Mediating Effect of job Satisfaction and Organizational Citizenship Behavior on Relationship Between Teacher Organizational Identification and Work Performance in Arts Universities and Colleges of Shandong Province

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Abstracts

The objectives of this research were: 1) to explore the components of organizational identification, job satisfaction, organizational citizenship behavior, and work performance of teachers in art universities in Shandong Province; 2) to develop a model of the mediating effects of job satisfaction and organizational citizenship behavior on the relationship between organizational identification and work performance; and 3) to analyze the direct and indirect effects of organizational identification, job satisfaction, and organizational citizenship behavior on the teachers' work performance. The population was 2,308 teachers from 6 arts universities in Shandong Province. The sample was 370 teachers, determined by G*Power software, and a proportional stratified random sampling method. Data were collected using a five-point scale questionnaire and analyzed using CFA and SEM.

The results showed that 1) the components of organizational identification consisted of member identification, loyalty, and similarity. Job satisfaction consists of leadership and management, compensation and benefits, intrinsic Job characteristics, working environment, and interpersonal relationships. Organizational citizenship behavior consists of In-role behavior, interpersonal altruistic behavior, and organizational citizenship behavior, and Work performance consists of teaching performance and scientific research performance. 2) The model fits well with the empirical data (chi-square = 61.830, df = 59, chi-square/df = 1.048, TLI = 0.999, GFI = 0.975, AGFI = 0.961, CFI = 0.999, RMSEA = 0.011), and 3) Organizational identification, job satisfaction, and organizational citizenship behavior had a significant positive direct effect on teachers work performance. Additionally, organizational identification indirectly affects work performance through job satisfaction and organizational citizenship behavior, there were mediating effects.

Introduction

In the context of globalization and increasing international competition, the quality and level of education have become crucial indicators of a country's comprehensive strength (Chen, 2018). The development of higher education not only influences the future competitiveness of a nation but also directly impacts its voice and influence on the global stage. Given this global perspective, it is imperative for China to focus on improving its higher education system. The Chinese government's recent initiatives to reform and enhance the quality of higher education, particularly in the arts and humanities, reflect a broader strategy to address both national and global challenges. As Huang and Tian (2020) emphasize, the "New Liberal Arts Development" in China represents a significant effort to modernize and adapt the liberal arts to meet the needs of the current era. This development is a top-down, government-led national project, emphasizing a steadfast commitment to and inheritance of China's traditional cultural values. Additionally, the "New Liberal Arts Development" places a strong focus on interdisciplinarity, application-oriented knowledge production, and the integration of traditional Chinese culture with modern educational practices.

Art education, within this context, refers to educational programs and curricula focused on the fine arts, including visual arts, music, dance, theater, and other related disciplines. These programs are designed to cultivate artistic talents who contribute to cultural and creative industries. Nationally, policy documents issued by the Ministry of Education and other relevant departments emphasize the role of art education in cultural construction and innovative development. For example, the Ministry of Education's document titled Several Opinions on Promoting the Development of School Art Education clearly states the need to optimize the structure of art education and improve professional standards and educational quality. This policy highlights the importance of art education in fostering students' creativity and cultural awareness, aiming to build a robust system that supports both academic and practical aspects of the art. (Ministry of Education, 2014)

Organizational identification, defined as the extent to which employees, in this case, teachers, identify with and feel a sense of belonging to their institution, is crucial in this context. This sense of identification not only relates to teachers' sense of belonging and loyalty but also serves as the foundation for stimulating their enthusiasm and creativity. Research suggests that psychological empowerment plays a significant role in enhancing organizational identification, as it allows teachers to feel competent and significant in their roles, thereby strengthening their bond with the institution (Qubbaj, 2023). Strong organizational identification, in turn, leads to greater engagement in teaching and artistic creation, directly improving the quality of education and students' artistic capabilities.

Strengthening organizational identification among teachers significantly enhances job satisfaction and fosters a positive campus culture. Job satisfaction, in this context, refers to the level of contentment teachers feel with their job roles, influenced by both external factors such as the working environment and internal factors such as personal values. Research indicates that a strong organizational identification directly boosts job satisfaction, as it strengthens teachers' connection to their institution and aligns their personal values with organizational goals (Han, Xu, & Xiao, 2022). This enhanced job satisfaction, in turn, leads to greater enthusiasm for teaching and a higher level of innovation in educational practices. Thus, targeted interventions to strengthen organizational identification are essential for fostering a thriving educational culture and improving overall work performance (Kim, Kim, Kang, & Ku, 2024).

In addition to organizational identification and job satisfaction, organizational citizenship behavior (OCB) is another critical factor influencing teachers' work performance. OCB encompasses discretionary behaviors that go beyond formal job requirements but contribute to the overall effectiveness of the organization. These behaviors include actions such as altruism, civic virtue, and courtesy, which enhance collaboration among teachers and support the institution's goals (Ravina., 2023). Research indicates that OCB is positively correlated with job performance, suggesting that teachers who actively engage in these behaviors not only contribute to their schools' reputations but also improve

their own work performance. Furthermore, a supportive organizational culture plays a vital role in promoting OCB, as it fosters an environment where teachers feel encouraged to go beyond their formal duties (Suhartono, Suardhika, Yuesti, & Landra, 2024) . Thus, cultivating an organizational culture that supports OCB can lead to enhanced performance outcomes for both teachers and their institutions.

In the field of arts education, where teachers play a crucial role, their satisfaction, organizational identification, and organizational citizenship behavior are key to their professional growth and to fostering students' artistic development and creativity. Therefore, a deeper investigation into the impact of these factors on educational outcomes will contribute to the enhancement of the quality of arts education, supporting the cultivation of artistic talents with innovative capabilities and high cultural literacy.

Research questions

1) What are the components of organizational identification, job satisfaction, organizational citizenship behavior, and teachers' work performance in the arts universities and colleges of Shandong Province?

2) What is the model of the mediating effect of job satisfaction and organizational citizenship behavior on the relationship between teacher organizational identification and teachers' work performance in art universities and colleges in Shandong Province?

3) How does the effect of organizational identification, job satisfaction, organizational citizenship behavior on teachers' work performance in the arts universities and colleges of Shandong Province?

Research objectives

1) To explore the components of organizational identification, job satisfaction, organizational citizenship behavior, and teachers' work performance in the arts universities and colleges of Shandong Province.

2) To develop a model of the mediating effect of job satisfaction and organizational citizenship behavior on the relationship between teacher organizational identification and teachers' work performance in arts universities and colleges in Shandong Province.

3) To decompose the effect of organizational identification, job satisfaction, and organizational citizenship behavior on the teachers' work performance in the arts universities and colleges of Shandong Province.

Research hypothesis

H1: Organizational identification (OI) has a direct positive effect on job satisfaction (JS).

H2: Organizational identification (OI) has a direct positive effect on organizational citizenship behavior (OCB).

H3: Organizational identification (OI) has a direct positive effect on teachers' work performance (WP).

H4: Job satisfaction (JS) has a direct positive effect on work performance (WP).

H5: Organizational citizenship behavior (OCB) has a direct positive effect on teachers' work performance (WP).

H6: Organizational identification (OI) has a positive indirect effect on teachers' work performance (WP) through job satisfaction (JS).

H7: Organizational identification (OI) has a positive indirect effect on teachers' work performance (WP) through organizational citizenship behavior (OCB).

Conceptual framework

These hypotheses are formulated to systematically investigate the direct and indirect effects of organizational identification on teachers' work performance, with job satisfaction and organizational citizenship behavior acting as mediating variables.
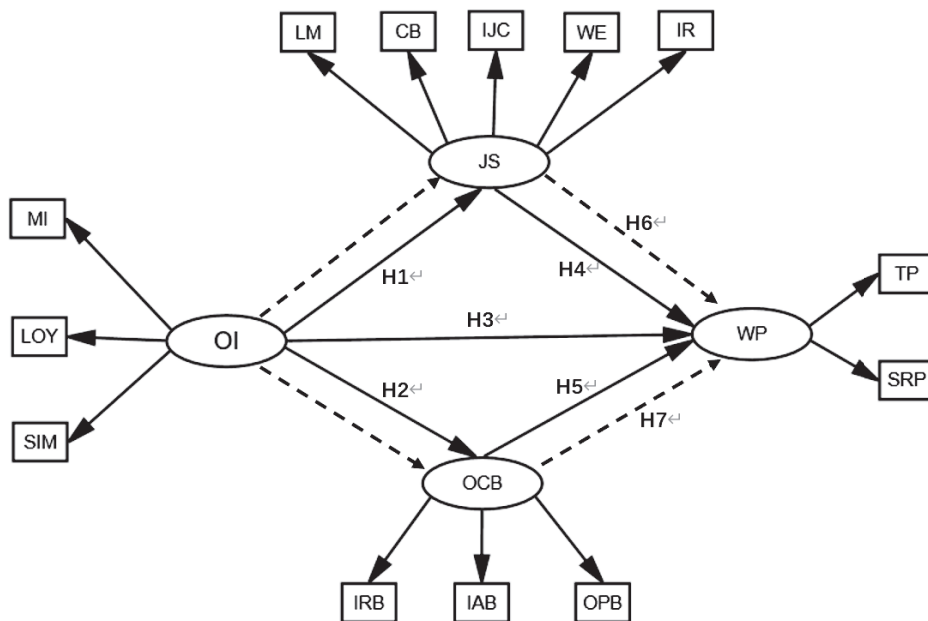

Figure 1 Conceptual framework of this research

Definition of term

Organizational identification refers to the alignment of employees' behaviors and beliefs with the values of the organization, encompassing both a rational commitment to the organization's development and an emotional attachment. In this studied were three core components, membership identification, loyalty, and similarity.

Job Satisfaction refers to the overall feelings and evaluations employees have regarding their work situation, including satisfaction with job content, work environment, compensation, interpersonal relationships, and opportunities for development. In the context of this research, Job Satisfaction can be understood through five components on Leadership and Management, Compensation and Benefits, Intrinsic Job Characteristics, Work Environment, and Interpersonal Relationships.

Organizational Citizenship Behavior refers to a collection of voluntary behaviors by employees that are not directly recognized by the formal reward system but contribute to the effective functioning of the organization as a whole. In the studied can be understood through the following three components: on In-role Behavior, Interpersonal Altruistic Behavior, and Organizational Prosocial Behavior.

Work performance refers to the quantity and quality of tasks completed by an individual or team within a specific timeframe and under given conditions. This concept serves as a key indicator in management for measuring and providing feedback on goal achievement, which is crucial for organizational effectiveness through the following two components on Teaching Performance and Scientific Research Performance.

Research Method

1. Research Design

Part One: Exploring the Components of Key Variables

In this part, an extensive literature review and content analysis will be conducted to explore the components of organizational identification, job satisfaction, organizational citizenship behavior, and teachers' work performance in the arts universities of Shandong Province.

Part Two: Developing a Mediating Effect Model

Building on the findings from the first part, this section will develop a structural model that examines the mediating effect of job satisfaction and organizational citizenship behavior on the relationship between teacher organizational identification and work performance. This model will be specifically tailored to the context of arts universities in Shandong Province, and a structured questionnaire will be developed to collect data by 5-point scale questionnaire and data analyzed by Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM).

Part Three: Decomposing and Analyzing the Mediating Effects

In this final part, the study will focus on decomposing the effects of job satisfaction and organizational citizenship behavior in the relationship between organizational identification and teachers' work performance. The results will be used to test the hypotheses, providing a detailed understanding of how job satisfaction and organizational citizenship behavior mediate the relationship between organizational identification and work performance.

2. Population and sample

The population for this research comprises teachers working in the academic year 2023 at the six arts universities in Shandong Province. The total was 2,308 teachers.

The total sample size was 370 teachers, determined by G*Power software, and used proportional stratified random sampling method.

3. Research Instruments

The instrument in this research was a 5-point Likert scale questionnaire, designed to explore the components of organizational identification, job satisfaction, organizational citizenship behavior, and work performance among teachers in arts universities and colleges in Shandong Province. The questionnaire was structured to gather comprehensive data on these key variables, with the goal of understanding their interactions and impact on teachers' work performance. The questionnaire was divided into the following two parts:

Part I: Information of the Respondents

This section consisted of 5 items aimed at collecting fundamental demographic information from the respondents, including gender, age, educational background, professional title, and years of teaching experience.

Part II: Measurement of Key Variables

This section comprised a total of 51 items designed to measure the components of organizational identification, job satisfaction, organizational citizenship behavior, and teachers' work performance which each item had validity (IOC) value between 0.60-1.00, and each component had reliability between 0.91 – 0.98.

4. Data Collection

This study conducted data collection through a combination of online and offline methods to ensure comprehensive coverage of the target population. The primary target population consisted of teachers employed during the academic year 2023 at the six arts universities and colleges in Shandong Province. To facilitate the distribution and completion of the questionnaires, a dual approach was online distribution and offline distribution.

5. Data Analysis

The data collected from teachers in art universities and colleges in Shandong Province were systematically analyzed. The analysis commenced with an examination of the sample characteristics, including demographic details and key variable distributions. Descriptive statistics were computed using SPSS, encompassing frequency distributions, percentages, means, standard deviations, and correlation coefficients.

The measurement model was evaluated using AMOS software to ascertain the validity and reliability of the constructs. The model's fit was assessed through several established indices, The data analysis on descriptive statistics with mean, standard deviation, skewness, and Kurtosis (Hair etal., 2014), tested the hypothesis of this study with confirmation factors analysis (CFA) and Structural equation modeling (SEM) on the model fit indicators, model measurement quality and the effect of factor by statistical package software. The criterion Indicated for the model CFA is acceptable when fitting with empirical data. (Hu & Bentler, 1998) in Table 1.

Table 1. Show the criterion on indicators in CFA model.

Indicator	Terrible	Acceptable	Excellent
Chi-square/df	>5	>3	>1
CFI	< .90	<0.95	>0.95
GFI	< .90	<0.95	>0.95
NFI	< .90	<0.95	>0.95
RESEA	> .08	> 0.06	<0.06

From the Table 1, including Chi-square/df, Goodness-of-Fit Index (GFI), Adjusted Goodness-of-Fit Index (AGFI), Root Mean Square Residual (RMR), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA). An acceptable model fit is indicated by a Chi-square/df ratio below 3, GFI and AGFI values above 0.8, an RMR less than 0.05, CFI and TLI above 0.9, and RMSEA of less than 0.08.

Research Results

1. Demographic statistics

Table2 Demographic Information Distribution (n = 370)

Category	Options	Frequency	Percentage (%)	Cum.%
Gender	Male	180	48.65	48.65
	Female	190	51.35	100.00
Age	Under 30	82	22.16	22.16
	31-40	91	24.60	46.76
	41-50	96	25.95	72.70
	Over 50	101	27.30	100.00
Education Level	Bachelor's degree or lower	3	0.81	0.81
	Master's degree	172	46.50	47.30
	Doctorate	195	52.70	100.00
Working Experience	Less than 5 years	96	25.95	25.95
	5-10 years	85	22.97	48.92
	11-15 years	95	25.68	74.60
	Over 15 years	94	25.41	100.00
Professional Title	Lecturer	126	34.05	34.05
	Associate Professor	114	30.81	64.87
	Professor	130	35.14	100.00
Total		**370**	**100.00**	**100.00**

From Table 2, the demographic information of the respondents. The majority was female, age more than 50 years, education level doctorate, work experience less than 5 year, and professional title was professor.

2. Descriptive data for all observed variables

**Tables 3** Descriptive data for all observed variables

Factors	components	$\bar{x}$	S.D.	Level	Skewness	Kurtosis	% CV
OI	MI	3.469	0.88	moderate	-0.527	-0.177	25.36%
	LOY	3.419	0.838	moderate	-0.445	-0.138	24.51%
	SIM	3.396	0.867	moderate	-0.443	-0.16	25.52%
JS	LM	3.438	0.873	moderate	-0.489	-0.17	25.39%
	CB	3.403	0.865	moderate	-0.656	0.017	25.42%
	IJC	3.451	0.848	moderate	-0.519	-0.196	24.57%
	WE	3.456	0.865	moderate	-0.727	-0.034	25.03%
	IR	3.441	0.945	moderate	-0.724	-0.169	27.48%
OCB	IRB	3.446	0.79	moderate	-0.539	-0.104	22.91%
	IAB	3.446	0.785	moderate	-0.578	-0.004	22.77%
	OPB	3.432	0.878	moderate	-0.474	-0.186	25.59%
WP	TP	3.441	0.782	moderate	-0.498	-0.028	22.72%
	SRP	3.445	0.736	moderate	-0.376	-0.011	21.36%

Table 3 presents the descriptive statistics for the observed variables, including mean, standard deviation, skewness, kurtosis, and coefficient of variation (%CV). The mean values, which cluster around 3.4 across various dimensions, indicate a general tendency towards moderate agreement among respondents. The %CV values, ranging from approximately 21% to 28%, suggest a moderate level of variability, reflecting consistent responses across the measured constructs. Skewness values was between -.376 to -.724 and Kurtosis value was between .004 to .196 within acceptable, indicating that the data distribution normality.

3. Measurement model

In the specification of the measurement model, four factors were identified: (1) Teacher Organizational Identification (MI), (2) Job Satisfaction (JS), (3) Organizational Citizenship Behavior (OCB), and (4) Work Performance (WP). These factors were measured using 13 observed variables, as illustrated in Figure 2.
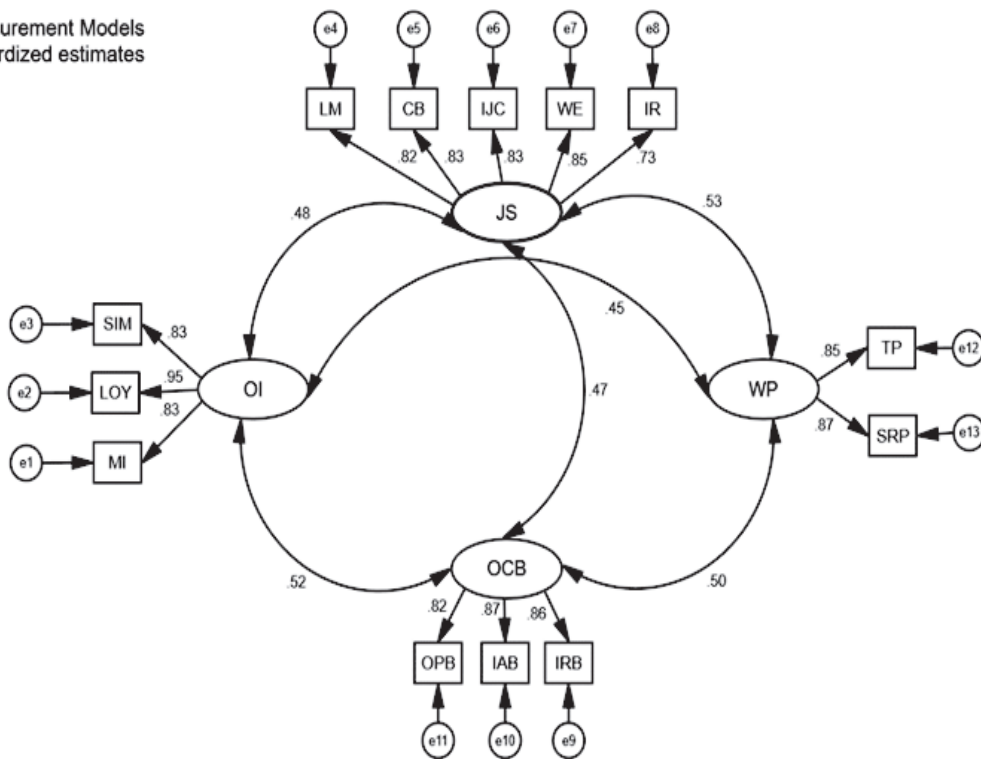
Figure 2 The Measurement Model in Standardized estimates

The following key statistical indices provide a thorough evaluation of the model's fit: Chi-square=61.830, df = 59, Chi-square/df =1.048, TLI=0.999, GFI=0.975, CFI=0.999, RMSEA=0.011. These results strongly indicate that the model achieves an excellent fit with the observed data (Hu & Bentler. 1998). As the Table 4

Table 4 Model Fit Indices for the Measurement Model

Measure	Estimate	Threshold	Interpretation
Chi-square	61.830	--	--
df	59	--	--
Chi-square/df	1.048	1-3 Excellent, 3-5 Acceptable	Excellent
TLI	0.999	>0.95 Excellent, >0.9 Acceptable	Excellent
RMSEA	0.011	<0.05 Excellent, <0.08 Acceptable	Excellent
RMR	0.014	<0.05 Excellent	Excellent
AGFI	0.961	>0.9	Excellent
GFI	0.975	>0.9	Excellent

The figure shows the model fit well with empirical data, all indicators had excellent levels. The research could be finding measurement quality model as Table 4

4. Convergence Validity Analysis

Table 5 Results of Convergence Validity Analysis

Relationship			Unstandardized	S.E.	Standardized	P
MI	<---	OI	1		0.826	
LOY	<---	OI	1.099	0.05	0.953	<.001
SIM	<---	OI	0.995	0.052	0.834	<.001
LM	<---	JS	1		0.822	
CB	<---	JS	0.995	0.054	0.825	<.001
IJC	<---	JS	0.975	0.053	0.825	<.001
WE	<---	JS	1.025	0.054	0.85	<.001
IR	<---	JS	1		0.732	
IRB	<---	OCB	1.01	0.051	0.859	<.001
IAB	<---	OCB	0.964	0.062	0.873	<.001
OPB	<---	OCB	1.056	0.057	0.816	<.001
TP	<---	WP	1		0.854	
SRP	<---	WP	0.963	0.069	0.873	<.001

Table 5 demonstrates that the standardized factor loadings for all observed variables exceed 0.5, which is indicative of strong correlations between the latent variables and their respective measurement items. Additionally, the significant p-values across the paths confirm that these relationships are statistically significant. These findings collectively suggest that the model possesses robust convergent validity, indicating that the measurement items effectively represent their underlying constructs.

5. Discriminative validity analysis

**Table 6** Discriminative Validity Analysis Test

	CR	AVE	OI	JS	OCB	WP
OI	0.905	0.762	**0.873**			
JS	0.906	0.659	0.438	**0.812**		
OCB	0.886	0.722	0.477	0.418	**0.850**	
WP	0.854	0.746	0.391	0.462	0.438	**0.864**

Note: The diagonal numbers are the square roots of AVE

The results of the discriminative validity analysis presented in Table 5 demonstrate that each construct's AVE square root exceeds the highest correlation with other constructs, confirming good discriminative validity. Additionally, the CR and AVE values for OI, JS, OCB, and WP are all within acceptable ranges, further supporting the model's overall reliability and validity. (Fornell, & Larcker, 1981).

6. Structural Equation Model
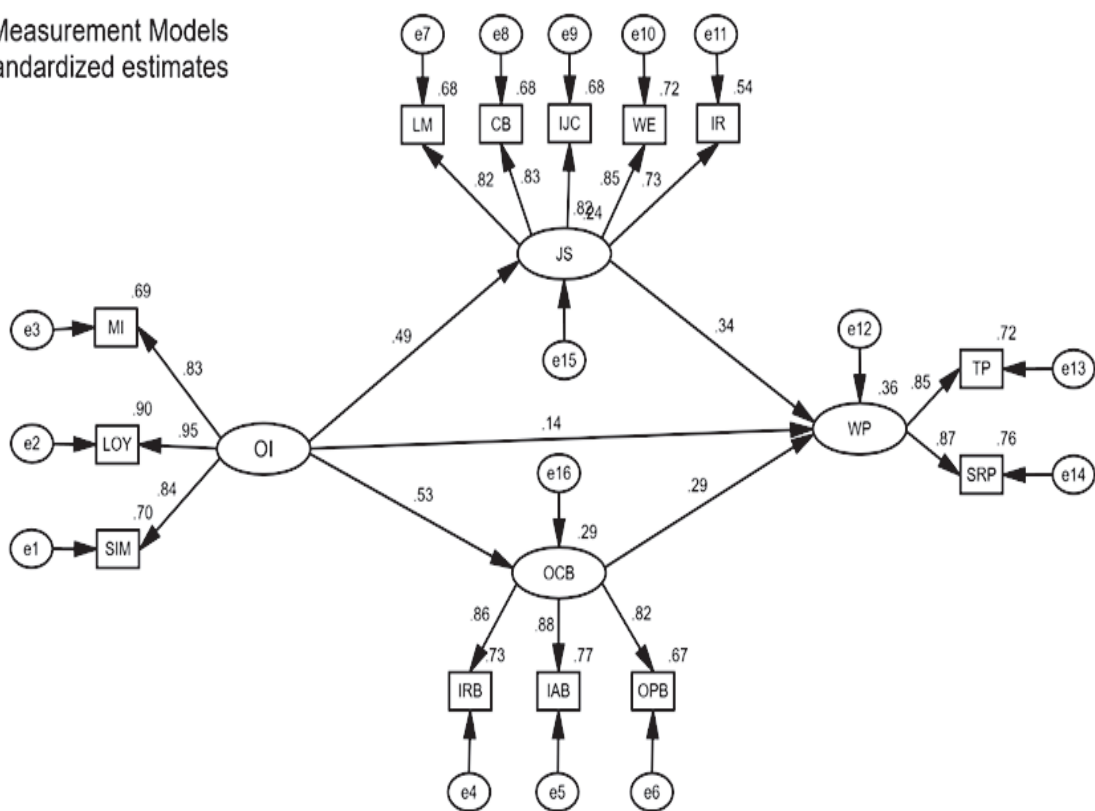
Figure 3 SEM Model Standardized Estimates

The structural equation modeling (SEM) results demonstrate an excellent overall model fit. The chi-square to degrees of freedom ratio χ^2/df is 1.409, well below the threshold of 3, indicating a strong fit. Key indices such as GFI 0.966, RMSEA 0.033, CFI 0.992, TLI 0.990, and AGFI 0.949 all surpass the recommended benchmarks, affirming the model's robustness in explaining the variance within the data, as shown in Figure 3.

Table 7 Hypothesis testing of Direct Effects

Hypothesis	X	→	Y	Unstandardized	S.E.	C.R.	p	Standardized
H1	OI	→	JS	0.490	0.055	8.884	0.000	0.494
H2	OI	→	OCB	0.507	0.052	9.742	0.000	0.534
H3	OI	→	WP	0.128	0.062	2.050	0.040	0.141
H4	JS	→	WP	0.313	0.057	5.534	0.000	0.341
H5	OCB	→	WP	0.273	0.061	4.493	0.000	0.285

The hypothesis testing results indicate that Organizational Identification (OI) has a significant positive effect on both Job Satisfaction (JS) and Organizational Citizenship Behavior (OCB). Additionally, both Job Satisfaction and Organizational Citizenship Behavior positively influence Work Performance (WP), confirming the model's validity.

Table 8 Hypothesis testing of indirect effects

Hypothesis	Path	Estimate	SE	LOWER	UPPER	P
H6	OI → JS → WP	0.153	0.052	0.066	0.268	0.001
H7	OI → OCB → WP	0.138	0.054	0.053	0.270	0.001

The results confirm that Organizational Identification (OI) significantly influences Work Performance (WP) through both Job Satisfaction (JS) and Organizational Citizenship Behavior (OCB), as mediators in the model.

Conclusion

The results showed that (1) the components of organizational identification consisted of member identification, loyalty, and similarity. Job satisfaction consists of leadership and management, compensation and benefits, intrinsic Job characteristics, working environment, and interpersonal relationships. Organizational citizenship behavior consists of In-role behavior, interpersonal altruistic behavior, and organizational citizenship behavior, and Work performance consists of teaching performance and scientific research performance. (2) The model fits well with the empirical data

(chi-square = 61.830, df = 59, chi-square/df = 1.048, TLI = 0.999, GFI = 0.975, AGFI = 0.961, CFI = 0.999, RMSEA = 0.011), and (3) Organizational identification, job satisfaction, and organizational citizenship behavior had a significant positive direct effect on teachers work performance. Additionally, organizational identification indirectly affects work performance through job satisfaction and organizational citizenship behavior, there was mediating effect.

Discussion

1. Direct Effects Hypotheses (H1 to H5)

The analysis results indicate that Organizational Identification (OI) has a significant direct impact on Job Satisfaction (JS) and Organizational Citizenship Behavior (OCB) (H1 and H2). The data show that the higher the level of organizational identification among teachers, the higher their job satisfaction (H1, standardized path coefficient = 0.494, C.R. = 8.884, p < 0.01) and the stronger their organizational citizenship behavior (H2, standardized path coefficient = 0.534, C.R. = 9.742, p < 0.01). These findings align with existing literature (Jiang & Liu, 2015), underscoring the important role of organizational identification in enhancing job satisfaction and organizational citizenship behavior.

The research also confirms the direct impact of Organizational Identification on Work Performance (WP) (H3, standardized path coefficient = 0.141, C.R. = 2.050, p < 0.05). Job satisfaction and organizational citizenship behavior similarly have significant positive impacts on work performance. The influence of job satisfaction on work performance (H4, standardized path coefficient = 0.341, C.R. = 5.534, p < 0.01) was further validated, consistent with previous research highlighting the crucial role of job satisfaction in improving performance. The organizational citizenship behavior demonstrated by teachers in their work plays a significant role in enhancing academic and artistic performance (H5, standardized path coefficient = 0.285, C.R. = 4.493, p < 0.01). This finding is according with Podsakoff, Whiting, Podsakoff, & Blume, (2009). further affirming the positive impact of organizational citizenship behavior on improving teacher work performance. These results provide strong empirical support for existing theories within this specific cultural and educational context.

2. Mediating Effects Hypotheses (H6 and H7)

The study reveals that job satisfaction serves as a crucial mediator between organizational identification and work performance (H6), with a standardized indirect effect of 0.153 ($p < 0.01$), amplifying the impact of organizational identification on work performance. This finding aligns with the results of Carmeli, & Freund, (2009), emphasizing the critical role of satisfaction in the relationship between organizational identification and performance. Similarly, organizational citizenship behavior acts as a key mediator (H7), with a standardized indirect effect of 0.138 ($p < 0.01$), further enhancing the impact of organizational identification on work performance. This finding is also according with Van Dick, Grojean, Christ, & Wieseke, (2006). highlighting the unique role of these variables in the context of art universities.

Recommendations

Strengthen Organizational Identification: All higher education institutions should adopt a series of measures to enhance teachers' organizational identification. Specifically, management can foster a stronger sense of organizational identification by clearly communicating the institution's vision and values. Regular cross-departmental academic exchange activities, team-building events, and campus cultural festivals can effectively enhance teachers' sense of belonging. Additionally, involving teachers in the decision-making process by establishing faculty committees that give teachers a voice in major decisions can further strengthen their identification with the institution.

Enhance Job Satisfaction: To improve teachers' job satisfaction, universities should provide more opportunities for professional development. Institutions can establish special funds to support teachers in attending high-level academic conferences and professional development programs, both domestically and internationally. In terms of remuneration and benefits, universities could consider implementing performance-based bonuses to recognize and motivate teachers who excel in teaching and research. Furthermore, institutions should establish regular employee satisfaction surveys to gather timely feedback from teachers and make appropriate adjustments based on their needs and opinions.

Encourage and Reward Organizational Citizenship Behavior: Higher education institutions should establish specific reward mechanisms to recognize and reward teachers who go beyond their formal responsibilities and make significant contributions to the institution. For example, institutions could create awards such as "Teacher of the Year" or "Excellence in Academic Contribution" and publicize these teachers' achievements within the institution to encourage others to follow their example. Additionally, universities should provide more opportunities for teachers to participate in various community services, volunteer activities, and external collaboration projects, thereby stimulating their organizational citizenship behavior.

Provide Comprehensive Professional Development Support: To further enhance teachers' work performance, universities should offer comprehensive professional development support. In addition to providing teaching and research resources, institutions should focus on career planning support for teachers. For example, establishing a career development center that offers personalized career counseling services can help teachers design long-term career development paths. Meanwhile, universities can also establish partnerships with businesses and research institutions to offer more internship and research opportunities, helping teachers expand their professional networks.

The research were found, the Organizational Identification could direct effect and indirect effect on teachers' work performance via the Organizational Citizenship Behavior and teachers' job satisfaction, So the universities should be creating for promote on organizational identification, organizational citizenship behavior and teachers' job satisfaction togethers for their work performance and their overall work efficiency.

Additionally, future research should be investigate the impact of others mediators and moderators in the relationship between organizational identification, job satisfaction, organizational citizenship behavior, and work performance. For instance, examining the role of leadership styles, organizational support mechanisms, and individual differences such as personality traits could offer a more comprehensive understanding of the factors that contribute to teacher performance, or longitudinal studies that track changes over time would provide deeper insights into the long-term effects of these strategies on teacher performance and institutional success.

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