

Research on the Influence of Teachers' Organizational Support Sense on Work Enthusiasm in Private Colleges and Universities

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Abstract

In order to adapt to the development of the times and the reform of the higher education system, private colleges and universities have become an important part of my country's higher education today, occupying a place in the higher education system. In recent years, the rapid development of private colleges and universities has formed a situation of "one-third of the world" in the sequence of ordinary undergraduate colleges. The vigorous development of private colleges and universities has greatly promoted the popularization and popularization of higher education in my country. Teacher resources in private colleges and universities are gradually evolving into teacher capital, and their importance has a profound impact on the strategic development of private colleges and universities. The work enthusiasm of teachers in private colleges also directly affects the construction of the school's teaching staff, the level of running schools, and the future development of the school. "Courtesy" teachers and improving their work happiness have become important tasks in the organization and management of private colleges and universities. This paper conducts a questionnaire survey on the work enthusiasm and organizational support of teachers in private colleges and universities. The results show that there is a positive relationship between the work enthusiasm and organizational support of teachers in private colleges and universities. Therefore, the article puts forward suggestions on establishing and improving a reasonable salary system and performance appraisal mechanism, attaching importance to teachers' career development and promotion space, strengthening humanistic care and ensuring talent services.

Keywords

Sense of organizational support; Work enthusiasm; Private colleges and universities.

1. Introduction

With the rapid development of higher education, private colleges and universities are facing the dual pressure of survival and development. Organizations pay more and more attention to their own competitiveness. Teachers' work enthusiasm directly affects the teaching quality of colleges and universities, and also affects the college students who are about to enter the society and the motherland. future development. Therefore, it is of great significance for teachers, students and private colleges to study the work engagement level of teachers in private colleges and the reasons for its formation. The sense of organizational support affects teachers' emotional state, and then affects their work enthusiasm. Therefore, it is of great significance to study how to create a good working environment for teachers in private colleges and universities by providing organizational support to improve their work enthusiasm and stimulate professionalism.

2. Basic Concepts

The sense of organizational support refers to a general perception and belief of employees on how the organization views their contributions and cares about their interests. This theory emphasizes that the organization's support for employees has a positive effect, improving employees' work efficiency and sense of belonging, and enhancing corporate charm. Domestic research on organizational support focuses on the study of dimensions, which is represented by the research of Ling Wenquan, Yang Haijun, etc. (2006), who regard organizational support as a multi-dimensional concept, which can be understood as the sharing and sharing of employees' importance to the organization. Pay attention to their well-being and their overall perceptions and views of their work support, which are composed of three dimensions: work support, value identification and interest care.

The concept of work enthusiasm was first proposed by Freudenberger (1974) in the process of evaluating employees' work enthusiasm, and the evaluation was mainly based on their mental state. He believes that the work status of employees is an important factor affecting their work mood. If employees work under high pressure for a long time, they are more likely to have a certain degree of boredom and exhaustion. The employees will be difficult to get interested in the work and lose the motivation to work, thereby reducing the work performance and performance of the employees. Scholars France (2002) proposed that work enthusiasm can be regarded as a psychological process, that is, under the joint action of social environment, organization and individuals, different degrees of efforts are made to better achieve organizational goals. Scholar Gubman (2004) proposed that work enthusiasm refers to the emotional performance of individuals after completing relevant work on the premise of clear organizational goals. Based on the above, there are different understandings of the concept of work enthusiasm in foreign countries, but they all believe that work enthusiasm is a kind of psychological emotion

3. The Status Quo of Teachers' Organizational Support in Private Colleges and Universities

Through the questionnaire survey, the sense of organizational support has a certain relationship with gender, academic title, and job position.

First, the relationship between teachers' organizational support and gender in private colleges and universities. Studies have shown that female employees have a higher sense of organizational support than male employees. Zhu Wenjuan (2007) believes that the sense of organizational support of female employees higher than that of male employees comes from the more delicate emotions of women, so that they can more easily feel the support from the organization. Through the questionnaire survey, it is known that there is no big difference in social emotional support, material support, institutional support and sense of organizational support among teachers in private colleges and universities of different genders. Therefore, it can be speculated that the research object of this research is a special group of college teachers, and the nature of work has obvious industry characteristics. The main content of the work of college teachers is to disseminate and create knowledge and information. Therefore, the feature of working with mental labor as the labor force avoids the difference caused by male and female physical ability as the labor force. Therefore, both male and female teachers enjoy a more equal organizational environment. The difference in the sense of organizational support between male and female teachers is not as pronounced as in other organizational settings.

Secondly, the relationship between teachers' organizational support and academic titles in private colleges and universities. From the perspective of social-emotional support, the acquisition of interpersonal support is necessarily related to the individual's personality

characteristics and interpersonal skills. Whether an individual can feel the organization's recognition and support of his ability depends not only on the sharing made by the individual for the organization, but also on whether the organization's recognition of the individual's value matches the self-expectation. It can be seen that there is no necessary connection between the recognition of ability and academic qualifications. However, from the point of view of material support and institutional support, the sense of organizational support of college teachers with doctoral and master's degrees or high professional titles is significantly higher than that of college teachers with undergraduate degrees or low professional titles. In today's colleges and universities, academic titles are an important indicator for colleges and universities to evaluate and measure a teacher. A person with a high degree of education and a high professional title is considered to have a higher support reserve and a higher level of ability. The expected value of the organization's contribution will also be much higher than teachers with other academic titles. Therefore, higher education and higher professional titles are often linked to higher income and more favorable policies and systems.

Finally, the relationship between teachers' organizational support and work positions in private colleges and universities. The survey found that the sense of material support of college teachers in administrative positions is much lower than that of teaching and scientific research teachers. Teachers in teaching and scientific research positions have many and complex salary components, many sources and high income. In addition to class hour fees, there are also material support from various sources such as scientific research funds, project funds, dissertation guidance fees, etc. Compared with the income of teachers in administrative positions Teachers in teaching and research positions have a higher sense of material support because they receive a more significant sense of organizational support.

4. Status Quo of Teachers' Work Enthusiasm in Private Colleges and Universities

Compared with public colleges and universities, private college teachers generally have the characteristics of younger teachers, higher basic quality, lower professional titles, low degree of specialization, and basically reasonable academic relationship structure. Young and middle-aged teachers are the main part of the teaching team. strength. This study analyzes the current situation of teachers' work enthusiasm in private colleges and universities from five aspects: industry income, training system, work pressure, spiritual life and teacher system.

Income from the teaching profession. There is still a certain gap between the income of the teaching industry and the income of some leading industries such as IT. In particular, the material living standards of teachers in private colleges and universities are farther apart than those in public colleges and universities, and their due social status has not been fully guaranteed. This unreasonable phenomenon has a great impact on teachers in private colleges and universities. It is easy to cause teachers to be uneasy about teaching and lack enthusiasm for teaching. Some teachers seek other jobs in order to obtain more economic income, and the teaching staff is unstable.

Teacher training system. The training system of teachers is mainly to cultivate teachers' sense of identity and belonging to the organization of colleges and universities. Many private colleges and universities have immature mechanisms, lack of investment and training for teachers, lack of awareness of improving teachers' capital, and lack of opportunities for teachers to communicate with foreign countries to improve their professional level, broaden their knowledge, and update knowledge. There is a greater impact on the promotion.

Teachers' work pressure. The teaching staff of private colleges and universities is dominated by young teachers. Young teachers generally do not work for a long time, and their economic strength is not strong. At the same time, most young teachers also face high consumption costs

and huge living pressures from housing, marriage, childbirth, and childcare. In addition, in addition to the large number of teaching tasks and low economic income, private colleges and universities are eager to develop and rise, and a large number of teaching and research projects are needed to support the reform and development of their teaching. The scientific research tasks of private college teachers are also a big source of pressure.

Spiritual life. Due to the lack of sound and stable teaching staff and large staff turnover, teachers in private colleges not only have heavy teaching tasks, but also heavy scientific research tasks. Most of their time is devoted to teaching and scientific research. The workload is heavy and the pressure It is also large, which leads to the extremely lack of spiritual life of teachers in private colleges and universities, which seriously affects the enthusiasm for work, and it is easy to produce the feeling of job burnout.

Teacher system. In our country, enterprise-established teachers are the main part of the teaching staff in private colleges and universities. Although the state grants equal legal status to enterprise-established teachers and career-established teachers, in fact, due to different systems, corporate-established teachers are promoted in professional title evaluation, social insurance, There are certain differences between further training, personal evaluation and file affiliation and career preparation teachers, which especially have a great impact on the turnover rate, sense of identity and sense of belonging of teachers in private colleges and universities.

5. The Influence of the Sense of Organizational Support in Private Colleges and Universities on Teachers' Work Enthusiasm

There is a necessary connection between organizational support and work motivation, but the intensity of the connection is not the same. In the context of European and American cultures, organizational support of organizational members has little or no impact on employees' work enthusiasm. In the Asian cultural context, there is a strong correlation between organizational support and work motivation of organizational members. According to the theory of organizational support, in the context of private colleges and universities, when teachers feel that the organization attaches importance to their contributions, cares about the benefits and values they create, and provides them with substantial or material support, teachers will have positive emotions, so that they can Emotional dependence on the organization will be greatly increased, which will lead to teachers working actively in order to accomplish the goals set by the organization, hoping to obtain higher returns and feedback from them. On the contrary, if the organization ignores the interests and contributions of teachers, and does not give teachers corresponding substantive or material support, it will make teachers have negative emotions, thereby reducing teachers' work enthusiasm, and reducing work validity and reliability.

Through the questionnaire survey and comprehensive analysis and research, there is a significant positive correlation between the sense of organizational support and the work enthusiasm of teachers in private colleges and universities. Teachers feel that the process of organizing support is a process of exchange. All social activities and people's social relations are to obtain corresponding rewards and rewards, and these rewards and rewards are mainly dominated by relevant social exchange activities. Private colleges and universities should provide teachers with different forms of incentives and remuneration support. When private college teachers realize that the organization provides active support, they have a higher sense of organizational support. Teachers are satisfied with the work they are engaged in, which leads to a sense of well-being. The enthusiasm and efficiency of teachers can be improved, thereby improving the performance management of the organization and realizing the effective use of resources.

6. Suggestions for Private Colleges and Universities to Enhance the Sense of Organizational Support and the Enthusiasm of Teachers

According to previous surveys, the investment in the construction of teaching staff in public colleges and universities has risen in waves, and the competition for teaching staff has become more intense. On the other hand, in private colleges and universities, the funding mainly depends on tuition income, and the growth of teachers' remuneration is restricted. Coupled with the identity difference between the public establishment and the private post system, the construction of private college teachers faces severe challenges. Professional teachers are difficult to introduce and retain, and they are obviously at a disadvantage in the talent competition with public universities; on the other hand, due to some local governments adopting "double standards" in talent introduction and local talent training Teachers with a degree or promotion to a senior professional title are not given housing purchase subsidies, resettlement subsidies and other talent introduction policies, resulting in the phenomenon of "different treatment in the same city", which further exacerbates the loss of teachers in private colleges and universities. According to the research and analysis results of this paper, organizational support is positively correlated with teachers' work enthusiasm, and positively correlated with positive affect in job well-being. This can reflect that the organization can take active and effective management countermeasures in terms of teacher management, provide teachers with good organizational support, and improve teachers' sense of organizational support, thereby improving teachers' happiness index at work and improving teachers' work enthusiasm.

First, formulate a reasonable salary system and improve the performance appraisal system. The salary system is an intuitive determinant of the happiness of teachers in private colleges and universities. It can not only support the realization of the goals of private colleges and universities, but also attract talents, retain talents, and give play to their enthusiasm for work, so as to improve their work happiness and sense of belonging. In addition to scientifically setting up jobs and defining job responsibilities, we can also start from the following aspects to establish a scientific salary system to improve teachers' work enthusiasm and feel the sense of organizational support.

Set up competitive and diversified salary standards to stimulate teachers' enthusiasm for work. The biggest dilemma faced by private colleges in the introduction of teachers is "no establishment" and "low salary", which are also important factors that cause a certain degree of trouble to teachers in private colleges and affect their enthusiasm for work. Therefore, the personnel departments of private colleges and universities should fully investigate the salary levels of similar colleges and universities or public colleges and universities when formulating their own salary systems and standards, and at the same time comprehensively measure the competition pattern of the external talent market, and then expand the channels of funding sources to effectively improve the salary of teachers in their own schools. . Only by formulating competitive and attractive salary standards can teachers' enthusiasm for work be better improved, high-level talents can be vigorously introduced, and the construction of the teaching staff can be continuously improved.

Give full play to the flexible characteristics of the private college system and improve the performance evaluation system. Private colleges and universities should adhere to scientific and effective evaluation, strengthen process evaluation, improve result evaluation, explore value-added evaluation, improve comprehensive evaluation, take earnest performance of education and teaching duties as the basic requirement for evaluating teachers, and guide teachers to take every class well and care for every student. According to the post setting, in accordance with the classification guiding principle, highlight the orientation of post employment, explore the classification management and employment of teachers' posts,

adhere to the basic requirements of "Teacher morality first, teaching as the priority, scientific research as the foundation, and development as the foundation", adjust the teaching, scientific research incentive policies, and form a more scientific assessment and evaluation incentive mechanism and salary system that are closely linked with job performance, job promotion, and income distribution. In addition, a welfare system that is in line with the characteristics of private colleges and universities should be reasonably set up to increase teachers' sense of participation in promoting school development and feel a sense of organizational support, and at the same time increase teachers' professional happiness, improve work enthusiasm, and improve teachers' sense of belonging and organizational support. .

Second, attach importance to teachers' professional development teachers' professional development space. Career development space is an important aspect that affects teachers' work enthusiasm, and it is also one of the important factors for teachers to feel the sense of organizational support. Teachers are prone to pressure and burnout in the face of fierce competition and complex workload. In order to improve teachers' work enthusiasm, private colleges and universities can start from the following aspects to promote teachers' professional development.

Assist teachers in making career plans. For teachers of different levels, categories and positions, make targeted career plans to help them set up career development goals, analyze the status quo, identify gaps, and implement step by step, with goals to stimulate teachers' enthusiasm for work, Better stability of the teaching staff. According to the overall planning for the construction of the teaching staff and discipline construction, support teachers (on-the-job) to pursue doctoral degrees in a planned and targeted manner, revise relevant policies, accelerate the process of advancing the higher education level of the teaching staff, continuously improve the academic level of full-time teachers, and improve the teaching staff. Learning structure.

Actively provide teachers with business and scientific research training opportunities and platforms. Formulate clear training objectives, and conduct targeted training for teachers based on job categories, professional titles and educational backgrounds, personal needs, and development potential. To bring in, invite experts and scholars to broaden teachers' horizons and improve their professional capabilities through lectures, experience exchange meetings, etc.; to encourage teachers to go out, participate in academic exchange conferences, or even enter government enterprises for temporary training, active learning, Participate in social activities, etc., discover their own shortcomings, and stimulate their enthusiasm for development and self-improvement. On this basis, it is necessary to provide opportunities to exchange and summarize experience, promote the consolidation and transformation of training effects, and promote the development of their careers in the process of continuous self-improvement and improvement, thereby enhancing their work enthusiasm and organizational sense of belonging.

Establish a sound and flexible teacher promotion system. Private colleges and universities must resolutely implement the specific requirements for eliminating the "five-only" in the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era" issued by the Central Committee of the Communist Party of China and the State Council. The overall goal of running a school is to further improve the qualifications for teachers' professional and technical job evaluation and employment, make good use of the independent evaluation power of senior professional titles, and explore the "combination of evaluation and employment, reasonable classification" under the premise of ensuring the focus and quality and reserving a certain space for development. Job title evaluation method. Give full play to the policy-oriented role of professional title evaluation, continuously optimize the setting and appointment of teachers' posts, establish a scientific and reasonable system of evaluation and appointment of teachers' professional titles, improve teachers' teaching and scientific research, promote teachers' development, and stimulate teachers' work enthusiasm and organizational sense of belonging.

Third, create a good working atmosphere of humanistic care and give full play to the moderating role of the sense of organizational support. Private colleges and universities should actively strengthen humanistic care and emotional support for teachers. As a special group of private colleges and universities, they should implement and implement the tradition of respecting teachers and morality, fully respect intellectuals, and create a good atmosphere of humanistic care. Compared with public teachers, private college teachers need more humanistic care and emotional support, and hope to be respected more. Private colleges and universities can take measures in the following aspects to improve teachers' work enthusiasm. Implement comprehensive personnel system reform. Establish a "talent special zone", and urgently need talents to implement "one matter, one policy" and "one person, one policy". Highlight the orientation of job responsibilities, and explore the implementation of classified evaluation and classified management of teaching and research personnel. Set up three job series of teaching, teaching, and research, and improve the corresponding evaluation standards and evaluation systems. Establish a "trinity" of teaching, scientific research and social services, and a talent appointment and assessment system based on peer review in academia and the social influence of academic achievements. Implement the cadre training and training plan, strengthen the training of cadres, and improve the professional ability and comprehensive quality of cadres. Strengthen the construction of teacher morality and style, and improve the teacher morality evaluation mechanism. Optimize talent service guarantees, consider further expanding the coverage of allowances for special majors, open up the "last mile" where local talents and imported talents enjoy the same treatment, improve the distribution system that favors "three high" talents, and increase the number of highly educated and professional titles year by year. , salary and treatment of high-level talents, give full play to the demonstration and leading role of high-level talents, and vigorously create a strong atmosphere of respecting knowledge and talents in the school.

Do a good job in talent service. Understand teachers' demands and increase teachers' professional security and sense of belonging. It is necessary to respect the personality of teachers, give teachers enough respect and care, constantly narrow the distance between schools and teachers, deeply understand the actual situation of teachers' work and life, establish a support system, and help teachers who have difficulties. It can tide over the difficulties, increase the sense of belonging of teachers, improve the enthusiasm of teachers to work, and feel the support of the organization. Help teachers, especially high-level talents, to solve various practical problems including transitional housing placement on campus, housing subsidy, settlement fee, application for scientific research start-up fee, medical treatment, social security matters, admission matters, and children's school enrollment. For the problem, the relevant departments should simplify the procedures, optimize the procedures, make full use of information technology, use big data technology, and implement the "run at most once", so that teachers can work in school and live comfortably, effectively solve their worries, and form respect in the whole school. A good atmosphere of knowledge and respect for talents.

Caring for teachers' life and work. A good working environment is one of the important factors to enhance teachers' enthusiasm for work and feel the sense of organizational support. Private colleges and universities must do a good job in the construction of campus culture, create a good campus environment and living environment, and create good working and living conditions for teachers to "take the school as their home"; do a good job in the construction of school infrastructure, including offices, classrooms, laboratories The construction of infrastructure in places such as schools, libraries, etc., creates a good working environment for teachers, provides guarantees for teachers to be happy and carry out their work smoothly, and effectively improves teachers' work happiness and work enthusiasm.

Strengthen the construction of teachers' morality and style. Adhere to the teacher's morality as the first standard. Resolutely overcome the phenomenon of emphasizing scientific research and

neglecting teaching, emphasizing teaching and neglecting educating people, and regard teachers' moral performance as the primary condition for teacher evaluation, assessment and evaluation, professional title evaluation, and job employment. Strengthen the inspection of teachers' ideological and political quality, promote the normalization and long-term effect of the construction of teachers' morality, and implement teachers' professional ethics.

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