

## **The Relationship between Perceived Organizational Support, Affective Commitment and Teachers' Contextual Performance in Private Universities**

Yunbo Li and Wasin Phromphitakkul

PhD Candidate, School of Management, Shinawatra University, Thailand

E-mail: liyunbo@hiu.edu.cn

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### **Abstract**

The development of higher education plays a very important role in the growth of the national economy, and the factor that determines the development of higher education is the teachers. Teacher's performance is an important part of university performance and the main criterion for judging the level of teachers. Contextual performance is the contribution of teachers outside of their own work, include supporting the school, helping students, harmony with colleagues and so on. Contextual performance is of positive significance for improving the overall performance of teachers and promoting university development. This study takes all private university in Heilongjiang Province, China as an case, to study the relationship between perceived organizational support, affective commitment, and teacher's contextual performance. This study use quantitative research methods, determined the research framework based on literature research and in-depth interviews, designed survey questionnaires, collected a total of 516 questionnaires, and conducted reliability and validity analysis and structural equation model analysis on the data. The study found that the dimensions of perceived organizational support in private universities, job support (JS), value recognition (VR) have significant direct positive effects on affective commitment (AC) and teachers' contextual performance (TCP), and caring for interests (CI) has significant direct positive effects on emotional commitment. But the direct effect of CI on TCP is not significant. Affective commitment has significant mediating effect between JS, VR, CI and relationship performance, especially in CI and There is a complete intermediary effect between relationship performance. And forward suggestions for university leaders to improve perceived organizational support, improve the recognition of teachers' value and caring for teachers' interests, which is beneficial to improve teachers' contextual performance and university performance.

**Keywords:** Perceived Organizational Support, Affective Commitment, Teachers' Contextual Performance, Private Universities

## Introduction

### 1 Background of Study

Modern management great master Peter F. Drucker (1995) argued that the most important resource of a company and any organization is its people. With the development of human resource management theory and practice, the work performance of university teachers has also attracted people's attention (Xiao Yijie, 2019). The teachers' performance has become an important indicator to measure the effectiveness of universities (Donglong, Z. et.al , 2020).

After China's reform and opening up, private higher education has made historic achievements in scale quantity, structure level and quality of education (Mingkun Que, Fei Jian, Wang Hui ,2019). By 2019, there are 419 private universities that are allowed to grant bachelor's degree and above, accounting for 33.65% of the total 1245, and 40 years ago, this number was 0.

However, compared with Chinese public universities, the gap between the level of private universities is still large. Here, teachers play an important role. How to improve teachers' performance is an important factor affecting university performance (Peng Lixia & Meng Huiling. 2017). With the in-depth development of research, people found that the performance structure includes dimensions such as task performance and contextual performance (Borman & Motowidlo, 1993). The impact of contextual performance on overall performance is almost as important as task performance, or even more important (Niu Xizhen, 2009).

### 2 Statement of the Problem

The development of higher education plays a very important role in the growth of the national economy, and the factors that determine the development of higher education are the teachers (Wang Yan, Zhang Jian, 2019). Teacher performance is an important part of university performance and the main criterion for judging the level of teachers (Zhou Wenbo, 2010). Contextual performance is of positive significance for improving the overall performance of teachers and promoting university development (Yang Cheng & Tian Shanwu, 2016). At present, no matter whether it is research on the antecedent variables or outcome variables of university teachers' contextual performance, there are few literature, and they mainly focus on qualitative analysis, and the research is not standardized enough (Zhu Yongyue, Ma Yuan, Gu Guoqing, 2019). We need actively learn from the relevant theories and methods of organizational behavior, combine the work situation of university teachers, study the antecedent variables and outcome variables of contextual performance, and enhance the scientificity and reliability of research conclusions.

## Research Objectives

1.To find the relationship between perceived organizational support, affective commitment and teachers’ contextual performance in private universities.

2.To find some ways to improve teachers’ contextual performance of Chinese private universities.

### Scope of Study

This study takes Heilongjiang Province in China as the study area. The research content of this thesis is limited to the perceived organizational support, affective commitment, and teachers’ contextual performance. The organization here is limited to private universities.

### Significance of Study

1. This research will enrich the relevant theoretical literature.
2. This study will reveal the main influencing factors of teachers’ contextual performance of Chinese private universities.
3. The results of this study will provide information for senior executives of private universities and help to formulate policies to improve university performance and the teachers’ performance.

### Research Conceptual Framework

For this study, three dimensions of organizational support were used as independent variables: Job Support (JS), Value Recognition (VR), Caring for Interventions (CI). Affective Commitment (AC) is mediating variable. Teachers' Contextual Performance (TCP) is a dependent variable.

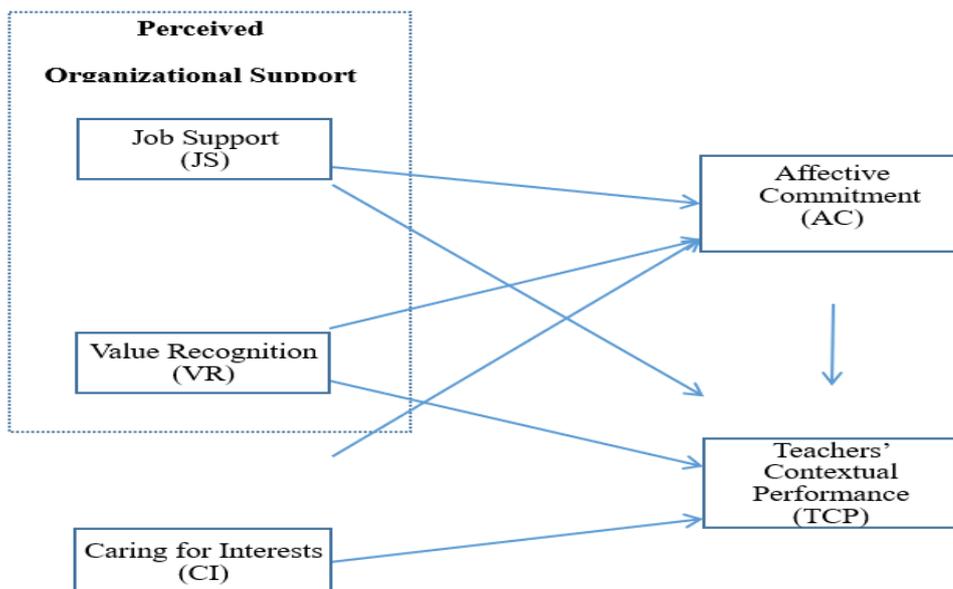


Figure 1. Research Conceptual Framework

### Research Hypothesis

- H1: JS has significant positive direct effect on teachers' AC.
- H2: VR has significant positive direct effect on teachers' AC.
- H3: CI has significant positive direct influence on teachers' AC.
- H4: JS has significant positive direct effect on TCP.
- H5: VR has significant positive direct effect on TCP.
- H6: CI has significant positive direct effect on TCP.
- H7: AC has significant positive direct effect on TCP.
- H8: AC has a significant positive mediating role between JS and TCP.
- H9: AC has a significant positive mediating role between VR and TCP.
- H10: AC has a significant positive mediating role between CI and TCP.

## Literature review

### 2.1 Perceived organizational support

Eisenberger (1986) and others first proposed the concept of perceived organizational support to explain the relationship between employees and organization. He also defined that perceived organizational support refers to an overall perception and belief of employees about how the organization views their contributions and cares about their interests. Shore et al. (1991) confirmed through research that the perceived organizational support is an independent concept, which is different from job satisfaction. This concept has two cores: one is the employee's perception of whether the organization values its contribution; the second is the employee's perception of whether the organization pays attention to their happiness (Liang Shuanrong et al., 2014).

Bhanthumnavin (2003) proposed to divide organizational support into three types: affective support, informational support, and material support. Most domestic scholars believe that organizational support should be multi-dimensional and need to be evaluated from different aspects. Xu Zhe (2004) measured 23 items in the study to divide organizational support into six dimensions: respect support, information support, material support, personnel support, intimate support, and community support. Ling Wenquan, Yang Haijun, and Fang Liluo (2006) found that the organizational support of Chinese employees results in a multi-dimensional psychological structure that includes three dimensions: job support, value recognition, and caring for interest. The viewpoint is adopted in this study.

#### Affective commitment

Affective commitment refers to employees' affective dependence and identification with the organization, which is specifically expressed as the degree to which employees are driven by emotions (rather than material benefits) to contribute to the organization (Cao Peng, Xing Mingqiang, 2020). Affective commitment originates from organizational commitment. The concept of organizational commitment

was first proposed by Becker (1960), and later it was embodied by Allen and Meyer (1990,1997) into affective commitment, continuing commitment and normative commitment. The most important characteristic of the new generation of employees is that affective factors occupy a high proportion in the work organization. Therefore, in the research on organizational commitment of the new generation of employees, affective commitment is an important variable in the research (Wang Zhongjun et al., 2017). Studies have shown that the main factors affecting affective commitment are organizational factors, work factors and personal factors (Wang Chongfeng et al., 2014).

#### **Teachers' contextual performance**

The concept of contextual performance comes from the concept of organizational citizenship behavior. Organ (1983) proposed the concept of organizational citizenship behavior. It refers to the behavior outside the role, consciously helping others, supporting the organization's sense of responsibility, etc. Borman and Motowidlo (1993), summarized them into a performance category, and proposed the concept of contextual performance. Borman and Motowidlo define contextual performance as: not direct production and service activities and behaviors, but behaviors or activities that provide support for these activities and behaviors in a broader organizational, psychological and social environment. Yang Cheng, Tian Shanwu (2016) proposed that the contextual performance of university teachers is the behaviors and activities that consciously choose to benefit others, organization, and work in the process of education and teaching activities.

#### **Past research on the relationship between perceived organizational support and teachers' affective commitment**

Eisenberger et al. (1986) and other scholars found that the perceived organizational support of employees has a positive impact on organizational commitment. Kunze & Bruch (2016) based on the social exchange theory in the latest research showed that a high degree of leadership support will enable employees to show stronger organizational commitment to reward the organization. Wang Hui and Chang Yang (2017) selected the new generation of employees as the survey subjects, and conducted correlation analysis and regression analysis on the questionnaire, the research results showed that the new generation of employees' perceived organizational support is highly correlated with organizational commitment.

Kim, K. Y., Eisenberger, R., & Baik, K. (2016) believe that employee's affective commitment is the employee's perceived organizational support and the strongest emotional bond of the organization.

According to the literature of past research, this research assumes that the perceived organizational support of private universities has a significant positive impact on the affective commitment of teachers.

#### **Past research on the relationship between perceived organizational support and teachers' contextual performance**

Scholars such as Eisenberger (1986) have verified that the perceived organizational support affects the work performance of employees to varying degrees.

The research of Ji Xiaoli and Zeng Yan (2008) pointed out that the perceived organizational support of knowledge workers has an impact on work performance through value recognition. Bi Yan and Cai Yonghong (2016) found that perceived organizational support is a powerful tool to explain the relationship between organizations and individuals. The stronger the organizational feelings a teacher gets, the more it will meet the social and affective needs of teachers and enhance the expected return on performance of teachers.

Chen Zhiqiao (2017) showed that: teacher perceived organizational support positively affects contextual performance, but has no significant impact on task performance; Organizational support is extremely significant and positively affects job satisfaction; job satisfaction plays a part of the mediating role between organizational support and contextual performance.

According to the literature of past research, this research assumes that the perceived organizational support has a significant positive impact on teachers' contextual performance.

#### **Past research on the impact of affective commitment on teachers' contextual performance**

Affective commitment is part of organizational commitment (Allen & Meyer, 1990). In the past, there were more researches on corporate organizational commitment and employee performance, and fewer studies on the relationship between university organizational commitment and teacher organizational commitment. There is no unanimous conclusion about the relationship between organizational commitment and work performance. Steers (1977) believes that organizational commitment and job performance have no significant correlation. And Mathieu and Zajac (1990) found that the correlation between organizational commitment and subjective performance is very low when studying subjective performance evaluation and objective indicators.

Recent research conclusions tend to believe that the dimension of organizational commitment has a positive impact on performance. The impact of organizational commitment on teacher performance in colleges and universities is comprehensive and critical (Zhou Wenbo, 2010). Huang Min & Huang Lin. (2016) show that affective commitment have effects on teaching performance, it has a positive effect.

According to the literature of past research, this research assumes that affective commitment has a significant positive impact on teachers' contextual performance.

#### **Past Research on the mediating role of affective commitment between contextual performance and other factors**

In some studies, organizational commitment is considered to have a mediating effect between other organizational factors and job performance.

Xiang Kaibiao, Yan Rui & Jiang Xiaoxian. (2017) conducted an empirical analysis of 188 valid questionnaires and found that organizational commitment played a complete mediating role between career growth and job performance.

The research of Ruyani (2020) shows that: organizational commitment plays a mediating role between organizational culture and teachers' performance.

According to the past research literature, this study assumes that organizational commitment has an mediating role between perceived organizational support and teachers' performance.

## Research Methodology

### 1. Research design

The author designed this study as a mix methods, literature review, in-depth interview and questionnaire survey were used for the research. Through qualitative research, the boundary and connotation of the factors affecting the performance of teachers in private universities are obtained, and the questionnaire is further revised. Through quantitative research, we explore the ways and mechanisms of the influence of perceived organizational support and organizational commitment on teachers' performance of private universities.

### 2. Population and Sample

The research subjects include more than 5000 teachers from private universities in Heilongjiang Province, China. Selectively be specific

### 3. Depth interviews

This study used semi-structured interviews. The author interviewed 30 senior teachers, 8 questions are asked. The interview results has been incorporated into the research hypothesis and questionnaire design.

### 4. Data Collecting Instrument

According to the results of literature and in-depth interviews, the author designed a questionnaire. The pilot questionnaire consists of 23 items.

The questionnaire for POS draws on the questionnaire compiled by Ling Wenquan (2006) for employees of Chinese organizations, including 14 items, JS (4 items), VR (5 items) and CI(4 items); AC questionnaire was referred to the design of Meyer and Allen (1991) and Xiao Xiaofei (2019), 6 items; the questionnaire for TCP was referred to the conclusions of Ma Ling (2009) with 4 items. The questionnaire uses a 5-point Likert scale.

After the reliability and validity analysis of the pilot test results and the IOC test, 1 items of AC were deleted. The formal questionnaire consists of 22 items.

### 5. Data Collection

There are 10 private universities in Heilongjiang Province, more than 5000 teachers. A random probability sampling was used to collect the teachers' questionnaires, and a total of 516 valid questionnaires were returned.

## Results

### Reliability

The results of table 1 showed that the Cronbach's Alpha of all variables was greater than 0.8 and all CITC were greater than 0.5, indicating that the reliability of the questionnaire was very good.

**Table 1.** Reliability and Item-Total Statistics

Variables	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha	N of Items
Job Support(JS)	JS1	9.57	13.139	.707	.859	4
	JS2	9.61	13.084	.686		
	JS3	9.55	13.697	.689		
	JS4	9.61	12.875	.737		
Value Recognition(VR)	VR1	12.62	21.781	.746	.880	5
	VR2	12.64	22.921	.672		
	VR3	12.60	21.973	.739		
	VR4	12.59	22.013	.743		
	VR5	12.70	23.011	.663		
Caring for Interests (CI)	CI1	8.15	12.604	.715	.856	4
	CI2	8.12	12.810	.705		
	CI3	8.18	13.046	.680		
	CI4	8.14	12.851	.694		
Affective Commitment (AC)	AC1	13.11	21.289	.741	.882	5
	AC2	13.07	21.439	.702		
	AC3	13.07	21.340	.715		
	AC4	13.08	21.115	.715		
	AC5	13.10	21.535	.711		
Teachers' Contextual Performance (TCP)	TCP1	11.31	8.870	.608	.821	4
	TCP2	11.24	8.868	.636		
	TCP3	11.22	8.884	.658		
	TCP4	11.25	8.738	.674		

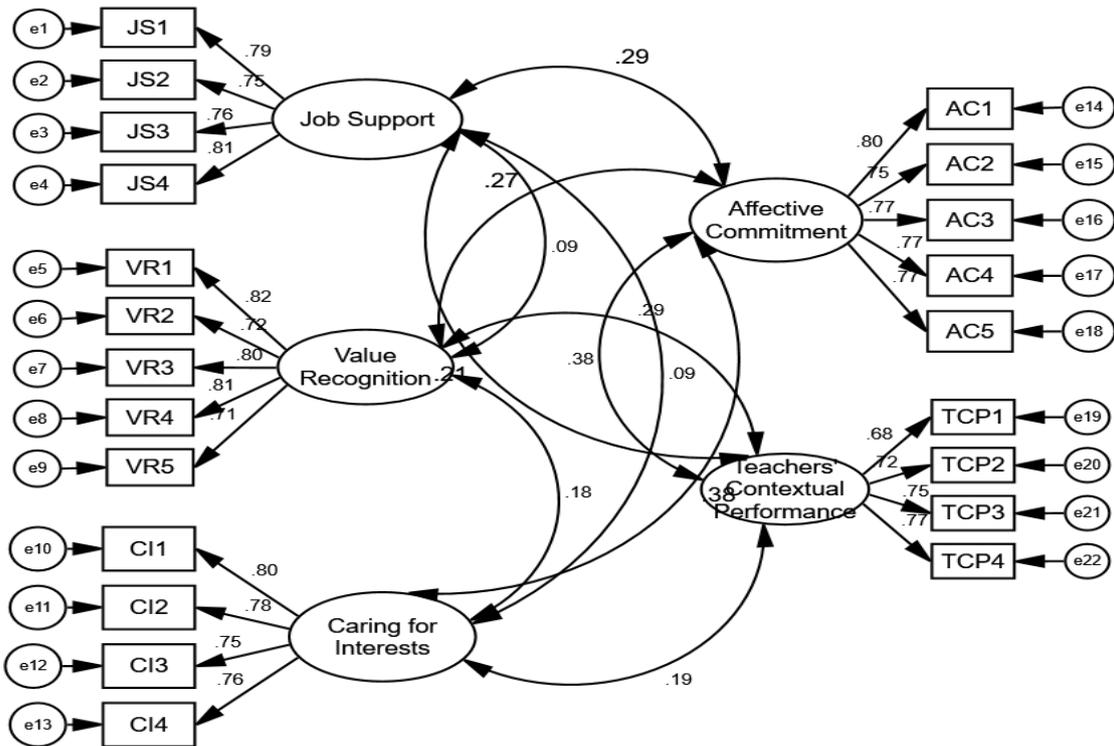
### Validity

According to the table 2, all variables KMO greater than 0.8,  $P < 0.001$ , suitable for factor analysis.

**Table 2.** KMO and Bartlett's Test

Variables	JS	VR	CI	AC	TCP	Total
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.828	.875	.827	.879	.808	.872
Approx. Chi-Square	903.165	1261.335	876.668	1262.593	694.251	5344.310
Bartlett's Test of Sphericity df	6	10	6	10	6	231
Sig.	.000	.000	.000	.000	.000	.000

This study made a structural equation model figure 2 between variables, and used Amos to perform confirmatory factor analysis to test the model's convergence validity and discriminant validity.



**Figure 2.** CFA of the model

According to table 3, each fit index of the model is better than the standard, and the fit of the model is very good.

**Table 3.** Fit of structural equation models

Test index	CMI N	DF	CMIN/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSE A
Results	1189	199	1.127	0.962	0.951	0.952	0.995	0.991	0.995	0.016
Fit standard			1-3	> .90	> .90	> .90	> .90	> .90	> .90	< .08
Conclusion			Good	Good	Good	Good	Good	Good	Good	Good

According to the table 4, it can be seen that all normalized factor loads are greater than 0.5, and most of them are greater than 0.7, and are significantly established when  $P < 0.001$ ; it indicates that the reliability is good; the constructed average variance extracted (AVE) is 0.605, 0.597, 0.598, 0.600, 0.537, which are greater than 0.5; the combined reliability (CR) is 0.860, 0.880, 0.856, 0.882, 0.822, which are all greater than 0.7. It can be known that the convergence validity of the measurement model is good.

**Table 4.** Analysis of validity

Load path	Coefficients	S.E.	C.R.	P	Standardized path coefficient	AVE	Combined reliability (CR)
JS4 <--- JS	1.057	.060	17.500	***	.814	0.605	0.86
JS3 <--- JS	.936	.057	16.408	***	.758		
JS2 <--- JS	1.000				.753		
JS1 <--- JS	1.018	.060	16.974	***	.786		
VR5 <--- VR	1.000				.713	0.597	0.88
VR4 <--- VR	1.142	.068	16.900	***	.806		
VR3 <--- VR	1.141	.068	16.775	***	.799		
VR2 <--- VR	1.009	.066	15.201	***	.720		
VR1 <--- VR	1.178	.069	17.109	***	.817		
CI4 <--- CI	1.000				.762	0.598	0.856
CI3 <--- CI	.973	.060	16.325	***	.749		
CI2 <--- CI	1.018	.060	16.986	***	.781		
CI1 <--- CI	1.059	.061	17.350	***	.800		
AC1 <--- AC	1.000				.802	0.6	0.882
AC2 <--- AC	.963	.053	18.036	***	.754		
AC3 <--- AC	.973	.053	18.344	***	.765		
AC4 <--- AC	1.007	.054	18.622	***	.775		
AC5 <--- AC	.971	.052	18.622	***	.775		
TCP1 <--- TCP	1.000				.684	0.537	0.822
TCP2 <--- TCP	1.031	.075	13.722	***	.724		
TCP3 <--- TCP	1.036	.074	14.008	***	.745		
TCP4 <--- TCP	1.086	.076	14.358	***	.774		

**Correlation analysis**

In table 5, the mean, variance, and correlation of the variables are studied. The data in the table shows that there is a significant correlation between the independent variable, the intermediate variable, and the dependent variable. However, when considering the relationship between variables, the conclusion on the correlation between variables may be incorrect due to the interaction between variables. As a newly developed statistical method, SEM can solve the situation where there are multiple dependent variables that need to be regressed and there is a correlation between the dependent variables. Therefore, this paper uses AMOS to conduct SEM analysis on the direct and indirect effects of variables to verify the hypothesis proposed in this study.

**Table 5.** Correlations

	Mean	Std. Deviation	JS	VR	CI	AC	TCP
JS	3.1953	1.18354	1				
VR	3.1578	1.16426	.081	1			
CI	2.7161	1.16620	.082	.162**	1		
AC	3.2717	1.13831	.257**	.243**	.328**	1	
TCP	3.7519	.96278	.174**	.249**	.161**	.325**	1

\*.is significant at the 0.05 level (2-tailed). \*\* is significant at the 0.01 level (2-tailed).

\*\*\*.is significant at the 0.001 level (2-tailed).

**SEM analysis and hypothesis test**

**1. Model fit analysis**

Taking three dimensions of perceived organizational support as independent variables, affective commitment as mediating variable and teacher’ contextual performance as dependent variable, the author constructed a complete structural equation model figure 3, and analyzed the fitting degree of this model. According to the analysis results in table 6, all the fitting indicators meet the standard range, indicating that the fitting degree is very good and there is no obvious homologous deviation in the data, so there is no need to modify the model.

**Table 6.** Fit of complete structural equation model

Test index	CMIN	DF	CMIN/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Results	247.175	199	1.127	0.962	0.951	0.959	0.995	0.994	0.995	0.016
Fit standard			1-3	> .90	> .90	> .90	> .90	> .90	> .90	< .08
Conclusion			Good	Good	Good	Good	Good	Good	Good	Good

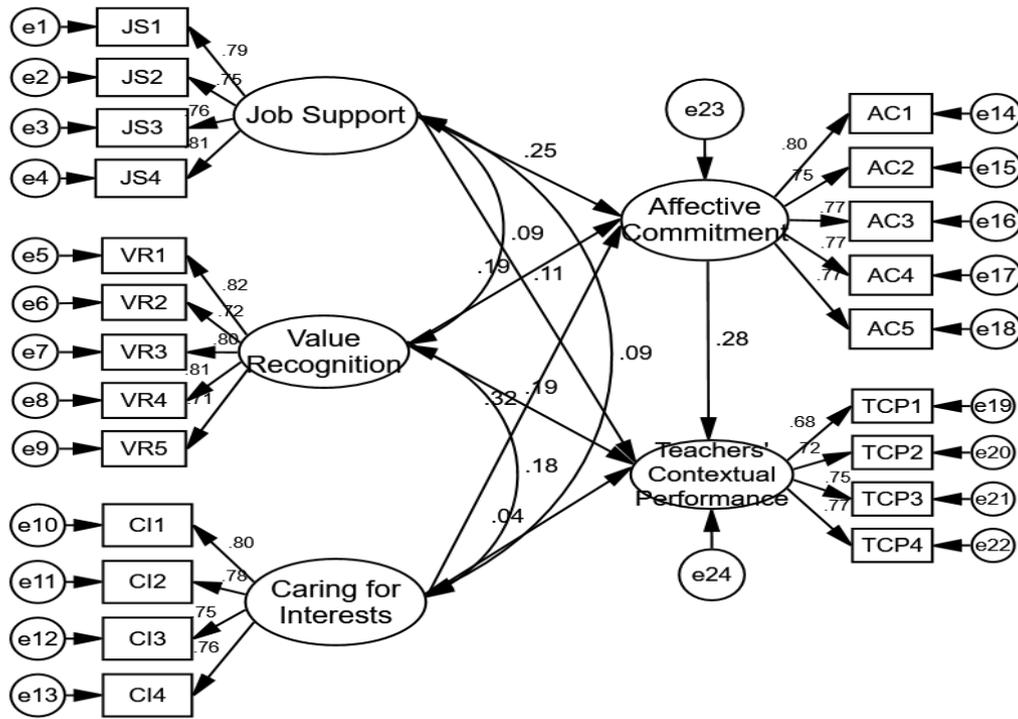


Figure 3. Complete structural equation model

**Direct effect analysis**

As can be seen from table 7, the standardized direct (unmediated) effect of JS on AC is .245. That is, due to the direct (unmediated) effect of JS on AC, when JS goes up by 1 standard deviation, AC goes up by 0.245 standard deviations. At the same time, P value<0.001, the impact is significant. It can be determined that JS has a significant positive effect on AC. Similarly, according to the results of table 7d data, it can be considered that VR has a significant positive effect on AC; CI has a significant positive effect on AC; VR has a significant positive effect on TCP; AC has a significant positive effect on TCP; JS has a significant positive effect on TCP Significant at the 0.05 level. Therefore, hypothesis H1, H2, H3, H4, H5, H7 can be accepted. Because the P value of CI on TCP is 0.463 and >0.05, the effect is not significant, so CI has no significant positive effect on TCP, and hypothesis H6 is rejected.

Table 7. Standardized Direct Effects

Hypothesis	Dependent variable	Path	Independent variable	Standardized Estimate	S.E.	C.R.	P	Results
H1	AC	<---	JS	.245	.047	5.165	***	Accepted

Hypothesis	Dependent variable	Path	Independent variable	Standardized Estimate	S.E.	C.R.	P	Results
H2	AC	<---	VR	.193	.051	4.085	***	Accepted
H3	AC	<---	CI	.323	.051	6.506	***	Accepted
H4	TCP	<---	JS	.107	.040	2.068	*	Accepted
H5	TCP	<---	VR	.192	.044	3.702	***	Accepted
H6	TCP	<---	CI	.044	.043	.809	.463	Rejected
H7	TCP	<---	AC	.280	.046	4.701	***	Accepted

\*.is significant at the 0.05 level (2-tailed). \*\*\*. is significant at the 0.001 level (2-tailed).

### Indirect effects analysis

This study uses Bootstrapping method to conduct 2000 self-sampling, analyzes the Bootstrap confidence interval and significance, and verifies whether the variable has a mediating effect. The test standard is that if the upper and lower limits of Bootstrapping does not contain 0, the indirect effects is significant; otherwise, it is not significant (Hayes, 2013).

Table 8 shows the analysis results of standardized Bootstrapping. For H8, the standardized indirect (mediated) effect of JS on TCP is .069. That is, due to the indirect (mediated) effect of JS on TCP, when JS goes up by 1 standard deviation, TCP goes up by 0.069 standard deviations. This is in addition to any direct (unmediated) effect that JS may have on TCP. The 95% confidence interval of Bias-Corrected and Percentile does not contain 0, indicating that AC has a mediating effect between JS and TCP, P value <0.001, the effect is significant, and the hypothesis is verified. Similarly, AC has a significant mediating role between VR and TCP. It can be seen from Table 7 that CI has no significant impact on TCP. After AC is added, CI has a significant impact on TCP, indicating that AC has a complete mediating role between CI and TCP. According to the above analysis, hypothesis H8, H9 and H10 can be accepted.

**Table 8.** Standardized Indirect Effects

Hypothesis	Dependent variable	Mediator	Independent variable	Estimate	Bias-Corrected 95%		Percentile 95%		P	Results
					Lower	Upper	Lower	Upper		
H8	TCP	AC	JS	.069	.035	.112	.033	.108	.00	Accepted
H9	TCP	AC	VR	.054	.027	.094	.025	.090	.00	Accepted
H10	TCP	AC	CI	.090	.051	.146	.050	.144	.00	Accepted

**Discussion**

**1 Conclusions and Interpretations**

The objective of this research is to find the relationship between perceived organizational support, affective commitment, and teacher’s contextual performance, and to propose improvements. Based on the analysis of the literature and the verification of the data. The study found that the two dimensions of job support, and value recognition score higher. This variable has a significant direct impact on teacher contextual performance. The high affective commitment indicates that teachers recognize and have feelings for the work of private universities. Affective commitment has a significant direct impact on improving teachers’ contextual performance. This research proves that emotional commitment has a significant mediating effect. Especially between caring for interests and teacher contextual performance, In suitable conditions, this indicator enhance teacher contextual performance, manifested in persisting with enthusiasm and exerting extra effort as necessary to complete one’s task activities successfully; volunteering to carry out task activities that are not formally part of the job; and endorsing, supporting, and defending organizational objectives (Aguinis,2018). The scholars’ studies (e.g., Anshar, 2017; Ali et al.,2019; Kurniadi, Lian, & Wahidy, 2020; Esfarjani, Hoveida, & Abedi, 2020) helping and cooperating with other; following organizational rules and procedures; the affective commitment shows a complete mediating effect.

Surprisingly, the direct impact of caring for interests on teacher relationship performance is not significant, and this hypothesis is rejected. The score of the variable caring for interests is the lowest, indicating that the satisfaction of the salary package of private universities is not high. However, teachers are still willing to dedicate their extra time and energy, indicating that teachers' love for students and the school may be more derived from their feelings for the teacher's position, so the emotional commitment plays a full intermediary role here.

## 2 Recommendations

The leaders of private universities should attach importance to the work support for teachers and strengthen the support for the work of teachers, such as improving office conditions, increasing office funding, increasing learning and training opportunities, etc.; should pay attention to the recognition and reward of teachers, which will help improve teachers' relationship performance, improve teachers' feelings towards the school, make teachers willing to dedicate their energy outside of work to guide students, willing to work in harmony with colleagues, willing to help improve the reputation of the university, etc.

## 3 Contribution

This study enriches the literature on perceived organizational support, affective commitment and teacher contextual performance in the field of private universities, and provides relevant questionnaire design materials to verify the hypothetical model.

This study puts forward suggestions for university leaders to improve perceived organizational support, improve the recognition of teachers' value and caring for teachers' interests, which is beneficial to improve teachers' contextual performance and university performance.

## 4 limitations

The geographical scope of this research has limitations. There may be limitations in the questionnaire survey that the data sampling coverage is not comprehensive; the variable scope of the research does not consider other organizational factors.

## 5 Future research

In the future, the scope of research will be expanded, and it is possible to carry out comparative research on factors affecting the work performance of teachers in private universities in more countries; improve sampling survey methods; study organizational variables related to job performance, such as increasing research on other organizational factors such as organizational climate.

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