

Perceived Organization Supports and Organization Identification on Work Outcomes of Chinese Teachers in Thailand

Jianming Cui* and Sid Suntrayuth

International College of National Institute of Development Administration (ICO NIDA), Bangkok 10240, Thailand

***Corresponding author's e-mail: xtcjm263@126.com**

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Abstract

More and more Chinese instructors come to Thailand to teach, which promotes Chinese education in Thailand. However, problems, like a lack of teaching experience, job turnover, low performance, satisfaction, etc. also come out. Based on this situation this study investigates the effect of perceived support on their work outcomes. This paper analyzes the situation of Chinese teachers in Thai schools through a questionnaire. Further, it explores the current situation and problems of Chinese teachers in Thailand combined with a literature research method. The results show that perceived organizational support has a significant positive impact on work outcomes. In contrast, it has a significant positive impact on job performance but no significant impact on job satisfaction. The influence of perceived supervisor support on work outcomes is also significant. Whether for Chinese teachers' job performance or job satisfaction, it has a significant positive impact. Organizational-based self-esteem moderates the effect of perceived organizational support on work outcomes. However, it did not moderate the impact of perceived colleague support on job satisfaction. From the perspective of perceived organization support, we construct the conceptual model of perceived organization support, coworker support, superior support and job satisfaction and performance to reveal the impact mechanism of perceived organization support on job satisfaction, and performance. We also test the moderating effect of organizational-based self-esteem on the influence of independent variables on dependent variables.

Keywords: Perceived organization support, Perceived supervisor support, Perceived coworker support, Organization identification, Job outcomes, Organization-based self-esteem

Introduction

In recent years, the economic and political relations between China and Thailand continue to warm up, as well as some policies issued to strengthen their bonds. On the whole, these Chinese teachers can be divided into two types. One refers to those Chinese teachers who were born in Thailand or living in Thailand for a long time, such as those who graduated in

Thailand and Chinese students who graduated in China and then came to Thailand to teach Chinese. The other is the Chinese teaching volunteers from China (Zhang, 2019).

However, more problems are also coming to the surface. Based on a survey of 171 Chinese teachers in Thailand, it is concluded that Chinese teachers in Thailand showed four new characteristics: young-age teachers, professional teams, improved Chinese level, and improved teaching ability (Chen, 2013). However, it is also found that there is still needs to be more teachers, uneven distribution, less experience, significant turnover, lack of peer communication, and other problems. According to the official statistical data, it is found that the teacher-student ratio of Chinese teaching in school was nearly 1:80, and there was a work overload problem among Chinese teachers (Xu & Ding, 2011). At the same time, the problem of being underpaid is also existing. According to the investigation of colleges and universities in northern Thailand, 62% of teachers have 1-3 years of teaching experiences and volunteer teachers are inexperienced (Hao, 2011). Through the investigation of the teaching situation of colleges and universities in the northeast. Local Chinese teachers are young, inexperienced, and have limited teaching skills and teaching methods, which impeded the development of the Chinese language in Thailand (Huang, 2012); In addition, Chinese volunteer teachers have difficulty in communicating with Thai, lack of teaching experience and short tenure. The support from different levels could be more varied regarding colleagues and schools. Currently, the income level of Chinese teachers in Thailand is low compared with the actual return they can get in society (Zhang, 2019).

Most researchers in this area gave different suggestions and solutions, but they mainly focused on improving the Chinese themselves. In addition to these, improved treatment and salary were mentioned as well. The selection and training of Chinese teachers should be strengthened and improve the treatment of Chinese teachers in Thailand (Chen, 2013). Moreover, the communication and exchange among Chinese teachers have to be increased. Chinese teachers also need to be encouraged to cultivate a positive attitude, self-development consciousness and professional ability (Liu, 2019). Almost no researchers mentioned the influence of support from colleagues, supervisors, and schools on their improvement.

Perceived support has long been confirmed that it is consistent with job performance (Miao, 2011). They concluded that a strong relationship exists between perceived support and teachers' performance (Farooqi et al., 2019). If the schools could take the teachers' extra work importantly, the teachers would have life and job satisfaction (Bernarto et al., 2020). However, most scholars used direct regression to study the effects of the two factors on employee output, such as job performance, organizational citizenship behavior, and job-hopping intention. There was no mediating variable between perceived support and outcome variables. In addition, organization-based self-esteem is the moderating effect to see whether it can moderate the effects on work outcomes since there are scarce studies about it. Therefore, this study will mainly have four related objectives as follows.

(1) to confirm if there is a strong relationship between perceived support and work outcomes

(2) to see whether the perceived coworker support has the same effect with the other supports

(3) to check the mediating effect of organization identification between perceived supports and work outcomes

(4) to study the relationship between perceived coworker support and the work outcomes

Literature review

Perceived organization support and work outcomes

Perceived organization support (shortened as POS) - "is the extent and degree to which an organization employees feels or perceives their employers to consider their well-being and to value their contributions to the organization" (Eisenberger et al., 1997). In addition, based on the literature review (Rhoades & Eisenberger, 2002) systematically found that perceived organizational support is associated with supervisor support, fair job, and organizational procedures, which will cause positive work outcomes in turn e.g., increased commitment, performance, satisfaction, and reduced turnover. The relationship between POS and work outcomes has been explained based on social exchange (Settoon et al., 1996). These arguments lead us to give the following hypothesis.

H1a. The perceived organizational support will positively influence job performance.

H1b. The perceived organizational support will positively influence job satisfaction.

Perceived supervisor support and work outcomes

Perceived supervisor support and work outcomes. In the theoretical study of supervisory support, the generalized sense of supervisory support is composed of trust, respect, and the willingness of supervisors to help employees. Supervisory support can improve employee job satisfaction and performance by alleviating role stress (Gagnon & Michael, 2004). We put forward the hypothesis:

H2a. The perceived supervisor support will positively influence job performance.

H2b. The perceived supervisor support will positively influence job satisfaction.

Perceived coworker support and work outcomes

Perceived coworker support and work outcomes Like POS and PSS, PCS may influence other important attitudinal and behavioral outcomes. It is human nature to want to fit in or feel that you belong. People need an affiliation (Folger & Cropanzano, 1998). We put forward the hypothesis:

H3a. The perceived coworker support will positively influence job performance.

H3b. The perceived coworker support will positively influence job satisfaction.

Perceived support and organization identification

Employees with organization identification consciously work with high standards for organizational interests and generate more cooperative behavior and intent to maintain

organizational membership (Cheney, 1983). Organization identification is the perception of consistency with or subordination to an organization (Ashforth & Mael, 1989). It can be seen that the perception of multi-faceted organizational support can affect employees' identification with the organization (Morgan, 1998). Therefore, we put forward this hypothesis:

H4. The perceived organizational support will positively influence the organization's identification.

H5. The perceived supervisor support will positively influence the organization's identification.

H6. The perceived coworker support will positively influence the organization's identification.

Organization identification and work outcomes

Organization identification can have a significant impact on employees' work outcomes. Organization identification means that individuals and organizations have the same values, and individuals have emotional belonging to the organization (Riketta, 2005). organizational identification significantly affects the behavior of organizational members. The higher the degree of organization identification, the higher the willingness to cooperate (Dukerich et al., 2002). the following hypotheses:

H7a. The organization's identification will positively influence job performance.

H7b. The organization's identification will positively influence job satisfaction.

The mediating effect of organization identification between perceived supports and work outcomes

The perceived support comes mainly from the cognitive assessment and perception of the organizational support climate (Cheney, 1983). Organizational supports affect employees' organizational identification (Benkhoff, 1997).

H8a. The organization identification will mediate the relationship between perceived support and job performance.

H8b. The organization identification will mediate the relationship between perceived organizational support and job satisfaction.

H9a. Organizational identification will mediate the relationship between perceived supervisor support and job performance.

H9b. Organizational identification will mediate the relationship between perceived supervisor support and job satisfaction.

H10a. The organization identification will mediate the relationship between perceived coworker support and job performance.

H10b. The organization identification will mediate the relationship between perceived coworker support and job satisfaction.

The moderating effect of organization-based self-esteem

Organization-based self-esteem is considered one of the unique important psychological resources, which implies one's own belief or values about his/her competence,

importance, and values in the organization (Pierce & Gardner, 2004). Most studies on organization-based self-esteem regard it as a mediating variable. Few studies consider the moderating effect of organization-based self-esteem.

H11a. The organization-based self-esteem will moderate the relationship between perceived organizational support and job performance.

H11b. The organization-based self-esteem will moderate the relationship between perceived organizational support and job satisfaction.

H12a. The organization-based self-esteem will moderate the relationship between perceived supervisor support and job performance.

H12b. The organization-based self-esteem will moderate the relationship between perceived supervisor support and job satisfaction.

H13a. The organization-based self-esteem will moderate the relationship between perceived coworker support and job performance.

H13b. The organization-based self-esteem will moderate the relationship between perceived coworker support and job satisfaction.

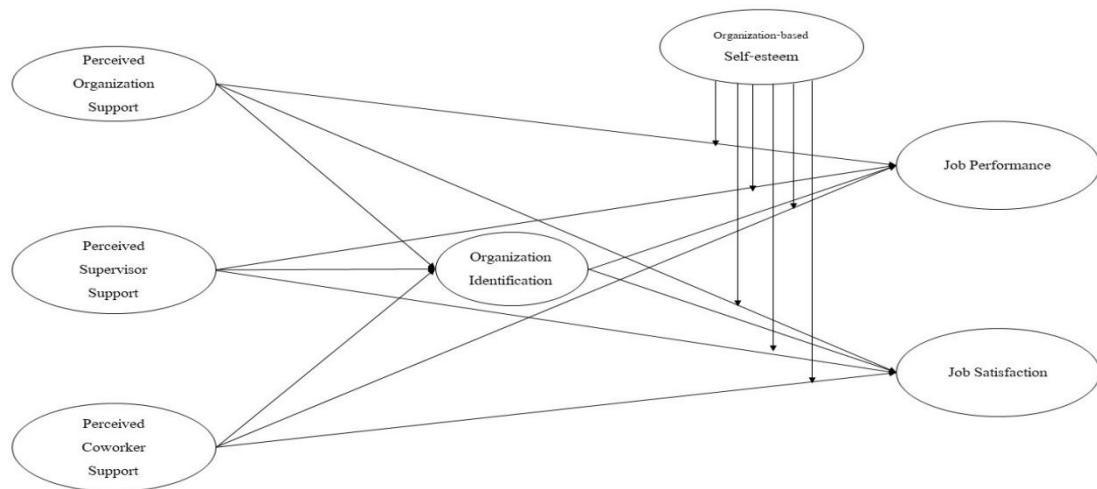


Figure 1 Conceptual model

Research method

Population and sample

The Office of the Basic Education Commission of Thailand, which is the representative of the Ministry of Education, has announced a total of 166 public schools and 187 private schools (a total of 353 schools) that can provide Chinese language classes to their primary schools, middle and high school students (Lei, 2007), as well as the vocational colleges and other educational organizations and institutions providing the Chinese language courses. According to the data issued by Hanban, a Chinese governmental agency responsible for Chinese training and spreading to foreign countries, in 2018, Chinese volunteering teachers in Thailand approximately reached up to 1700. The number of Chinese teachers in Thailand

reached 17185 in 2019. Participants were selected in terms of the following standards. First, they should be Chinese language teachers whose nationality will be Chinese. Second, they taught Chinese as the primary profession in Thailand. Third, they worked at schools and universities. Totally 414 participants finished the study.

Questionnaire development

The questionnaire named a “Survey of Perceived organization support, SPOS” designed by (Eisenberger et al., 1986) to measure perceived organization support using a Likert 7-point scale. After that, (Kottke, 1988) and other scholars modified his questionnaire by replacing “organization” with “supervisor” and designed the “Survey of Perceived Supervisor Support, SPSS.” However, little research focuses on perceived coworker support so the adaptation and improvement were made by changing “I” to “you” sentences. For example, “Your coworkers take a personal interest in you.” As for the organization identification scale, this study is based on the scale developed by (Mael & Ashforth, 1992), which includes six indicators. The scale of organization-based self-esteem developed by (Pierce et al., 1989) was used in this study. Another two scales about job performance and satisfaction were based on (Chen et al., 2002) and (Eisenberger et al., 1997). The complete questionnaire consisted of two parts. The first part contained demographic questions about the participants. The other part was about the scales of perceived organizational support, perceived supervisor support, perceived coworker support, organizational identification, organization-based self-esteem, job performance and satisfaction ranging from “strongly disagree” to “strongly agree.” Translation and back translation for Chinese and English questionnaires were finished to guarantee the same meanings. The questionnaires for the pilot test were distributed first. It was expected to collect at least 30 questionnaires to check the reliability of the questionnaires. The Cronbach’s α of each instrument is above 0.90, indicating a high internal consistency in the questionnaires.

Results

Descriptive statistics of samples

Eight items of descriptive statistics were collected in this questionnaire survey, namely Gender, Age, Level of Education, Marital Status, Years of Working in Thailand, Types of School, Monthly Income, and Reasons for Coming to Thailand. We can see the primary distribution and description in Table 1. Firstly, in terms of Gender, there are 86 male teachers and 328 female teachers, accounting for 20.8% and 79.2%, respectively. This difference shows that in the field of education, female teachers are relatively higher than male teachers. The second variable, Age, 18-29 years old, is 349, accounting for 84.3% of the total. It shows that the teachers who come to work abroad are mainly young teachers under 30 years old. One reason is that young teachers are more longing for foreign teaching experience, and the other is less affected by family. The third variable is Education Level. Among them, 229 people have bachelor’s degrees, accounting for 55.3%, accounting for more than half of the total. In addition, 159 people have master’s degrees, accounting for 38.4%, indicating that education is a significant factor in the industry. The following variable is Marital Status, of which 370 are

single, accounting for 89.4%, indicating that young teachers working abroad are mainly engaged in education. The following variable is Years of Working in Thailand, of which 240 are Chinese teachers who have been working for less than one year, accounting for 58% of the total, indicating that most teachers who come to teach abroad are unstable and have a short working time. The following variable is the Type of Schools. Among them, 214 teachers work in primary school, accounting for 51.7% of the total number. This shows a great demand for Chinese teachers in primary schools in Thailand. The following variable is Monthly Income, in which the number of Chinese teachers with monthly income between 10001-20000b (US dollar) is 250, accounting for 60.4% of the total number, indicating that the income of Chinese teachers in Thailand is relatively low, but slightly higher than that of other Thai teachers. The last variable is Reasons for Coming to Thailand, in which 170 people are assigned by the government, accounting for 41.1% of the total, and 244 people are personal wish and need, accounting for 58.9%. One is that the relationship between China and Thailand is getting closer and closer. The Chinese government sends many teachers to Thailand every year to teach Chinese. The other is that ordinary people yearn for Thailand and the environment is beautiful. This is why most people choose to work and teach in Thailand.

Table 1 Descriptive statistical results

Variable	Characteristics	Frequency	%	Cumulative %
Gender	Male	86	20.8	20.8
	Female	328	79.2	100
Age	18-29 years old	349	84.3	84.3
	30-39 years old	45	10.9	95.2
	40-49 years old	9	2.2	97.3
	50-59 years old	4	1	98.3
	60-69 years old	7	1.7	100
Level of Education	High school	2	0.5	0.5
	Vocational school	9	2.2	2.7
	Bachelor's degree or equivalent	229	55.3	58
	Master degree	159	38.4	96.4
	Above Master degree	15	3.6	100
Marital Status	Married	44	10.6	10.6
	Single	370	89.4	100
Years of Working in Thailand	Less than one year	240	58	58
	1-2 years	97	23.4	81.4
	3-5 years	35	8.5	89.9
	More than 5 years	42	10.1	100
Types of Schools You Work in	Kindergarten	94	22.7	22.7
	Primary school	214	51.7	74.4

Variable	Characteristics	Frequency	%	Cumulative %
	Middle school	49	11.8	86.2
	Public university	35	8.5	94.7
	Private university	22	5.3	100
Monthly Income	Below 10,000 B	22	5.3	5.3
	10,001-20,000 B	250	60.4	65.7
	20,001-30,000 B	80	19.3	85
	30,001-40,000 B	38	9.2	94.2
	40,001-50,000 B	12	2.9	97.1
	above 50,000 B	12	2.9	100
Reasons for Coming to Thailand	Assigned by the government (such as Confucius Schools or Colleges etc.)	170	41.1	41.1
	Personal wishes and need	244	58.9	100

Confirmatory factor analysis

Confirmatory factor analysis (CFA) is a statistical analysis of the results of a questionnaire survey. It tests whether the relationship between latent and observant variables is consistent with the theoretical hypothesis designed by researchers. Confirmatory factor analysis tests whether these items can genuinely reflect the corresponding variables. Here we use Amos 22.0 to do confirmatory factor analysis.

Some scholars think revising the index when MI is higher than 5 is necessary. According to the MI and the new path coefficient, the covariance relationship between error variables e4 and e5 can reduce the chi-square value by at least 137.007, and the estimated parameter change is positive. The fitting results of the first modification are shown in Table 2. The chi-square value of the modified model is 2813.523, χ^2 / DF value is 1.988, RMSEA value is 0.049, less than 0.05; in addition, other fitting indexes, such as IFI, TLI, and CFI are 0.948, 0.946 and 0.948 respectively, which meet the standard of the model. However, GFI is 0.803, and AGFI is only 0.786, less than 0.8, so the second modification is carried out.

Starting from the Initial model Figure 2, after modifying the model again, considering if we draw the covariance between e23 and e24 again seen in Figure 3, the chi-square value can be reduced by at least 97.298, and the chi-square value of the modified model is 2708.278. GFI was 0.811, and AGFI was only 0.794, less than 0.8.

After the third modification, the model's fitness is improved, but the model still needs to be further modified. Since the MI between e52 and e53 is 64.430, we consider drawing the covariance between them seen Figure 4. The chi-square value of the modified model is 2640.235. GFI was 0.815, AGFI was and only 0.798, less than 0.8.

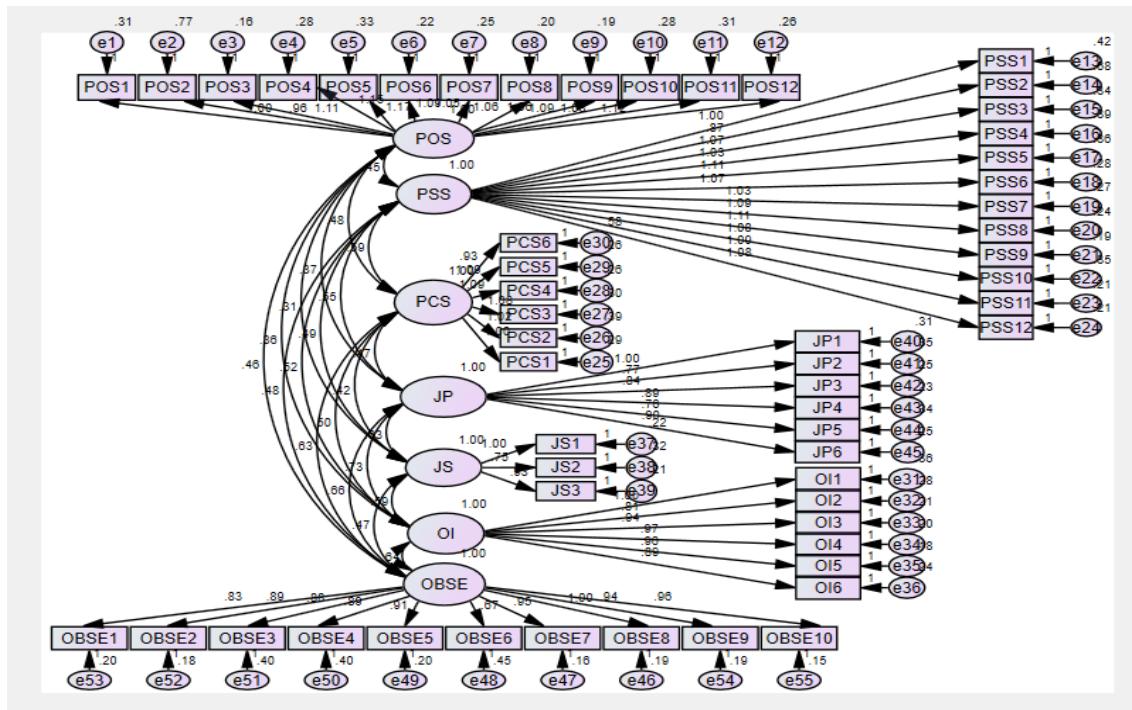


Figure 2 Initial model of confirmatory factor analysis

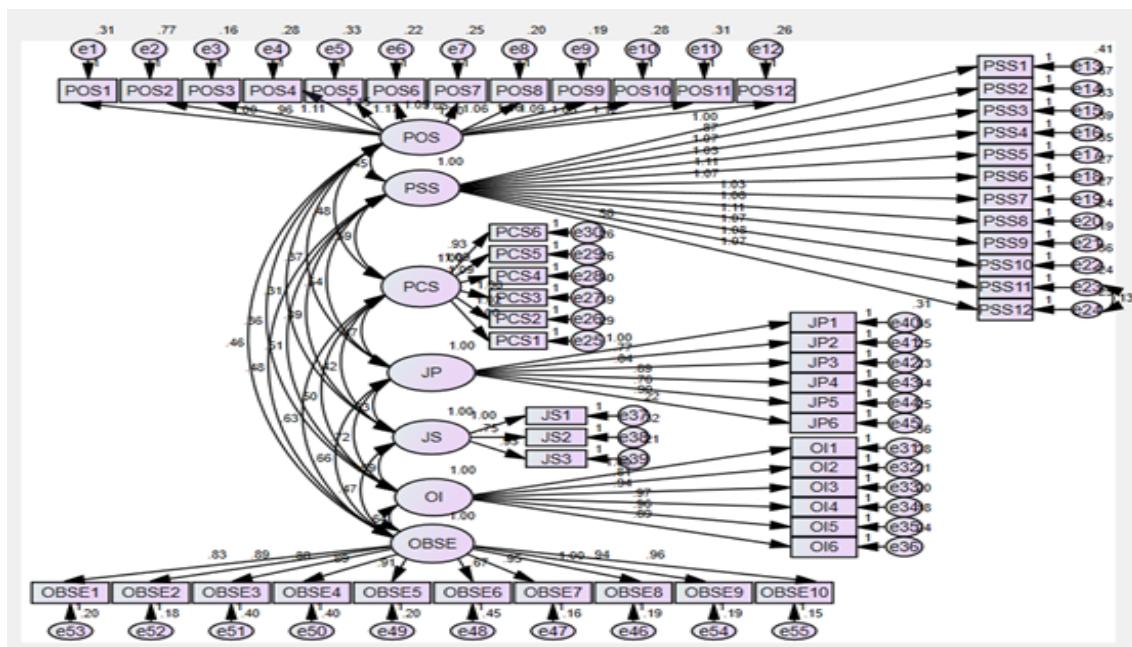


Figure 3 The second modified model of confirmatory factor analysis

After modifying the model for the fourth time, according to MI, we consider adding the covariance path between e20 and e21 seen in Figure 5. The chi-square value of the modified model is 2601.000. GFI is 0.818, and AGFI is only 0.802, more than 0.8. Compared with the initial model, most of the fitting indexes of the modified model are improved. Most of them meet the model fit indexes, which shows that the modified model is acceptable. The model fits well with the sample data, which shows that the modified model is in line with empirical data, and the model structure is reasonable and practical.

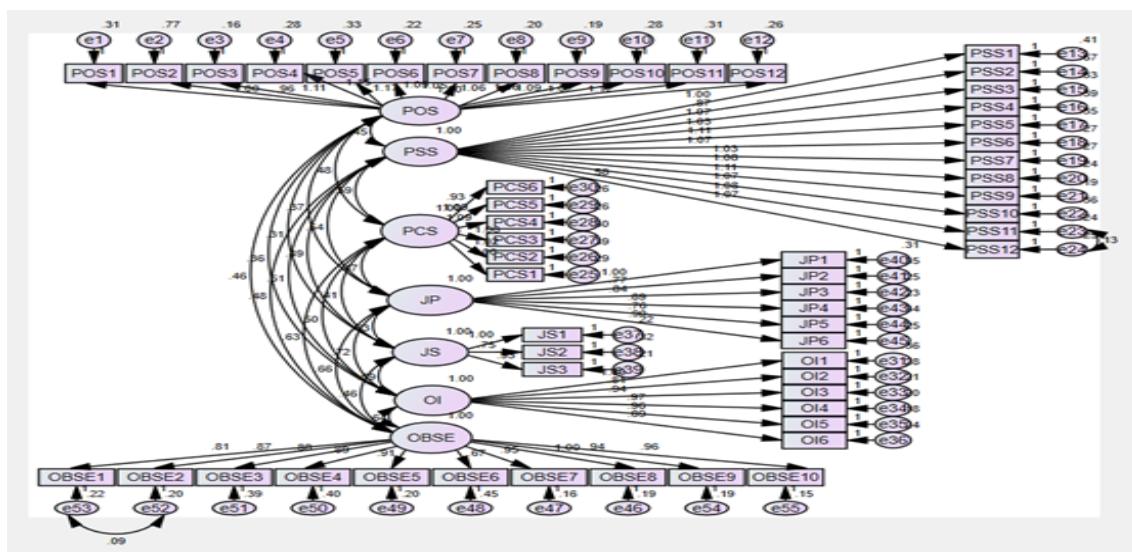


Figure 4 The third modified model of confirmatory factor analysis

Table 2 Goodness of fit statistics

	Chi-square	df	p-value	CMIN/DF	GFI	AGFI	NFI	RFI	IFI	RMSEA
Initial Model	2967.300	1416	0.000	2.096	0.793	0.775	0.896	0.891	0.943	0.052
First Revised	2813.500	1415	0.000	1.988	0.803	0.786	0.901	0.896	0.948	0.049
Second Revised	278.278	1414	0.000	1.915	0.811	0.794	0.905	0.900	0.952	0.047
Third Revised	2640.235	1413	0.000	1.869	0.815	0.798	0.907	0.902	0.955	0.046
Fourth Model	2601.000	1412	0.000	1.840	0.818	0.802	0.908	0.904	0.956	0.045

We can see that all item loadings are higher than 0.5. The AVE of perceived organizational support is 0.799, that of perceived supervisor support is 0.769, that of perceived coworker support is 0.763, that of organization identification is 0.779, that of job satisfaction is 0.753, and that of job performance is 0.717, and that of organization-based self-evaluation is 0.755, both exceeding the standard value of 0.5. It shows that the model has good convergent validity.

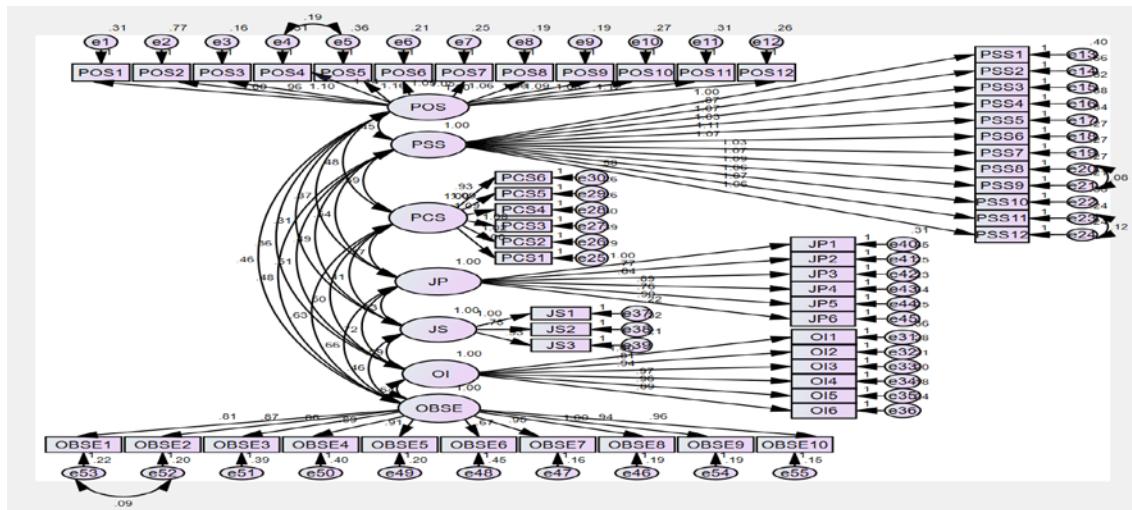


Figure 5 The Fourth modified model of confirmatory factor analysis

Table 3 shows that POS, PSS, PCS, OI, JS, JP, OBSE significantly correlated with each other ($P < 0.01$). The square root of the AVE of each variable is higher than 0.8 while the correlation coefficients are mostly less than 0.7, so they are less than the square root of AVE, which indicates that there is a specific degree of correlation between the latent variables. Also, there is a certain distinction between them, which indicates that the discriminant validity of the scale data is ideal.

Table 3 Discriminant validity results

	POS	PSS	PCS	OI	JS	JP	OBSE
POS	(0.799)						
PSS	0.456***	(0.769)					
PCS	0.47***	0.589***	(0.763)				
OI	0.364 ***	0.515***	0.502***	(0.779)			
JS	0.311 ***	0.492***	0.413***	0.588***	(0.753)		
JP	0.371 ***	0.544***	0.474***	0.724***	0.627***	(0.717)	
OBSE	0.457***	0.478***	0.626***	0.637***	0.461***	0.657***	(0.755)
Square Root of AVE	0.894	0.878	0.873	0.883	0.868	0.847	0.869

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$, the numbers in bracket are AVE

Correlation Analysis

Pearson correlation analysis can be used to measure the correlation between variables. Table 4 shows each variable's mean value, standard, deviation and correlation coefficient. Among the seven variables, they are all significantly and positively correlated with each other, after which the regression analysis is followed.

Table 4 Correlation analysis results

Correlations									
	Mean	SD	POS	PSS	PCS	JP	JS	OI	OBSE
Perceived Organization Support	4.406	1.323	1						
Perceived Supervisor Support	4.862	1.152	0.500**	1					
Perceived Coworker Support	4.962	1.145	0.522**	0.597**	1				
Job Performance	3.753	0.647	0.408**	0.489**	0.421**	1			
Job Satisfaction	3.444	0.749	0.306**	0.428**	0.353**	0.385**	1		
Organization Identification	3.768	0.719	0.396**	0.468**	0.455**	0.498**	0.376**	1	
Organization-based Self-esteem	3.693	0.799	0.501**	0.446**	0.609**	0.496**	0.292**	0.484**	1

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

Hypothesis testing

In this chapter, we will test the hypotheses mentioned in the preceding chapters using Structural Equation Modelling (SEM).

In this part, we use structural equation model analysis to test and analyze the theoretical model and its related hypotheses. The structural equation model (SEM) is a confirmatory analysis method. It can identify, estimate and verify various causal models by constructing a hypothesis model graph under the guidance of theory. It is an essential statistical method for quantitative research in contemporary behavior and society. This method is based on factor analysis and path analysis and can test the model with observant variables, latent variables, and interference or error variables at the same time. The statistical results of the structural equation model can obtain the direct, indirect, or total effects of independent variables on dependent variables. Many potential variables are in the research model constructed in this study, and multi-level variable relationships need to be tested. Using the structural equation model, we can directly test the hypothesis of the relationship between variables.

Among the hypotheses, we will test H1, H2, H3, H4, H5, and H6 by observing the path coefficients and test H7, H8, and H9, the mediation effect using bootstrapping technique applied in AMOS 22.0. The last one is to test H10, the moderation effect using SPSS (PROCESS by Andrew F. Hayes).

Regression analysis

The results of the structural equation model, from Figure 6, show that between latent variables and the relationship between latent variables and observant variables can be well revealed by the path coefficient or loading coefficient and the significance of the P-value to verify the research hypothesis of the theoretical model. According to the results of the structural equation model and Table 6, perceived organization support, supervisor support, and coworker support significantly and positively affected organization identification, among which perceived coworker support had a more significant effect on organization identification ($\beta=0.264$, $p<0.01$). In contrast, perceived organizational support has a minor effect on organization identification ($\beta=0.147$, $P<0.05$). Perceived organization support and perceived

supervisor support positively affected job performance, while perceived organization support had a more significant effect on job performance ($\beta=0.126$, $P<0.05$). Perceived coworker support insignificantly affected job performance ($\beta=0.058$, $P=0.332$), so we reject the H3a. Perceived supervisor support significantly and positively affected Job Satisfaction ($\beta=0.28$, $P<0.01$), while perceived organization support and perceived coworker support insignificantly affected job satisfaction ($P=0.245$ and $P=0.316$), so we reject the H1b and H3b. Organizational identification significantly affects job performance and satisfaction while having a more significant effect on job performance ($\beta=0.341$, $P<0.01$). According to Table 5 for the model fit results, χ^2 / DF is 1.812, RMSEA is 0.044, GFI 0.847, IFI 0.967, CFI 0.967, TLI 0.964 and AGFI 0.829, which means the suitable model fit with acceptable indexes. The hypothesis test for H1a – H7b is shown in Table 7.

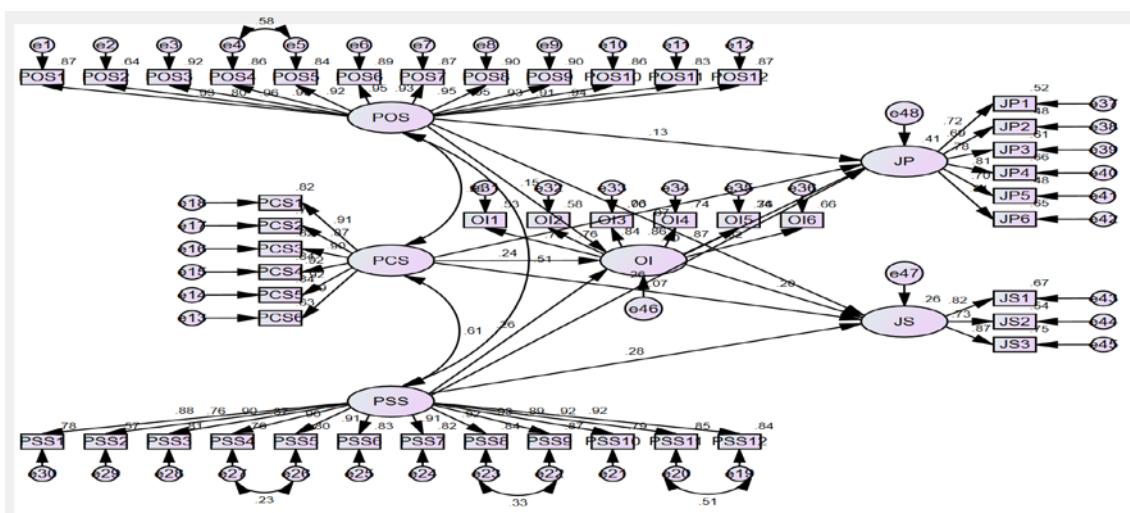


Figure 6 Path analysis model

Table 5 Path model fit index

Fit Index	X²/df	RMSEA	GFI	IFI	CFI	TLI	AGFI
Ideal Value	<5	<0.08	>0.9	>0.9	>0.9	>0.9	>0.9
Model Index	1.812	0.044	0.847	0.967	0.967	0.964	0.829

Ideal value source: (Hair et al., 2010), (Forza & Filippini, 1998) and (Greenspoon & Saklofske, 1998)

Table 6 Significance testing results of the structural model path coefficients

Path			Estimate	S.E.	P
OI	<--	POS	0.147	0.026	0.007
OI	<--	PCS	0.235	0.04	***
OI	<--	PSS	0.264	0.033	***
JP	<--	OI	0.341	0.052	***
JS	<--	OI	0.204	0.068	***
JP	<--	POS	0.126	0.023	0.018
JP	<--	PCS	0.058	0.035	0.332
JS	<--	PCS	0.067	0.048	0.316
JP	<--	PSS	0.265	0.03	***
JS	<--	POS	0.069	0.031	0.245
JS	<--	PSS	0.28	0.041	***

Table 7 Regression analysis results

Hypothesis	Hypothesis description	Results
H1a	The perceived organizational support will positively influence job performance.	Supported
H1b	The perceived organizational support will positively influence job satisfaction.	Rejected
H2a	The perceived supervisor support will positively influence job performance.	Supported
H2b	The perceived supervisor support will positively influence job satisfaction.	Supported
H3a	The perceived coworker support will positively influence job performance.	Rejected
H3b	The perceived coworker support will positively influence job satisfaction.	Rejected
H4	The perceived organizational support will positively influence the organization's identification.	Supported
H5	The perceived supervisor support will positively influence the organization's identification.	Supported
H6	The perceived coworker support will positively influence the organization's identification.	Supported
H7a	The organization's identification will positively influence job performance.	Supported
H7b	The organization's identification will positively influence job satisfaction.	Supported

Mediation testing analysis

Extensive research papers and results about methodological research encourage the use of the bootstrap method for examining indirect effects (MacKinnon et al., 2004); Preacher & Hayes, 2004); (Preacher et al., 2007). Bootstrapping is a non-parametric resampling method than can estimate and test the effects making no distributional assumptions about the sample statistic and observations (Hayes, 2009); (Preacher et al., 2007); (Shrout & Bolger, 2002).

Testing the mediation effect using some SEM software, particularly Amos (Arbuckle, 2009), is easy. The Amos output can give the upper and lower bounds for a confidence interval of any level specified by the researchers (e.g., 95%) based on 2000 bootstrap resampling, and an exact p-value to test the indirect effect against zero. That means the upper and lower bounds do not contain zero, which will prove it has a significant effect.

The bias-corrected bootstrap test used for mediation tests performs exceptionally well by many researchers (MacKinnon et al., 2004). For example, among the various mediation tests investigated by (Fritz & MacKinnon, 2007), the bias-corrected bootstrap was consistently the most powerful. Some researchers think that among the currently available mediation tests, the bias-corrected bootstrap should be given the first choice (Shrout & Bolger, 2002).

From Table 8, after 2000 bootstrap resampling with a 95% confidence interval, from the lower bound to the upper bound, it does not contain zero, it indicates that the total effect of POS on JP is significant positive ($\beta=0.176$); for the direct effect of POS on JP, from the lower bound (0.023) to the upper bound (0.229), it does not contain zero, and it indicates that the direct effect of POS on JP is significantly positive ($\beta=0.126$); for the indirect effect of POS on JP, controlling for OI, from the lower bound (0.014) to the upper bound (0.096), it does not contain zero, it indicates that the indirect effect of POS on JP is significantly positive ($\beta=0.050$). Therefore, because of the mediator, organization identification causes the effect reduction of the effect of POS on JP (0.126 decreased to 0.050). To sum up, organization identification partially mediates the effect of POS on JP.

Table 8 Mediating test result on

Path	Effect	SE	Bias-corrected 95%CI	
			Lower	Upper
Total Effect POS→JP	0.176	0.055	0.069	0.285
Direct Effect POS→JP	0.126	0.053	0.023	0.229
Indirect Effect POS→OI→JP	0.050	0.020	0.014	0.096

To conclude the mediation hypotheses results in this part, please see Table 9.

Table 9 Mediation affect results

Hypothesis	Hypothesis description	Results
H8a	The organization identification will mediate the relationship between perceived support and job performance.	partial mediation
H8b	The organization identification will mediate the relationship between perceived organizational support and job satisfaction.	full mediation
H9a	Organizational identification will mediate the relationship between perceived supervisor support and job performance.	partial mediation
H9b	The organization identification will mediate the relationship between perceived supervisor support and job satisfaction.	partial mediation
H10a	Organizational identification will mediate the relationship between perceived coworker support and job performance.	full mediation
H10b	Organizational identification will mediate the relationship between perceived coworker support and job satisfaction.	full mediation

Table 10 Moderating effect of OBSE on the relationship between POS and JP

	Model1		Model2	
	B	t	β	t
POS	0.212	4.390***	0.209	4.414***
OBSE	0.390	8.067***	0.464	9.198***
POS*OBSE			0.189	4.261***
R Square	0.280		0.311	
F	79.964***		61.585***	

Note: POS means perceived organization support, JP means job performance and OBSE means organization-based Self-esteem. *P<0.05 , **P<0.01 , ***P<0.001

Moderation testing analysis

It can be seen from Table 10 that POS has a significant positive effect on JP ($\beta = 0.212$, $P < 0.001$), and OBSE also has a significant positive effect on JP ($\beta = 0.390$, $P < 0.001$), which further reflects the robustness of the research hypothesis. At the same time, after adding the moderating variable of OBSE, the multiplied variable of POS and OBSE still had a significant positive effect on JP ($\beta = 0.189$, $P < 0.001$), and r-square also had a significant increase

(0.311>0.280). These results indicate that OBSE can moderate the relationship between POS and JP, and H11a is supported.

This shows that OBSE can play a moderation role between POS and JP. In other words, Chinese teachers with different levels of OBSE have different degrees of impact on JP. This shows that a certain OBSE can improve or reduce the impact of POS on JP and provide ideas and references for educators or schools to provide intervention measures to improve the degree of OBSE.

In the same way as analyses, the hypothesis H11 – H13b were shown in Table 11

Table 11 Moderation affect results

Hypothesis	Hypothesis description	Results
H11	The OBSE will moderate the relationship between POS and work outcomes	Supported
H11a	The OBSE will moderate the relationship between POS and JP	Supported
H11b	The OBSE will moderate the relationship between POS and JS	Supported
H12	The OBSE will moderate the relationship between PSS and work outcomes	Supported
H12a	The OBSE will moderate the relationship between PSS and JP	Supported
H12b	The OBSE will moderate the relationship between PSS and JS	Supported
H13	The OBSE will moderate the relationship between PCS and work outcomes	Supported
H13a	The OBSE will moderate the relationship between PCS and JP	Supported
H13b	The OBSE will moderate the relationship between PCS and JS	Rejected

Note: OBSE means organization-based Self-esteem, POS means perceived organization support, PSS means perceived supervisor support, PCS means perceived coworker support, JS means job satisfaction, and JP means job performance.

Discussion

The hypotheses of perceived coworker support on job satisfaction and performance are rejected. Moreover it could be confirmed based on this study that the second objective of whether the perceived coworker support has the same effect as the other supports is rejected. However, much research indicates that perceived coworker support significantly impacts job performance favorably. This study demonstrated that instructors are responsible for their curriculum, instruction, and student supervision. Even while interacting with one another, they do not do so as frequently as other local teachers. As foreigners and foreign language teachers, Chinese teachers naturally speak less with other teachers and experience less colleague support.

This may also help explain why the influence of perceived coworker support on job performance is unjustifiable.

The hypotheses of perceived organizational support on job satisfaction have no significant positive effect and are also rejected. Although many instructors have made it apparent that the school cares about them, it is discovered that, in many cases, this has increased both their work satisfaction and their contentment with the school in general. However, other factors that can enhance the teachers' satisfaction, such as the enhancement of salary and other benefits, the enhancement of students' linguistic skills, etc., are more significant in enhancing their job satisfaction than the support provided by the school. As a result, study area will be focused further in the future and investigate additional variables that influence Chinese teachers' work happiness.

According to our data, the path of the perceived supervisor support on job performance is verified, which shows that perceived supervisor support has a significant positive impact on JP and accepts H2a. According to the social exchange theory and the principle of reciprocity, when teachers get support and help from their supervisors, they will have a "sense of debt," in order to reduce it, they will work hard to repay their supervisors (Gülbahar, 2020). For economic purposes, Chinese teachers will have stronger motivation to work hard to improve their performance in order to get material rewards from their supervisors; for social purposes, when supervisors provide more support to their subordinates, teachers will have a strong sense of obligation to repay their supervisors, which also helps to improve their performance (Tevfik et al., 2017). H2b is accepted. The empirical research on the relationship between perceived supervisor support and job satisfaction proves that due to the interference of other factors or the direct influence on it, the positive influence of perceived supervisor support on job satisfaction always exists. In order to improve job satisfaction in the education area, we can give full play to the role of supervisors. According to the research from (Uzun, 2018), he pointed out that a high level of supervisor support can cushion the negative impact of high-stress work on job satisfaction and job burnout.

H4 is accepted. The result confirms that the satisfaction of employees' social-emotional needs expressed by perceived organizational support will increase employees' emotional commitment to the organization. It also proves that a certain degree of organizational support can stimulate employees' organizational commitment to the same degree (Bishop et al., 2005). According to the self-present theory, when employees perceive the organization's support, they will work hard to prove that the help and support provided by the organization are worth it, and then they are more willing to make more contributions to the organization (Thibaul & Walker, 1993).

H5 is accepted. Perceived supervisor support directly affects organization identification (Benkhoff, 1997). When employees perceive higher supervisor support, they may think that the organization supports and cares for their well-being through their supervisors, and they will also have a sense of dependence and belonging to the organization. As internal customers of the organization, employees or teachers feel the sense of organizational support, and more

directly feel the leadership and support from supervisors. Supervisors are closer to employees than organizations and have a more significant impact on employees than organizations far away from employees. In order to maintain a good relationship with the supervisor, the employee will work hard in the organization as much as possible when the supervisor and the employee form a good relationship (Dukerich et al., 2002). H7b is accepted. Because organization identification means that individuals and organizations have the same values, and individuals have emotional belonging to the organization. According to the social identity theory, when teachers recognize the school, they will regard the goals and values of the school and teaching as their own goals and values to consciously guide their psychological efforts toward these goals and put them into practice to obtain the satisfaction with occupation and their schools (Gümüş et al., 2012). Many studies have explained the positive impact of organization identification on job satisfaction. For example, the positive correlation between teachers' organization identification and job satisfaction (Dick, 2007).

Conclusion

The conclusions are as follows. First, from the results of the study, perceived organizational support has a significantly positive impact on job outcomes, among which it has a significant positive impact on job performance but has no significant impact on job satisfaction. This shows that the improvement of Chinese teachers, especially overseas Chinese teachers' work performance, cannot be separated from the support and help the organization gives you.

Second, among the influences of perceived organizational support, perceived supervisor support, and perceived coworker support on work outcomes, perceived supervisor support has the most significant impact on work performance and job satisfaction. When they need organizational support, the supervisor, as the direct leader of the teacher, can give direct and strong help to the subordinates and help the Chinese teacher to work and live better.

Third, from the research results, organization identification plays a mediating role in the effect of perceived organizational support, supervisor support and coworker support on job satisfaction and performance. Among them, organization identification plays a mediating role in the relationship between perceived organizational support and job performance, perceived supervisor support and job performance as well as perceived supervisor support and job satisfaction. Organization identification largely mediates the relationship between perceived organization support and job satisfaction, perceived coworker support and job performance and perceived coworker support and job satisfaction.

Fourth, from the above results, organization-based self-esteem moderates the impact of perceived organizational support on work outcomes. However, organization-based self-esteem did not mediate the relationship between perceived coworker support and job satisfaction. Therefore, when Chinese teachers have high organization-based self-esteem, it can improve the influence of perceived organizational support, supervisor support, and coworker support on job performance and satisfaction. On the contrary, when teachers have low organization-based

self-esteem, it will affect the influence of perceived organizational support, supervisor support, and coworker support on job performance and satisfaction.

Limitations

This paper has two limitations which are worth more discussions and mentions. First, the research was only carried out from the a quantitative study to know whether there are effects on teachers' work outcomes. As for the deeper reasons, those problems need to be talked about from a qualitative perspective. Second, the research background of this paper is limited to Thai schools, and the respondents are just Chinese teachers in Thailand. In the future study, it could include all Chinese teachers to know the overall situation of Chinese teaching in Thailand.

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