The Relationship Between Organizational Commitment and Job Performance Among College Teachers: A Comprehensive Analysis

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Abstract. This comprehensive study aims to examine the relationship between organizational commitment (OC) and job performance (JP) among college teachers. The research was conducted with a sample of 996 teachers from undergraduate colleges who completed a questionnaire. Statistical analysis techniques including mean comparison, independent samples t-test, one-way analysis of variance, canonical correlation, and multiple stepwise regression, which were employed to analyze the survey data. The study findings can be summarized as follows. (1) College teachers exhibit a higher perception of OC and JP. (2) Significant differences in OC were observed among college teachers based on age, educational background, professional title, years of service, and marital status, while no substantial differences were found based on professional category, school-running nature, and gender. (3) Significant differences in JP were identified among college teachers based on educational background, professional title, years of service, marital status, gender, and age, while no significant differences were found based on professional category and schoolrunning nature. (4) A positive correlation was established between college teachers' OC and JP, with OC accounting for 57% and 1.1% of the variance in JP through two pairs of typical variables. (5) College teachers' OC demonstrated 66.6% positive predictive power for JP. These findings provide valuable insights into the relationship between OC and JP among college teachers and underscore the importance of organizational commitment in predicting job performance.

Keywords: College teachers, Organizational commitment, Job performance

1. Introduction

In the context of "double first-class" development strategy, first-rate teachers have gradually become the key competitive advantage for undergraduate universities. General undergraduate universities face great development challenges. The standard and development of teachers have a direct hold on the quality of higher education and the vitality of colleges. The development of double first-class universities keeps advancing in China, so the competition for excellent teachers has become fiercer. Colleges have to pay more attention to the outflow of talent. Colleges continue to introduce high-level talents and optimize their teaching staff. College teachers possess high degree of education, intelligence, and professional competence, among others. In comparison with others, they choose a wide range of occupations. Taking up a new occupation is easier for college teachers than for other professions, so they are also prone to quit. Du and Liu (2019) conducted an analysis on the data of "2016 National Survey on the Development of Teachers in Colleges," and found that nearly two-thirds of teachers in colleges of China had the intention to quit. Wang (2015) found that improving the internal organizational environment can effectively enhance teachers' sense of belonging and help stabilize the teaching staff in private universities.

Buchanan (1974) think Being a college teacher has the characteristics of complexity, creativity, demonstration, and long term. It is not only a profession with high knowledge intensity and density but also a profession with fast knowledge updating. It carries more social expectations than other professions. The main duties of college teachers are not only teaching and student management, but also study of science, social service, and other tasks (Borman, & Motowidlo, 1997). The salary of college teachers is closely related to their title and performance. Under certain circumstances, the work enthusiasm and performance of teachers with different professional titles, education standards, and years of teaching should be given attention (Christalin, Tapan, & Prakash, 2022). Organizational commitment (OC) is founded on mutual trust, which establishes connection between individuals and the collective. OC is the identification of organizational values and the resulting positive emotional experience. It is a form of work attitude and has a momentous influence on JP (Abin, 2023). Chen, Li, and Wang (2015) reported that psychological capital, management institution, OC, knowledge, and skills are major factors influencing teachers' JP. Organizational care and identification are keys in enhancing professional loyalty and sense of responsibility. These factors not only inspire individuals to commit fully to their work but also serve as the foundation for cultivating a strong professional identity and ensuring long-term career stability. Teachers are the key resource of teaching activities. Whether teachers agree with the school philosophy, whether they are willing to make contributions, and whether they work efficiently are keys to improving the efficiency of school management.

Teachers are crucial to the quality of collage education, and a major problem with collage education is the inability to retain high-level teachers. The main research question of this article is how to make collage teachers willing to stay and develop in universities, willing to work hard in educational positions, and whether factors such as OC and JP hinder teachers' long-term development in universities. On this basis, the research objective of this article is to demonstrate the relationship between OC and JP based on scientific statistical methods, and calculate the impact of OC on JP.

2. Research Method

In this study, the OC of college teachers includes the following three dimensions: "emotional commitment" (EC) (Sturges, Conway, Guest, & Liefooghe, 2005), "continuous commitment" (CC) (Mathew, Ogbonna, & Harris, 2012), and "normative commitment" (NC) (Mowday, Steers, & Porter, 1979). EC refers not only to teachers' identification of school culture, goals, and values but also teachers' devotion to work due to their feelings for school, CC refers to teachers' cognition of the loss caused by leaving the school, NC refers to teachers' sense of obligation to continue to serve the school.

college teachers' JP is a combination of behavior and result, including "teaching performance" (TP) (Sfenrianto, Qarana, &Rianto, 2023), "research performance" (Res-P) (Rotundo, & Sackett, 2002),

"relationship performance" (Rel-P) (Gee, & Won-II, 2023), and "social service performance" (SSP) (Qu, 2020). TP refers to the teaching effect and the completion of teaching tasks, Res-P refers to the participation of research activities and the completion of research tasks, Rel-P refers to the interpersonal communication and interpersonal relationship established in the process of participating in teaching, researching, and other works, and SSP refers to the participation and effectiveness of social service activities.

This study selects 996 teachers as the research object by using stratified sampling method. These teachers are from general undergraduate universities in Shandong Province. Gender, Age, Educational background, Professional title, Years of service, Marital status, Professional category, School running nature, EC, CC, NC, TP, Res-P, Rel-P and SSP are included as statistical information for screening samples. The major research method used in this paper is questionnaire (Cronbach's α >0.90). The questionnaire includes two parts: teachers' OC scale (Cronbach's α =0.952) and teachers' JP scale (Cronbach's α =0.962). The former includes 17 unanswered questions, and the latter includes 22 unanswered questions. The eigenvalues of EC, CC, and NC are 5.738, 3.475, and 3.376, respectively, and the eigenvalues of TP, Res-P, Rel-P, and SSP are 4.880, 4.721, 4.293, and 3.683, respectively. All the eigenvalues are greater than 3.0.

This study uses SPSS25.0 software for performing statistical analysis. The main methods of data statistical analysis are mean comparison, independent samples t-test, one-way analysis of variance (ANOVA), canonical correlation, and multiple stepwise regression. When advancing this study, first we calculate the mean and standard deviation of OC and JP of collage teachers; Introducing single factor analysis, selecting Gender, Age, Educational background, Professional title, Years of service, Marital status, Professional category, School running nature as reference factors for the study subjects, we select the corresponding single factor analysis method based on the number of value ranges of each factor(t-test or one-way ANOVA); we obtain OC and JP information for each object from the survey questionnaire, where OC includes EC, CC, NC, JP includes TP, Res-P, Rel-P, and SSP, calculate the structural model of OC->JP mapping relationship using SPSS software, and generate a framework diagram by Amos software; we retrieve data from the questionnaire and call Multiple Stepwise Regression Analysis in SPSS to calculate the influence of Collage Teachers' OC to JP, as shown in Figure 1.



Fig.1: Research process

3. Analysis and discussion

3.1. Analysis of the Present Situation of College Teachers' OC and JP

This study analyzes the present situation of college teachers' OC and JP via descriptive statistics. By comparing the mean, the three dimensions of OC from high to low are NC (4.0005), EC (3.6663), and CC (3.6311), as shown in Table 1.

	Table 1. Summary of the mean and standard deviation of conege teachers OC				
Dimension	Number	Mean	Standard deviation	Rank of mean	
EC	996	3.6663	0.99300	2	
CC	996	3.6311	0.95732	3	
NC	996	4.0005	0.76186	1	
OC	996	3.7660	0.84583		

Table 1 Summary of the mean and standard deviation of college teachers' OC

By comparing the mean, the four dimensions of JP from high to low are Rel-P (4.3080), TP (4.1481), SSP (3.9801), and Res-P (3.9482), as shown in Table 2.

Table 2. Summary of the mean and standard deviation of college teachers' JP	
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Dimension	Number	Mean	Standard deviation	Rank of mean
TP	996	4.1481	0.74469	2
Res-P	996	3.9482	0.84423	4
Rel-P	996	4.3080	0.65098	1
SSP	996	3.9801	0.85087	3
JP	996	4.0961	0.71562	

The overall result shows that the mean values of teachers' OC and JP are 3.7660 and 4.0961, respectively. The two averages are at the middle to high level of the five-point Likert scale. Therefore, college teachers have a higher perception of OC and JP.

3.2. Teachers' OC

Each background factor has several data items, among them, Gender includes "Male" and "Female", numbered 1 and 2 respectively; Age is divided into different age groups, namely "Under 30", "31-40", "41-50", and "Over 50", numbered 1, 2, 3, and 4 respectively; Education background includes "Bachelor's", "Master's", and "Doctoral" numbered 1, 2, and 3, respectively; Professional title includes "Assistant", "Lecturer", "Associate professor", and "Professional", numbered 1, 2, 3, and 4 respectively; Years of service represent different years of education employment, namely "1-5", "5-10", "10-15", and "Over 15 years", numbered 1, 2, 3, and 4 respectively; Marital status includes "Unmarried" and "Married", numbered 1 and 2 respectively; Professional category includes "Library arts" and "Science", numbered 1 and 2 respectively; School running nature includes "Private school" and "Public school", numbered 1 and 2 respectively. T&F indicates that t-test or one-way ANOVA may be used in the statistical process, if the number of data items is only 2, t-value testing is used, if the number of data items exceeds 2, one-way ANOVA is used, and if the absolute value of the analysis result exceeds 1, the Scheff é 's method needs to be used for the next step of analysis. Scheff é 's method represents a corresponding background factor, compare the attention level of each data item to OC under this factor, the data item with the highest degree of attention to OC is ranked first, and so on. On the basis of Table 3, the analysis is as follows.

Background	Serial		тег	Scheffé's
variable	nur	nber	ГАГ	method
Condor	1	Male	-0.750	
Gender	2	Female	-0.739	
	1	Under 30		
	2	31-40	27 566***	1>2>2>1
Age	3	41–50	37.300	4>3>2>1
	4	Over 50		
Education	1	Bachelor's		1>2
Education basismound	2	Master's	52.795***	1>2
background	3	Doctoral		1>5
	1	Assistant	Assistant	
Des forest and 441-	2	Lecturer	0.421***	3>1
Professional title	3	Associate professor	9.451	4>1
	4	Professor		
	1	1–5		
Voors of comico	2	5–10	46 010***	4>2>1
Years of service	3	10–15	40.918	4>3>1
	4	Over 15 years		
Manital status	1	Unmarried	(0)7***	
Marital status	2	Married	-0.83/****	
Professional	1	Liberal arts	0.244	
category	2	Science	0.244	
School-running	1	Private school	0.002	
nature	2	Public school	0.002	

Table 3. Summary of the difference analysis of college teachers' OC

*** p<0.001

(1) Difference analysis of college teachers' OC due to different genders

This study applies t-test for the difference analysis of college teachers' OC due to different genders. The results show that the t-value of teachers' gender in the OC variable test does not reach a significant level.

(2) Difference analysis of college teachers' OC due to different ages

This study applies one-way ANOVA for the difference analysis of college teachers' OC due to

different ages. The results show that teachers under the age of 30 have the lowest OC level, and teachers over the age of 50 have the highest OC level. As each year goes by, the level of college teachers' OC continuously keeps increasing.

(3) Difference analysis of college teachers' OC due to different educational backgrounds

This study applies one-way ANOVA for the difference analysis of college teachers' OC due to different educational backgrounds. The results show that teachers with bachelor's degree have a higher OC level than other teachers.

(4) Difference analysis of college teachers' OC due to different professional titles

This study applies one-way ANOVA for the difference analysis of college teachers' OC due to different professional titles. On the whole, the OC level of teachers with an associate professor title or above is higher than those with an assistant title. The OC level of teachers with an associate professor title is higher than those with a lecturer title.

(5) Difference analysis of college teachers' OC due to different years of service

This study applies one-way ANOVA for the difference analysis of college teachers' OC due to different years of service. The results show that teachers with more than 15 years of service have the highest OC level, and those with less than 5 years of service have the lowest OC level.

(6) Difference analysis of college teachers' OC due to different marital statuses

This study applies t-test for the difference analysis of college teachers' OC due to different marital statuses. The results show that the t-values of teachers' marital status in the OC variable test reach a significant level. The OC level of married teachers is higher than that of unmarried ones.

(7) Difference analysis of college teachers' OC due to different professional categories

This study applies t-test for the difference analysis of college teachers' OC due to different professional categories. The results show that the t-values of teachers' professional category in the OC variable test do not reach a significant level.

(8) Difference analysis of college teachers' OC due to different school-running natures

This study applies t-test for the difference analysis of college teachers' OC due to different schoolrunning natures. The results show that the t-values of school-running nature in the OC variable test do not reach a significant level.

3.3. Teachers' JP

Each background factor has several data items, among them, Gender includes "Male" and "Female", numbered 1 and 2 respectively; Age is divided into different age groups, namely "Under 30", "31-40", "41-50", and "Over 50", numbered 1, 2, 3, and 4 respectively; Education background includes "Bachelor's", "Master's", and "Doctoral" numbered 1, 2, and 3, respectively; Professional title includes "Assistant", "Lecturer", "Associate professor", and "Professional", numbered 1, 2, 3, and 4 respectively; Years of service represent different years of education employment, namely "1-5", "5-10", "10-15", and "Over 15 years", numbered 1, 2, 3, and 4 respectively; Marital status includes "Unmarried" and "Married", numbered 1 and 2 respectively; Professional category includes "Library arts" and "Science", numbered 1 and 2 respectively; School running nature includes "Private school" and "Public school", numbered 1 and 2 respectively. T&F indicates that t-test or one-way ANOVA may be used in the statistical process, if the number of data items is only 2, t-value testing is used, if the number of data items exceeds 2, one-way ANOVA is used, and if the absolute value of the analysis result exceeds 1, the Scheff é 's method needs to be used for the next step of analysis. Scheff é 's method represents a corresponding background factor, compare the performance level of each data item to JP under this factor, the data item with the highest performance value to JP is ranked first, and so on. On the basis of Table 4, the analysis is as follows.

(1) Difference analysis of college teachers' JP due to different genders

This study applies t-test for the difference analysis of college teachers' JP due to different genders. The results show that the t-values of teachers' gender in the JP variable test reach a significant level. On the whole, the JP level of female teachers is higher than that of male teachers.

(2) Difference analysis of college teachers' JP due to different ages

This study applies one-way ANOVA for the difference analysis of college teachers' JP due to different ages. The results show that teachers under the age of 30 perform worse than teachers of other age groups in terms of JP. The average performance level of teachers over the age of 50 is significantly higher than teachers under the age of 40.

(3) Difference analysis of college teachers' JP due to different educational backgrounds

This study applies one-way ANOVA for the difference analysis of college teachers' JP due to different educational backgrounds. The results show that teachers with a bachelor's degree have the highest JP level.

(4) Difference analysis of college teachers' JP due to different professional titles

This study applies one-way ANOVA for the difference analysis of college teachers' JP due to different professional titles. On the whole, the JP level of teachers with an associate professor title or above is higher than those with an assistant title.

(5) Difference analysis of college teachers' JP due to different years of service

This study applies one-way ANOVA for the difference analysis of college teachers' JP due to different years of service. The results indicate that teachers with more than 15 years of service have the highest JP level, and those with less than 5 years of service have the lowest JP level.

(6) Difference analysis of college teachers' JP due to different marital statuses

This study applies t-test for the difference analysis of college teachers' JP due to different marital statuses. The results indicate that the t-values of teachers' marital status in the JP variable test reach a significant level. Married teachers have better JP than unmarried ones.

(7) Difference analysis of college teachers' JP due to different professional categories

This study applies t-test for the difference analysis of college teachers' JP due to different professional categories. The results show that the t-values of teachers' professional category in the JP variable test do not reach a significant level.

(8) Difference analysis of college teachers' JP due to different school-running natures

This study applies t-test for the difference analysis of college teachers' JP due to different schoolrunning natures. The results show that the t-values of school-running nature in the JP variable test do not reach a significant level.

Tab	ole 4. Sum	mary of the difference analy	ysis of college teacher	s' JP
Background	Background Serial		т & Б	Scheffé's
variable	nun	nber	IXI	method
Gandar	1	Male	_2 /22*	
Uchider	2	Female	2.422	
	1	Under 30		
٨ ٥٥	2	31-40	72 970***	3>1
Age	3	41–50	23.820	4>2>1
	4	Over 50		
Education	1	Bachelor's		1>2
background	2	Master's	14.283***	1>2
	3	Doctoral		1-5
	1	Assistant		2 \ 1
Professional title	2	Lecturer	8.120***	3~1 4>1
	3	Associate professor		4~1

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	4	Professor			
	1	1–5			
Vacua of complete	2	5.1-10	27 200***	4>2>1	
rears of service	3	10.1–15	37.280	4>3>1	
	4	Over 15 years			
Marital status	1	Unmarried	_7 400***		
Marital status 2 Married	-7.400	/.400			
Professional	1	Liberal arts	0.030		
category	2	Science	0.039		
School-running	1	Private school	0.105		
nature	2	Public school	0.105		

p*<0.05, **p*<0.001

3.4. Canonical Correlation Analysis of College Teachers' OC and JP

Firstly, the calculation process is completed in SPSS, and the generated structural model diagram is generated in Amos software, the calculation results correspond to the structural model. we obtain the OC and JP information of each research object from the survey questionnaire, during the survey process, the OC and JP information will be recorded. The OC indicator will be further represented as the "EC", "CC", and "NC" options, while the JP indicator will be further represented as the "TP", "Res-P", "Rel-P", and "SSP" options, all of which will appear in the survey questionnaire. college teachers' OC is used as the control variable, and college teachers' JP is used as the criterion variable, the results are shown in Table 5, and the canonical correlation structure is shown in Figure 2.

In the survey questionnaire, it is indicated by checking the box, for example, if a research object is checked with "EC", "TP", and "SSP", it indicates that "EC" in OC may have an impact on "TP" and "SSP" in JP. In terms of functional expression, OC can be represented as the sum of data items of "EC", "CC", and "NC", i.e. OC=a * EC+b * CC+d * NC, correspondingly, JP can be represented as the sum of data items of "TP", "Res-P", "Rel-P", and "SSP", i.e. JP=a * TP+b * Res-P+c * Rel-P+d * SSP. Considering that all options for OC and JP indicators are included in the survey questionnaire, that is, there may be q * OC=p * JP, among them, $a_{x} \ b_{x} \ c_{x} \ d_{x} \ p_{x} \ q$ are all non-zero coefficients, thus it can confirm the correlation between these variables and indicators. By using SPSS software, the variables of OC and JP in 966 research subjects are statistically analyzed, we utilize the Canonical Correlation Analysis function provided by the software, various coefficients can be derived($a_{x} \ b_{x} \ c_{x} \ d_{x} \ p_{x} \ q$). In the generated calculation results, the larger the values of correlation coefficients and redundancy, the higher the correlation between OC and JP.

Two pairs of canonical variables are significantly correlated between teachers' OC and JP, with coefficients of ρ_1 =0.848 and ρ_2 =0.377. ρ_1 is evidently considerably greater than ρ_2 . About 57.0% of the total variance of college teachers' JP can be explained by college teachers' OC through the first canonical variable. Only 1.1% of the total variance of college teachers' JP can be explained by college teachers' OC through the second canonical variable. In view of the correlation coefficient and redundancy, the first pair of canonical variables can better reflect the correlation between the original variable groups, that is, the control variable affects the criterion variable mainly through the first canonical variable. In the first pair of canonical variables, the absolute values of the structural correlation coefficients are all greater than 0.820. Hence, the correlations between the four criterion variables and the first canonical variable χ_1 are higher, and the correlations between the four criterion variables and the first canonical variable η_1 are higher. Therefore, the higher the OC level of teachers is, the better their JP will be.

Table 5. Canonical contention analysis between teachers OC and teachers JI					
Control	Canonical	variable	Criterion	Canonical	variable
variable (X)	χ1	χ2	variable (Y)	η_1	η 2
(X1) EC	-0.875	-0.221	(Y1) TP	-0.989	0.142
(X2) CC	-0.924	-0.376	(Y2) Res-P	-0.876	-0.365
(X3) NC	-0.965	0.256	(Y3) Rel-P	-0.826	0.066
			(Y4) SSP	-0.859	-0.378
Extracted variation	0.850	0.085	Extracted variation	0.792	0.075
redundancy	0.612	0.012	redundancy	0.570	0.011
			ρ ²	0.719	0.142
			ρ	0.848***	0.377***

Table 5. Canonical correlation analysis between teachers' OC and teachers' JP

*** p<0.001



Fig. 2: Structural charts of the canonical correlation between teachers' OC and JP

3.5. Multiple Stepwise Regression Analysis of College Teachers' OC to JP

Multiple regression is to consider whether all the independent variables x have an effect on the dependent variable y. Stepwise regression is based on linear regression, it can introduce variables one by one, and after introducing a new variable, it will test the old variables that have been included in the regression model one by one, remove variables that are considered meaningless until no new or old variables are introduced, so can ensure that every variable in the regression model is meaningful. We collect data from questionnaires, import it into SPSS, and call the function of Multiple Stepwise Regression Analysis, add CC, NC, and EC as predictive variables in sequence, and calculate their correlation with JP during the addition process, that is, CC * a=JP, CC * a+NC * b+EC * d=JP respectively. In the process of introducing variables, it is first necessary to test whether the introduced variables have a significant impact on the model(F-test), if there is a significant impact, perform t-value tests on the variables that have already been added.

The three predictive variables in proper order are CC, NC, and EC, and the dependent variable is JP, as shown in Table 6. The multiple correlation coefficient between the three predictive variables and

the dependent variable is 0.816, with the determination coefficient of R^2 =0.666. Finally, the F value of the integrity test of the regression model is 658.444 (p<0.001). Therefore, 66.6% of the variation of JP can be effectively explained by the three predictive variables. CC, NC, and EC can effectively explain JP, with explanatory variances of 60.1%, 6.2%, and 0.3%, respectively.

The standardized regression coefficients of the three predictive variables in proper order are 0.367, 0.389, 0.113 in the multiple regression model. All of them are positive, so the three predictive variables have a positive influence on JP. The predictive variable with the largest Beta value is NC, so NC has the most predictive power on JP.

Input sequence of predictive variables	R	R ²	$\Delta \mathbf{R}^2$	F	Beta
1 CC	0.775	0.601	0.601	1496.632***	0.367
2 NC	0.814	0.663	0.062	974.919***	0.389
3 EC	0.816	0.666	0.003	658.444***	0.113

Table 6. multiple stepwise regression analysis of teachers' OC to teachers' JP

*** *p*<0.001

4. Discussion and Suggestions

The research finds that there are significant differences in the individual characteristics of college teachers on variables such as organizational commitment and job performance. All aspects of organizational commitment and different individual characteristics have a significant impact on teachers' job performance. According to this study, teachers with high levels of emotional or continuous commitment perform well in interpersonal promotion, professionalism, teaching effectiveness, research services, and other aspects of work performance. Therefore, the commitment that can encourage teachers to actively work hard for the goals of universities is mainly based on the positive orientation of emotional commitment and continuous commitment.

The behavior choice of collage teachers is a product of the combination of their individual needs and professional role regulations, which has high-level and spiritual characteristics. For such a special type of worker, simple material management methods cannot be used to cope with their complex thinking labor. Organizational commitment represents a kind of work attitude, which reflects the psychological tendency of individuals to attach themselves to the organization, that is, to keep themselves as a member of the organization, it has the commonness of general attitudes, that is, the evaluation and behavior tendency of individuals to specific objects. This research takes collage teachers as the research group to explore the relationship between organizational commitment and job performance, the experimental results have confirmed that organizational commitment has a positive impact on job performance. Many studies also show that organizational commitment will be affected by individual value orientation and internal incentive system of the organization, in order to better promote the work performance of collage teachers, this study suggests that universities should make the following adjustments in human resource management:

(1) Universities should explore effective ways of ideological education for collage teachers, promote the value of their own work, and reduce their doubts about their work;

(2) When universities introduce teachers, they should distinguish their purpose orientation and behavioral tendencies, for in-service teachers, they should promote healthy competition and interaction, and optimize incentive mechanisms;

(3) Universities should strengthen learning activities on the concepts of leaders at all levels, in order to create an equal and harmonious working atmosphere for teachers;

(4) In the process of building the teaching staff in universities, comprehensive consideration should be given, not solely to factors related to teacher performance, but to other factors such as teachers' work attitude and behavioral orientation.

5. Conclusion and Outlook

College teachers have a high OC level and JP. Marked differences exist in college teachers' JP and OC in terms of age, educational background, professional title, years of service, and marital status, whereas no marked differences exist in professional category and school-running nature. College teachers' OC is positively correlated with JP, and OC can predict 57% and 1.1% of the variance of JP through two pairs of typical variables. College teachers' OC has a positive predictive power to JP.

In this study, only 996 teachers from undergraduate colleges have been asked to fill in the questionnaire. The background variables of this thesis only refer to gender, age, educational background, professional title, years of service, marital status, professional category, and school-running nature, and other aspects are not involved. This study is limited to some undergraduate universities in Shandong Province, so the results may not be generalized to other regions. In order to further expand the applicability of the conclusions of this study, it is necessary to increase the scope of the survey, add more reference variables to the research subjects, and expand the research area to confirm the effectiveness of the conclusions of this study.

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