

An Empirical Study of the Performance of University Teachers Based on Organizational Commitment, Job Stress, Mental Health and Achievement Motivation

UNE ETUDE EMPIRIQUE DE LA PERFORMANCE DES ENSEIGNANTS UNIVERSITAIRES BASEE SUR L'ENGAGEMENT ORGANISATIONNEL, LE STRESS AU TRAVAIL, LA SANTE MENTALE ET LA MOTIVATION A LA REUSSITE

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Abstract: This paper defines and analyzes the concept of the performance of university teachers and identifies the four variables of organizational commitment, job stress, mental health and achievement motivation. Thus, this paper puts forward the hypothesis that the four variables-organizational commitment, job stress, mental health, and achievement motivation play a part in teachers' job performance. Finally the conceptual model of the job performance of teachers is established based on the above four variables. In research based on interviews, a survey was conducted among some teachers in colleges and universities in Xi'an. Through SEM analysis, the results show that the sustained commitment has a negative effect on work performance while emotional commitment has a positive effect on work performance. Work stress has a positive effect on work performance but mental health has a negative effect on work performance, which is not consistent with the hypothesis. Studies also find that emotion commitment is the intermediary variable of the sustained commitment to job performance. Work pressure is the intermediary variable of work pressure affecting job performance whereas there is a positive correlation between achievement motivation and mental health.

Keywords: organizational commitment; work pressure; mental health; work /job performance

Résumé: Cet article définit et analyse le concept de la performance des enseignants universitaires et identifie les quatre variables, qui sont l'engagement organisationnel, le stress au travail, la santé mentale et la motivation à la réussite. Ainsi, ce document met

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en avant l'hypothèse que les quatre variables, c'est-à-dire l'engagement organisationnel, le stress au travail, la santé mentale, et la motivation à la réussite jouent un rôle important dans la performance professionnelle des enseignants. Enfin, le modèle conceptuel de la performance des enseignants au travail est établi sur la base des quatre variables ci-dessus. Dans la recherche basée sur des entretiens, une enquête a été menée auprès de certains enseignants dans des collèges et des universités à Xi'an. Grâce à une analyse SEM, les résultats montrent que l'engagement soutenu a un effet négatif sur la performance au travail tandis que l'engagement émotionnel a un effet positif sur la performance au travail. Le stress au travail a un effet positif sur la performance au travail, mais la santé mentale a un effet négatif sur la performance au travail, qui n'est pas compatible avec l'hypothèse. Les études constatent également que l'engagement émotionnel est la variable intermédiaire de l'engagement soutenu de la performance au travail. La pression de travail est la variable intermédiaire qui affecte la performance au travail alors qu'il y a une corrélation positive entre la motivation à la réussite et la santé mentale.

Mots-clés: engagement organisationnel; pression au travail; santé mentale; performance au travail

1. INTRODUCTION

In the 21st century, an economic form - knowledge economy based on science and technology is approaching us. The advent of knowledge economy is the inevitable social development. It's a tremendous revolution unprecedented in human history, which will exert a profound influence on the format of production, life style, working methods, learning styles, thinking modes, and even education, management, leadership and so many other fields.

The 21st century is full of knowledge, information and learning. The relationship between education and technology is getting increasingly closer. Education today is tomorrow's economy and is becoming an important source of power. Education will be the strategic fundamental industry in the age of knowledge-based economy. For any country which wants to grasp the opportunity in knowledge economy, the key is to develop higher education and accelerate the pace of building knowledge-based society. Higher education plays a decisive role in the change of competition in the 21st century. Higher education institutions are not only a base to train and export talents, but also a gathering place and a place to employ human resources. First-class teachers are a must in the building of first-class universities. So how to improve teacher's work performance is a major issue facing contemporary education theorists and practitioners.

To better clarify the factors that affect work performance of university teachers is the necessary road to further promote the reform of higher education and improve human resource development of university teachers. With the development of higher education in our country, how to effectively use the limited educational resources to improve the efficiency has become the development bottlenecks. Improving their operational ability and teaching quality and enhancing their overall job performance are the key to the smooth development of universities. The main factors affecting teachers' work performances need to be found out and a suitable administrative system and operational mechanism should be established. A relaxed work environment to fully motivate their enthusiasm should be created. Only by doing this can the limited educational resources maximize the efficiency. At the same time, the study of various factors on the performance of teachers is beneficial to the universities which can analyze self-management and teacher performance, thus enhancing the effectiveness of organizational management of universities. This can also help explore the effective methods to improve teacher performance. Therefore, this study also has important application value.

2. LITERATURE REVIEW AND RESEARCH HYPOTHESIS

2.1 Definition of job performance

Performance can generally be defined from the three levels: organization, team and individual. Different levels entail different content, impact factors and measurement methods. This paper focuses on the meaning of individual level job performance. For the definition of performance, different scholars have different views, according to different entry points, resulting in different definitions. Overall, the current academia has three different points of view on the understanding of job performance. They are "results-oriented performance theory", "conduct oriented performance", and "the integration of conduct and results-oriented performance".

Results-oriented performance definition tends to equate performance with the completion of defined tasks, achievement of goals, outcomes and output. Bernardin et al (1984) defined Performance as the output record of a specific job function or activity at a particular time. Job performance is the result of specific functions or activities of workers in a given period of time. Despite the impact of ability, motivation and situational constraints, the result is the best basis for this assessment.

Performance definition based on output/outcome or goals is to guide and enhance individual performance and improve interventions or a series of interventions of organizational performance. In the center of performance management is an active cycle as the result or output, which begins by defining performance and planning employee performance, and then manages, supports and checks performance, thus providing development and rewards. It differs materially from the definition of job performance based on behavior advocated by Campbell et al (1990). Bernardin & Beatty (1984) defined job functions according to the six dimensions of job performance: quality, quantity, time, cost-effectiveness, higher demand and interpersonal impact. This definition extends beyond the expression of a single activity or task. It is clear, however, that the interactive activities of the six dimensions will affect their results or performance. Even if a work activity is accomplished with very good quality and quantity, but if you miss the best time, it may not benefit the organization. On the other hand, Bernardin & Beatty's performance model work based on results has introduced interpersonal relationship, which provides sufficient evidence for the relationship performance theory.

Performance with results/output-oriented concepts tends to regard work as the set of tasks or activities to be finished to meet the organization's goals or values defined. Although the objective of work as a performance standard is tested in practice as a reasonable explanation, there are many problems with goal setting in practice. The technology development makes many of the results beyond the control of employees. The results-oriented behavior can prove this. Therefore, just using results/output to define performance will lead to insufficient attention to how to achievement results.

2.2 Organizational commitment, work pressure, mental health and work performance

For the impact of organizational commitment on performance, Meyer and others (Meyer et al., 1989) think that the emotional commitment, normative commitment (to a lesser extent) should be positively correlated with job performance, while sustained commitment and job performance are unrelated or negatively correlated. Superior assessment on individual job performance and promotion is positively correlated with each other. But for sustained commitment, this relationship is indeed negative. Higher level of sustained commitment is related to performance and evaluation of lower levels. The author puts forward the hypothesis that there is a significantly positive correlation between university teachers' organizational commitment and job performance of teachers on the basis of the research by Meyer and others but continued commitment to teachers' work performance has significantly negative effect. Thus this hypothesis includes two sub-assumptions:

Ha1(+): Emotional commitment to job performance of college teachers has a significant positive effect.

Ha2(-): Continued commitment to the work performance of teachers has a significantly negative effect.

In the previous chapter's literature review of work stress and performance theory, the inverted U-type relationship between work stress and job performance by Yerkes-Dodson law, that is, working pressure should be maintained at an appropriate level, is agreed by most people. Therefore, this paper assumes that work pressure has a negative effect on job performance. Based on the above discussion, this paper makes the following assumptions for the relationship between college teacher work stress and their performance:

Ha3(-): Teachers work pressure on the performance of university teachers have a significant negative impact.

Mental health is another important factor affecting the work performance of university teachers. It is usually believed that the better teachers' mental health, the higher the work efficiency and level. This paper makes the following assumptions for the relationship between mental health of college teachers and their job performance:

Ha4(+): Mental health has a positive influence on job performance of college teachers.

2.3 Sustained commitment and emotional commitment

In 1980, Winer and Vardi developed a questionnaire including three questions to measure organizational commitment. They think that generalized morality is the result of individual employee socialization. The sense of loyalty and responsibility does not have specific points. When such sense of loyalty and responsibility is related to a particular organization, it is difficult to distinguish between it and emotional commitment. This research infers that there will be an interactive connection among the three elements of organizational commitment. Therefore, the following assumptions are made for the relationship between continued commitment and emotional commitment:

Ha5(+): Sustained commitment has a positive effect on emotional commitment.

2.4 Work pressure and mental health

Scholars QIU Jieyi (Mowday et al., 1982) believed that teachers' pressure mainly came from the serious competition, role conflict and career expectations introduced in the education system, which led to maladjustment, professional behavior problems, interpersonal barriers and job burnout and other psychologically unhealthy problems. Wang (Meyer & Allen, 1997) and etc. used a questionnaire to find out work stress and mental health for teachers in Hulunbeir Colleges in Hulunbeir area. The results show that work stress and mental health are directly linked and excessive work pressure may cause many problems to mental health. So the following research hypothesis has been made:

Ha6(-) : Work stress and mental health were negatively correlated.

2.5 Achievement motivation and mental health

There is not much research on achievement motivation and mental health. WANG Lei (2007) (Meyer & Allen, 1991) using the symptom checklist (SCL-90) and the Achievement Motivation Scale 203 conducted a survey for 203 college teachers. Through systematic analysis of the findings obtained, it was found that the mental health of university teachers was poorer than that of the general population, and that achievement motivation and mental health were closely related. It concluded that whether the tendency of motivation was to succeed or to avoid failure, it had various levels of negative impact on the mental health of teachers.

The empirical study by DONG Wei (2005) (Meyer & Allen, 1991) found that high achievement motivation may not be able to bring high levels of mental health, and low achievement motivation does not necessarily have a negative impact on mental health. This is not entirely consistent with the conclusions of previous studies, which have also demonstrated the hypotheses failed to properly describe the relationship between the achievement motivation of teachers and mental health. Achievement motivation of teachers seems to affect the mental health of teachers in a more complex or more indirect way, and is subject to a number of intermediate variables or other variables. These issues are yet to be confirmed by further study.

Based on the above discussion, the following assumptions are made for the relationship between achievement motivation and mental health of university teachers:

Ha7(+): The achievement motivation of university teachers has a significantly positive effect on their mental health.

3. RESEARCH DESIGN

3.1 Data collection

The survey selected some university teachers in Xi'an for pre-research to ensure that the questionnaire is reasonable and is accurately expressed to eliminate errors of survey methodology and expression. Considering the objective conditions of this study, this research actually put 500 paper questionnaires which was completed on an one-on-one basis to ensure the recovery of the questionnaire. 494 paper-based questionnaires were turned in and the response rate was 98%. After further sorting and analysis, 454 valid questionnaires were collected.

3.2 Variable measurement

On the basis of the integrative research of organizational commitment, job stress, mental health, achievement motivation and performance, and by reference to the current variable measurement indicators, the first draft of the questionnaire was drawn up through a series of language and order modification. A second adjustment was conducted by means of small samples for the first draft of the questionnaire. All variables' measurement indicators in this study were finally formed as shown in the Table3-1.

Table 3-1: Sources of variables in this study

Variable	Variable measurement indicator	Sources of variables
Sustained commitment	Relationship between you and colleagues	Ritzer & Trice(1969), Allen & Meyer(1984), Ling Wenlun, Fang Liluo, Zhang Zhican (2000,2001)
	Effort you put in teaching	
	Willing to work permanently in the college	
Emotional commitment	Do you have adequate research funding you can control	Poter & Mowday(1979), Allen & Meyer(1990), Ling Wenlun, Fang Liluo, Zhang Zhican(1998, 2000, 2001)
	How many hours do you teach each year	
	What is the volume of students in your class	
	How is the quality of the students in the college	
	Do the students you teach have the right attitude towards study	
	Are you satisfied with your income	
Job stress	Do you often have housework to do	Talk
	Do you feel that job stress is great	
Mental health	How is your health	Talk
	Do you have rich spare time activities	
Achievement motivation	How popular is your research area	Jiang Mingping(2006), Hao Haitao, Liu Yue(2009)
	What is the prospect of your research	
	How difficult is your research	
	Are you interested in your research	
	Are you eager to succeed	
	How hard do you work	
	Is your research closely related to social needs	

To be continued

Continued

Variable	Variable measurement indicator	Sources of variables
Sustained commitment	Relationship between you and colleagues	Ritzer & Trice(1969), Allen & Meyer(1984), Ling Wenlun, Fang Liluo, Zhang Zhican (2000,2001)
	Effort you put in teaching	
	Willing to work permanently in the college	
Job performance	E03 Teaching science	Wang Hui, Luo Shengqiang (2003), Liao Changmeng (2006)
	E05 Teaching ability and class management	
	E06 Teaching effect	
	E07 Teaching method	
	E08 Compliments to peer success	
	E09 Support and encourage peers	
	E10 Inform peers of event affecting others	
	E11 Talk about things beneficial to peers and teams	
	E12 Get along well with others	
	E13 Treat others fairly	
	E14 Offer help	
	E15 Complete task using spare time	
	E16 Attention to major details of work	
	E17 Extra hard working	
	E18 Seek for challenging work	
E19 Self discipline and control at work		
E20 Actively solve problems at work		
E21 Overcome difficulties and complete tasks		
E22 Actively and enthusiastically do difficult tasks		

4. DATA ANALYSIS AND RESULT

4.1 Scale reliability and validity testing

Reliability is an instrument to measure the degree of consistency of estimates. In this paper, Cronbach α value is used to measure the reliability of Likete Table and the reliability of each variable is tested. The following Table 4-1 shows the Cronbach's α values of all the structure variables used in this paper meet the criteria used in this paper (larger than 0.6). These results show that the theoretical structure of the variables in the sample data showed very good internal consistency characteristics.

Table 4-1: Summary of validity check of individual working factors

Variable	Sustained Commitment	Emotional Commitment	Work Pressure	Mental health	Achievement motivation
Cronbach's α	0.608	0.832	0.603	0.685	0.870

4.2 Validity

Validity is the estimate for the extent to which the measurement tool measures its features. Validity includes the content validity and construct validity. In content validity, the variable items are based on the research of studies at home and abroad and are modified by experts, so the content validity is reliable. Construct validity is checked by convergent validity and discriminant validity. It can be seen from the Table 4-2 that path values for measurement subjects by these variables have reached more than 0.7 standard. All path values are above 0.5, indicating that there is statistical significance between the structure variables and these indicators and. It reflects the reliability of a single index.

Structural equation model output results show that the overall model fits significantly, $p = 0.000$; from absolute fit indicators, GFI, AGFI, RMSEA were acceptable, indicating model fit is acceptable; from the relative fit indicators, CFI and NNFI were between 0.9 and 1, and these indicators show that the model fit well.

Table 4-2: Estimate table of model parameters of related measurement

Latent variable	Measurement terms	Standardized coefficient	T value
Achievement motivation	B02 Popularity of your research	0.66	—
	B04 Prospect of your research	0.81	14.57***
	B05 Degree of difficulty of your research	0.62	11.66***
	B06 Are you interested in your research	0.76	13.81***
	B07 Are you eager to succeed	0.70	12.94***
	B08 Are you working hard	0.70	12.98***
	B09 Is your research closely related with practical needs of the society	0.68	12.60***
Emotional commitment	B12 Do you have adequate research funding you can control	0.70	—
	B21 How many hours do you teach each year	0.67	12.68***
	B22 Volume of students in your class	0.60	13.49***
	B23 How is the quality of the students	0.71	12.30***
Sustained commitment	B24 Do your students have the right attitude towards study	0.65	14.23***
	B26 Are you satisfied with your income	0.76	14.23***
	B18 How are you getting on with your colleagues	0.60	—
Mental health	B20 Energy you invest in teaching	0.71	13.49***
	B28 Are you willing to work in the college permanently	0.56	9.45***
Work pressure	B31 How is your health	0.67	15.87***
	B32 Richness of your spare time activities	0.78	10.09***
	B29 Do you have to worry about housework	0.78	10.09***
	B30 Do you feel work pressure is great	0.98	9.91***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table 4-3: Confirmatory factor analysis model fitting index

χ^2/df	SRMR	GFI	NNFI	CFI	RMSEA
4.552	0.054	0.88	0.93	0.94	0.080

Table 4-4: Performance measurement model parameter estimates table

Measurement items	Standardized coefficient	T value
E03 Science of teaching	0.66	—
E05 Teaching capability and class management ability	0.65	12.85***
E06 Teaching effect	0.72	14.06***
E07 Teaching methodology	0.73	14.22***
E08 Compliments for the success of colleagues	0.80	15.31***
E09 Support and encouragement to colleagues	0.76	14.70***
E10 Informing colleagues of events affecting others	0.72	14.10***
E11 Talking about things beneficial to colleagues and team	0.68	13.37***

To be continued

Continued

Measurement items	Standardized coefficient	T value
E12 Getting along well with others	0.75	14.61***
E13 Treating others fairly	0.79	15.16***
E14 Offering help	0.80	15.35***
E15 Ensuring to complete tasks in spare time	0.76	14.55***
E16 Attention to important details at work	0.80	15.32***
E17 Working extra hard	0.78	15.03***
E18 Looking for challenging work	0.65	12.82***
E19 Self discipline and control at work	0.83	15.88***
E20 Actively solving problems at work	0.84	15.97***
E21 Overcoming difficulties and completing tasks at work	0.82	15.70***
E22 Actively and eagerly solving difficult work	0.75	14.50***

***p<0.01, **p<0.05, *p<0.1

Discriminant validity shows that the measurement of different structural variables is unique. In this article we will verify discriminant validity by confirmatory factor analysis. All possible combinations of factor variables models are constructed. Through ① two different factors are freely relevant variables; ② the relationship between the two factor variables is fixed at one to calculate the difference of the different combinations of between these two models. If significant differences exist between χ^2 of the free model and the model of fixed correlation coefficient 1 ($p < 0.01$), then we can consider the free model is superior to the model of fixed coefficient 1, that is, both variables are statistically significant in discriminant validity. As can be seen from the table, data in this study has significantly discriminate validity.

Table 4-5: Discriminant validity testing for latent variable (Chi-square difference of free model and fixed model)

Factor variables	1	2	3	4	5
1.achievement motivation	—				
2.emotional commitment	63.73	—			
3.support commitment	10.46	83.62	—		
4.mental health	85.21	18.31	88.78	—	
5.work pressure	52.94	118.97	29.05	146.68	—

Note: All chi-square values are significant at $p < 0.001$ (freedom is 1)

4.3 Structural Equation Model analysis

Conceptual model (Figure 4-1) of relevant hypotheses is previously constructed. The model can be verified by SEM analysis software. Relevant data are analyzed by Lisrel SEM software. The result is as follows:

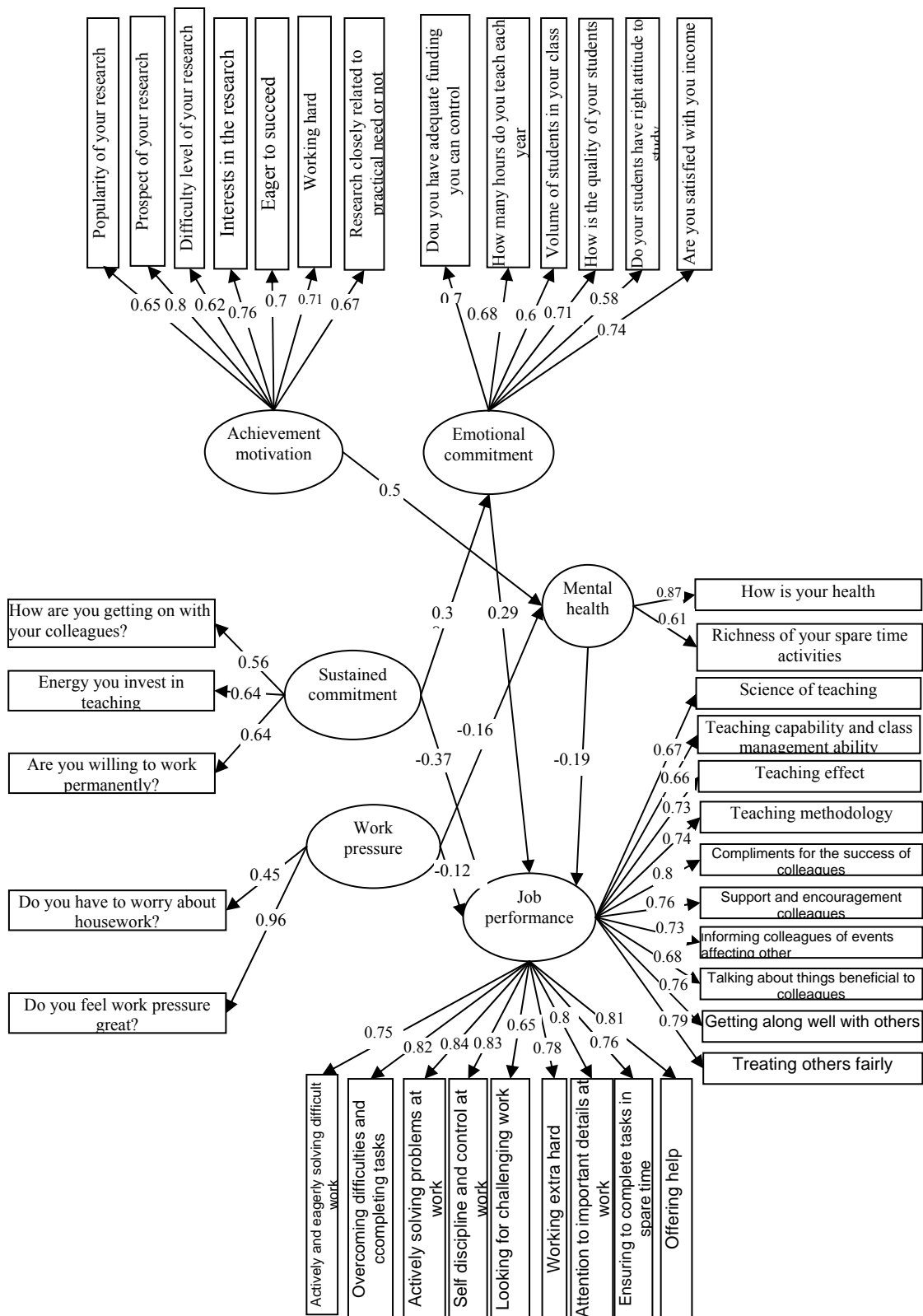


Figure 4-1: Conceptual model

Table 4-6: Testing results of conceptual model validation

Relationship between variables	Standardized path coefficients	T value	result
H1: sustained commitment →job performance	-0.37	-4.30	support
H2: emotional commitment →job performance	0.29	4.99	support
H3: work pressure →job performance	0.12	1.93	Not support
H4: mental health →job performance	-0.19	-3.01	Not support
H5: sustained commitment →emotional commitment	0.50	7.56	support
H6: work pressure →mental health	-0.37	-4.30	support
H7: achievement motivation →mental health	0.50	7.56	support

It is known from test results of conceptual model in Table 4-6, most of the hypothesis has been verified. The negative correlation of sustained commitment and job performance has been verified. From T value it can be seen that the relationship between the two reached a significant level. The positive correlations between emotion commitment and job performance, sustained commitment and emotional commitment, work stress and mental health, achievement motivation and mental have all been verified, which have reached a significant level. However, assumption 3 - the relationship between working pressure and job performance and assumption 4, - the relationship between mental health and job performance have not been verified and have not reached the relevant significance level.

Table 4-7: Conceptual model fitting index

χ^2/df	SRMR	GFI	NNFI	CFI	RMSEA
3.20	0.072	0.81	0.96	0.96	0.070

In addition, from the fit indicators of concept model, as table 4-7 shows, the chi-square ratio was 3.20, less than the maximum of 5, which meets the requirements of fit index; SRMR value of .072 is less than the maximum of 0.1, which shows a better fit. RMSEA value of 0.070 is less than the maximum 0.1; GFI = 0.81 is greater than the 0.8 requirement. From relative fit indicators, CFI = 0.96, which is consistent with the requirement of greater than 0.9; NNFI = 0.96, which is also in line with the requirement of greater than 0.9. So on the whole, there is a fairly good fit model. From these fit indicators, the basic conceptual model is in line with the requirements.

4.4 Mediating effect tests

Through further analysis of the model in Figure 4-1, there are two paths in the mediating effect for this model. First, sustained commitment affects work performance through affecting emotional commitment; second, work stress affects stability by affecting mental health. This paper will test intermediary effect using the first point as an example.

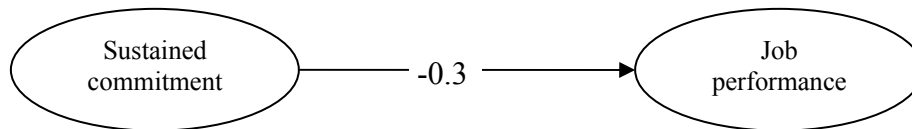
1) The influence of sustained commitment on job performance

As shown in Table 4-8, χ^2/df is 3.72, less than the maximum of 5; SRMR value of 0.042 is less than the maximum 0.1, indicating good fit; RMSEA value of 0.087 is less than the maximum 0.1; GFI = 0.84 is greater than the 0.8 requirement. From the relative fit indicators, CFI = 0.98, NNFI = 0.98 are consistent with the requirements of greater than 0.9, so on the whole, there is fairly good fit of the model.

Table 4-8: Model fitting index of the impact of sustained commitment to the job performance

χ^2/df	SRMR	GFI	NNFI	CFI	RMSEA
3.72	0.042	0.84	0.98	0.98	0.087

In Figure 4-2, the standardized path coefficient between sustained commitment and job performance is -0.30, $P < 0.01$, significant at the 0.01 level. It indicates the relationship model for sustained commitment and job performance is established. Thus, the assumption that sustained commitment negatively affects job performance is verified. The subsequent tests can be done.



Model 1 sustained commitment → job performance

Figure 4-2: Effect of sustained commitment to job performance

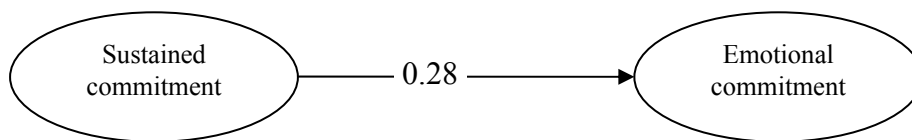
2) Effect of sustained commitment to job performance

As shown in Table 4-9, χ^2/df is 1.10, less than the maximum 5; SRMR value of 0.093 is less than the maximum 0.1, indicating good fit; RMSEA value of 0.15 is greater than the maximum 0.1; GFI = 0.88 is greater than the 0.8 requirement. From the relative fit indicators, CFI = 0.88, NNFI = 0.83, on the whole, this is a good fit model.

Table 4-9: Model fitting index of the impact of sustained commitment to the emotional commitment

χ^2/df	SRMR	GFI	NNFI	CFI	RMSEA
1.10	0.093	0.88	0.83	0.88	0.15

In Figure 4-3, the standardized path coefficient of the model between sustained commitment and emotional commitment is 0.28, $P < 0.01$, significant at the 0.01 level.



Model 2 sustained commitment → emotional commitment

Figure 4-3: Effect of sustained commitment to job performance

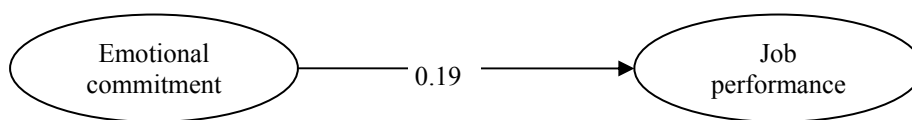
3) Effect of sustained commitment to job performance

As shown in Table 4-10, χ^2/df is 4.48, less than the maximum of 5; SRMR value of .058 is less than the maximum 0.1, which is also less than the 0.08 requirement, indicating good fit; RMSEA value of 0.088 is less than the maximum limit of 0.1; GFI = 0.82 is greater than the 0.8 requirement. From relative fit indicators, CFI = 0.97 and NNFI = 0.97 are consistent with the requirements of greater than 0.9, so on the whole, it is a good fit model.

Table 4-10: Model fitting index of the impact of emotional commitment to the job performance

χ^2/df	SRMR	GFI	NNFI	CFI	RMSEA
4.48	0.058	0.82	0.97	0.97	0.088

It can be said that emotional commitment has no significant impact on job performance.



Model 3 emotional commitment → job performance

Figure 4-4: relationship of influence of emotional commitment on job performance

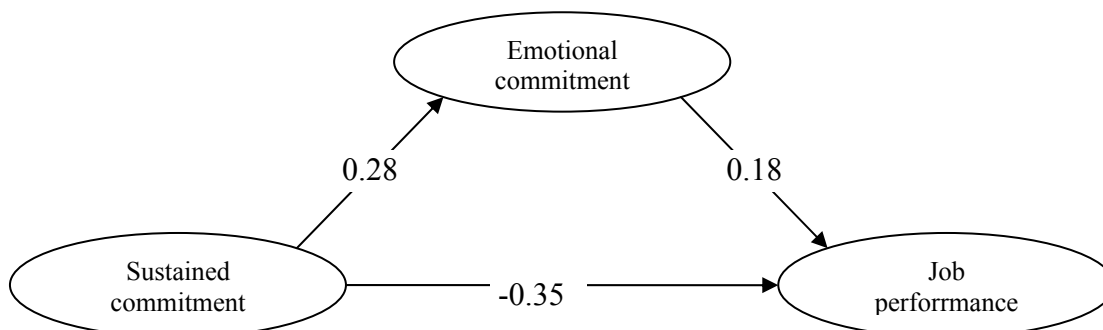
4) Test of overall medium

As shown in Table 4-11, χ^2/df is 4.18, less than the maximum of 5; SRMR value is 0.061, less than the maximum 0.1, indicating good fit; RMSEA value of 0.084 is less than the maximum 0.1; GFI = 0.81 is greater than the 0.8 requirements. From relative fit indicators, CFI = 0.97 and NNFI = 0.96 are consistent with the requirements of greater than 0.9, so on the whole, this is a good fit model.

Table 4-11: Mediating effect model fitting index of emotional commitment

χ^2/df	SRMR	GFI	NNFI	CFI	RMSEA
4.18	0.061	0.81	0.96	0.97	0.084

Further validation through structural equation showed the results in Figure 4-5. In the model, the standardized path coefficient of emotional commitment and job performance is 0.18, $P < 0.01$, significant at the 0.01 level. The path coefficients of sustained commitment to emotional commitment and job performance are 0.28 ($P < 0.01$), -0.35 ($P < 0.01$). In the mediating effect model of sustained commitment in emotional commitment, the path coefficient becomes smaller, but is still significant, thus emotional commitment plays a partial intermediary role in the impact of sustained commitment to work performance.



Model 4 sustained commitment → emotional commitment → job performance

Figure 4-5: relationship between sustained commitment, emotional commitment and the impact on job performance

5. CONCLUSION

Based on the analysis in the literature, this paper constructed the conceptual model of factors affecting the job performance of university teachers based on organizational commitment, achievement motivation, job stress, and mental health. An empirical test was done for the model by SEM and the final results are shown in Table 5-1.

Table 5-1: Conclusions

Serial number	Hypothesis	Conclusions
H1	Sustained commitment showed a negative correlation with job performance	Support
H2	Emotional commitment and teacher performance were positively correlated	Support
H3	Work stress and job performance were negatively correlated	Not support
H4	Mental Health and job performance were positively correlated relationship between	Not support
H5	Sustained commitment and emotional commitment were positively correlated	Support
H6	Work stress and mental health were negatively correlated	Support
H7	Achievement motivation and mental health were positively correlated	Support

The organizational commitment has a significantly positive effect on job performance of university teachers in terms of individual effects of various factors on the job performance of university teachers. Sustained commitment has significantly negative effect on job performance. Emotional commitment has a fairly significant positive effect on the job performance. Work pressure has a significantly positive effect on the job performance of university teachers, which is not consistent with the study's original hypothesis, showing there is a comparatively complicated relationship between work pressure of university teachers and their job performance, which is subject to further verification. The mental health of university teachers on the performance of university teachers is negatively related, which is contrary to the literature review and research hypotheses. It also needs further in-depth study.

Of various factors affecting teachers' performance, there is relationship between the two factors of organizational commitment, namely, sustained commitment and emotional commitment. There is a positive relationship between sustained commitment and emotional commitment. Emotional commitment is a mediator by which sustained commitment affects the performance. By means of emotional commitment, sustained commitment has a negative effect on the performance. It is also found that the work pressure of university teachers has a significantly negative effect on their mental health. The more work pressure, the more they are prone to mental health problems, thereby affecting the performance. Therefore mental health is the mediator through which mental health affects the performance of university teachers. Through mental health, work pressure exerts a positive effect on the job performance of university teachers. From the point of view of literature, achievement motivation is the important factor affecting the performance, but it is not shown in the model. It is found that achievement motivation has a positive correlation with mental health, which is consistent with the hypothesis in a lot of literature.

The research is not adequate in the following areas.

First, organizational commitment is usually divided into sustained commitment, normative commitment and emotional commitment. However, this paper adopts a two-factor model of sustained commitment and emotional commitment in accordance with the reality of research and also for the convenience of research. This may lead to the incomplete measurement of organizational commitment. It is hoped that in the future the three-factor model will be adopted as much as possible, which in turn requires better design of the questionnaire.

Second, when conducting exploratory factor analysis of the items in the performance scale table, the results failed to form task performance, and contextual performance and other categories, which may has something to do with the design and quality of the questionnaire. The research will make efforts to improve it in the future.

Resource dependence will be further divided through further theoretical analysis in future research and the dimensions of relationship quality will be systematically sorted, thus constructing a more comprehensive stability factor model for the network control and operation by local government. On this basis, combined with SEM, more complete analysis and verification will be performed. In this way, the

local factors of stability of the network management operation framework for network management by our local government will be provided, thus providing them with realistic and workable policy recommendations.

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