are more likely to enhance their job performance. Organizational support helps alleviate work-related stress and cultivates a positive work environment. It is essential for educational leaders to implement policies and practices that strengthen organizational support.

The teachers' competence dimensions, including technological pedagogical content knowledge (TPCK), significantly affect teacher performance. This result is aligned with prior studies by Hagedoorn et al. (2025) and Hirosawa et al. (2024), who found that competence influences teacher competence in several ways. Firstly, TPCK equips teachers with the essential services to integrate technology effectively into educational instructional practices. Hence, teachers can create active and collaborative learning experiences that enhance their understanding of how to blend content knowledge. This result highlights the critical role that teacher competence, encompassing knowledge, pedagogical skills, and professional attitudes, determines how effectively teachers perform their duties. This means that schools should implement professional development programs for teachers to enhance their competence.

The mediation analysis demonstrates that teacher competence significantly mediates the relationship between organizational support and their job performance. This finding indicates organizational support contributes directly to job performance and works indirectly by fostering professional skills. It implies that simply increasing organizational support is not enough to boost job performance. Furthermore, universities should enhance teacher training and professional development. This finding confirmed prior studies which emphasizes the necessity to create supportive education environments. It also providing comprehensive organizational support such as access to up-to-date teaching resources, mentorship programs, relevant professional development opportunities, and strong leadership within teacher education departments (Berhanu, 2025; Chen et al., 2024). The results also underscore the value of policies that strengthen organizational support systems within educational institutions. This includes allocating adequate funding for resource provision, supporting the establishment of professional learning communities, and encouraging school leadership development.

The moderation analysis demonstrates a significant role of self-efficacy in moderating organizational support and teacher competence. This finding demonstrates that the strength of the relationship between organizational support and teacher competence depends on the teacher's self-efficacy. Teachers with high self-efficacy are more likely to draw upon their abilities, experiences, and problem-solving strategies to develop competence (Aldhaen, 2026; Emiru & Gedifew, 2024). Hence, teacher professional development and organizational support should be tailored to meet teachers' self-efficacy. For teachers with low self-efficacy, providing support systems plays a critical role in fostering competence and professional growth. This interaction highlights the necessity of a differentiated approach when designing policies and programs to enhance teacher competence. University leaders should carefully assess both organizational factors and individual self-efficacy to ensure that all teachers are adequately supported and empowered to develop the skills needed for effective teaching.

Self-efficacy insignificantly moderates the relationship between organizational support and teachers' on-job performance. Although both organizational support and self-efficacy are important predictors of job performance independently, their combined or interactive effect does not provide any additional benefit to teachers' individual contributions. It underscores the distinct roles of organizational support and self-efficacy in influencing job performance. While organizational support may provide external resources, encouragement, and recognition, self-efficacy reflects an internal belief in one's capabilities. The less effect means that these factors do not strengthen each other when it comes to actual job performance outcomes (Habibi et al., 2025; Kontar et al., 2025). These findings suggest that efforts to improve teacher job performance may be more effective when organizational support and self-efficacy are addressed separately. For example, schools and policymakers should continue to invest in creating supportive work environments and professional development opportunities while also fostering individual teachers' confidence and self-belief.

Theoretical Implications

The present study contributes to the various aspects of literature by proposing and testing a model that illustrates the formation of university support, teachers' self-efficacy, and teachers job performance. It explains the organization support effect on teachers' job performance as social cognitive theory fields towards two ways. Firstly, integrating self-efficacy into this relationship highlights the importance of psychological factors in educational settings. It posits that organizational support alone may not suffice to improve teachers' competence and job performance; rather, the effectiveness of such support is contingent upon teachers' belief in their capabilities. Furthermore, this theoretical model encourages educational leaders to consider both structural and psychological dimensions when designing support systems. Organizational support can enhance teachers' competence and job performance towards fostering self-efficacy dimensions such as professional development and peer mentoring. This dual focus can lead to a more holistic understanding of teacher effectiveness, ultimately contributing to improved educational outcomes and a more engaged teaching workforce.

Managerial Implications

The finding provides academicians, governments, and education stakeholders with the need to strategically publicize the discussions of essential topics regarding organizational support that have a strong relationship with teachers' self-efficacy, competence, and job performance. These results permit the analysis of specific cases such as the low education quality and students' performance and could explain critical factors that influence teachers' psychological well-being, which are profound for educational institutions. First, schools and educational organizations should prioritize creating a supportive environment that not only provides resources but also actively fosters teachers' self-efficacy. This can be achieved through targeted professional development programs that focus on skill-building and confidence enhancement. Workshops that emphasize collaborative teaching strategies, classroom management techniques, and innovative instructional methods can empower teachers to feel more competent in their roles. Additionally, mentorship programs can be established, pairing novice teachers with experienced

educators. This relationship can provide guidance, encouragement, and constructive feedback, which are essential for building self-efficacy. Regular recognition of teachers' achievements, whether through formal awards or informal acknowledgments, can also reinforce teachers' beliefs and capabilities. Moreover, creating a culture of open communication where teachers feel comfortable sharing challenges and seeking support can further enhance self-efficacy. Encouraging peer collaboration and sharing best practices can help teachers realize potential and the value of organizational support.

CONCLUSION

The findings confirm that when teachers perceive strong support from their institutions through resources, opportunities for professional growth, and responsive leadership, they are more likely to develop the managerial and technical capabilities for their professional advancement. This study also proves that organizational support creates an environment conducive to teacher academic growth. Moreover, the dimension of teacher competence, particularly technological pedagogical content knowledge (TPCK), emerges as a significant determinant of job performance. TPCK empowers teachers to effectively integrate technology into their teaching, leading to more engaging and collaborative learning experiences. This finding reinforces the need for professional development to strengthen teachers' knowledge, pedagogical skills, and professional attitudes. Mediation analysis further confirms that teacher competence has a crucial role in linking organizational support and job performance. Finally, the moderation analysis highlights that self-efficacy plays a significant role in facilitating organizational support and teacher competence. Hence, tailoring professional development and support strategies to address varying levels of teacher self-efficacy is essential, as teachers with lower self-efficacy benefit more from external support. Fostering both supportive institutional environments and individual self-belief will be key to advancing teacher competence and performance.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

The current study was limited to the China education field; therefore, the result is not generalized. Future research could employ a different sampling method to better reflect the population composition including other education and regions to encourage a better conclusion. It can also help practitioners, regulators, and researchers to observe the dynamic behavior to elaborate on the impact of university support on education quality and teachers' performance. Therefore, future research may investigate the role of education, gender, and income on teachers' job performance via quantitative and experimental investigations. Future studies also need to consider longitudinal studies to assess the long-term effects of organizational support on teacher performance and student outcomes.

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