The Mediation Effects of Job Performance and Occupational Stress on the Relationship Between Professional Identity and Occupational Well-Being of Teachers in Normal Universities and Colleges in Anyang City, Henan Province

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Abstract

Background

The rapid growth of China's higher education sector, particularly in Anyang City, has led to increased pressures on university educators, contributing to significant occupational stress and burnout. Despite extensive research on the well-being of primary and secondary teachers, studies focusing on university educators remain limited. This study addresses the gap by investigating the mediating effect of professional identity on occupational well-being in university settings. Understanding this relationship is crucial for developing strategies to enhance educators' professional experience, reduce stress, and ultimately improve the overall quality of education in higher institutions.

The aims of this research were: (1) to study the components of professional identity, occupational Well-being, job performance, and occupational stress of teachers in normal universities and colleges in Anyang City, Henan province, (2) to develop a model for professional identity, occupational Well-being, job performance, occupational stress of teachers in normal universities and colleges in Anyang city, Henan province, and (3) to verify the effect of mediating effects on the relationship between professional identity and occupational Well-being of teachers in normal universities and colleges in Anyang city.

The research methodology in this study was a quantitative survey research method was employed in this research. The population were teachers who were teaching in universities and colleges in Anyang City, Henan. The samples were randomly selected from the population by using the proportional stratification random sampling method. The G*power software was used to calculate the sample size, 455 samples were selected. The 5-point Likert's rating scale questionnaires were developed for data collection. Data analysis was descriptive statistics to describe the characteristics of samples, The Confirmatory Factor Analysis (CFA) was used as a measurement analysis model, and the Structural Equation Model (SEM) for hypothesis testing.

Research findings were (1) there were 4 components, named professional identity, occupational Well-being, job performance, and occupational stress were adequate components in the research of teachers in normal universities and colleges in Anyang City, Henan province that fit the empirical data. (2) The development measurement model for professional identity, occupational Well-being, job performance, and occupational stress was a good fit for empirical data. (3) Occupational stress on the relationship between professional identity and well-being, but job performance did not have a mediating effect.

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Keywords: Professional Identity; Occupational Well-being; Job performance; Occupational stress; Mediation effect.

Introduction

In recent decades, China's higher education sector has experienced significant growth, with enrolment rates now at 59.6% (Cao, Jian et al., 2023) While this expansion reflects progress, it has also created substantial pressures for university educators, leading to unprecedented levels of occupational stress and burnout. Minister of Education Chen Baosheng has highlighted the urgent need to enhance teachers' occupational well-being (Chen, Baosheng, 2019).

Despite extensive research on the well-being of primary and secondary teachers, studies focusing on university educators are scarce. A CNKI search shows only 52 references on university teachers' well-being out of 1,278 on the topic overall. Current research often examines demographics and traits affecting teachers' well-being (Pei, Miao & Li, Xiaoyan, 2015), yet comprehensive studies on professional identity, occupational stress, job performance, and well-being in university settings are limited.

In Anyang City, the education sector has similarly advanced, with the number of higher education institutions increasing from 6 to 7 between 2017 and 2022, and enrolment rising from 83,951 to 138,516 (Anyang Municipal Bureau of Statistics, 2023) Given these challenges, investigating the mediating effect of professional identity on university teachers' occupational well-being is vital for enhancing their professional experience and overall educational quality in Anyang.

Conclude the research problems

Studying the mediation effects of job performance and occupational stress on the relationship between professional identity and well-being is vital because it helps us understand how these factors impact teachers' overall satisfaction and effectiveness. Identifying how stress and performance affect well-being can guide interventions to support teachers, reduce stress, and improve job satisfaction, ultimately benefiting both educators and students. This research is especially important in the context of Anyang City, Henan Province, where local educational dynamics may shape these relationships.

Reason for presenting this paper

The important of this study was to enhance our understanding of the relationships between professional identity, job performance, occupational stress, and well-being among teachers. Sharing these insights can help educators and administrators develop effective strategies to improve teacher support and job satisfaction. Additionally, the findings can inform local and regional policy decisions, promoting healthier work environments. Ultimately, this presentation fosters collaboration and dialogue among scholars and practitioners to address educational challenges, especially in Anyang City, Henan Province.

Research Objectives

1. To study the components of professional identity, occupational Well-being, job performance, and occupational stress of teachers in normal universities and colleges in Anyang city, Henan province.

2. To development Structural Equation Model (SEM) for professional identity, job performance, and occupational stress on the occupational Well-being of teachers in normal universities and colleges in Anyang city, Henan province.

3. To study the mediation effects of job performance and occupational stress on the relationship between professional identity and occupational Well-being of teachers in normal universities and colleges in Anyang city, Henan province.

Research Hypothesis

Hypothesis 1: The professional identity factor had direct effect on occupational Well-being.

Hypothesis 2: The professional identity factor had direct effect on job performance.

Hypothesis 3 : The professional identity factor had potential direct effect on occupational stress.

Hypothesis 4 :The job performance factor direct effect on occupational Well-being.

Hypothesis 5: The occupational stress factor had direct effect on occupational Well-being.

Hypothesis 6: The occupational stress factor had direct effect on job performance.

Hypothesis 7: The professional identity factors had indirect effect on occupational Well-being via job performance.

Hypothesis 8: The professional identity factors had indirect effect on occupational Well-being via occupational stress.

Hypothesis 9: The professional identity factors had indirect effect on occupational Well-being via the effect of occupational stress and job performance.

Literature Review

Professional Identity in Education

Professional identity is a critical construct in the field of education, influencing teachers' motivation, engagement, and effectiveness. According to Beijaard, Meijer, and Verloop (2004), a strong professional identity is linked to greater job satisfaction and commitment among educators. Teachers who possess a clear professional identity are more likely to engage in reflective practices, enhancing their teaching quality (Zembylas, M. , 2003).

Job Performance

Job performance among teachers is often associated with their ability to meet educational goals and contribute positively to student learning outcomes. Research by (Campbell, J. P., 1990) suggests that job performance is multidimensional, encompassing aspects such as teaching effectiveness, classroom management, and student interaction. High levels of job performance not only benefit students but also contribute to teachers’ self-efficacy and professional growth (Tschannen-Moran, M., & Hoy, A. W., 2001).

Occupational Stress

Occupational stress is a prevalent issue in the teaching profession, often arising from factors such as workload, student behavior, and administrative demands (Skaalvik, E. M., & Skaalvik, S. , 2015). Studies have shown that high levels of occupational stress can negatively impact teachers' job performance and overall well-being, leading to burnout and decreased job satisfaction (Brouwers, A., & Tomic, W. , 2000). This highlights the importance of addressing stressors within the educational environment to foster better outcomes for teachers.

Occupational Well-Being

Occupational well-being encompasses emotional, psychological, and social aspects of a teacher's work life. Research indicates that well-being is linked to various factors, including professional identity and job performance (Diener, E., Oishi, S., & Lucas, R. E. , 2009). Teachers who experience high levels of well-being are more likely to exhibit positive attitudes toward their work, leading to improved teaching practices and student outcomes (Seligman, M. E. P. , 2011).

Mediation Effects

The mediation effects of job performance and occupational stress in the relationship between professional identity and occupational well-being are significant yet underexplored. Previous studies have suggested that job performance may mediate the relationship between professional identity and well-being, as teachers with a strong professional identity are likely to perform better, enhancing their well-being (Kirk, S., & Sang, K. J. , 2013). Additionally, occupational stress may serve as a mediator, where increased stress can diminish both job performance and well-being, regardless of professional identity (Salanova, M., et.al, 2010).

Research Methodology

This research employed the quantitative survey research method with the cross-sectional data sample survey. The population of this research were 3,966 teachers from normal universities and colleges in Anyang City, Henan province. Sample were selected by using the proportional stratified random sampling, and samples size were 455 teachers. Sample size was calculated through G*power.

The data collection was conducted through online distribution of questionnaires. 455 questionnaires were distributed to target teachers through the online platform Questionnaire Star, and a total of 455 valid questionnaires were collected.

The data analysis were descriptive statistics to describe the sample characteristics, Factor analysis Model (CFA) for measurement model of latent variables, and Structural Equation Model (SEM) for hypothesis testing.

Research Conceptual Framework

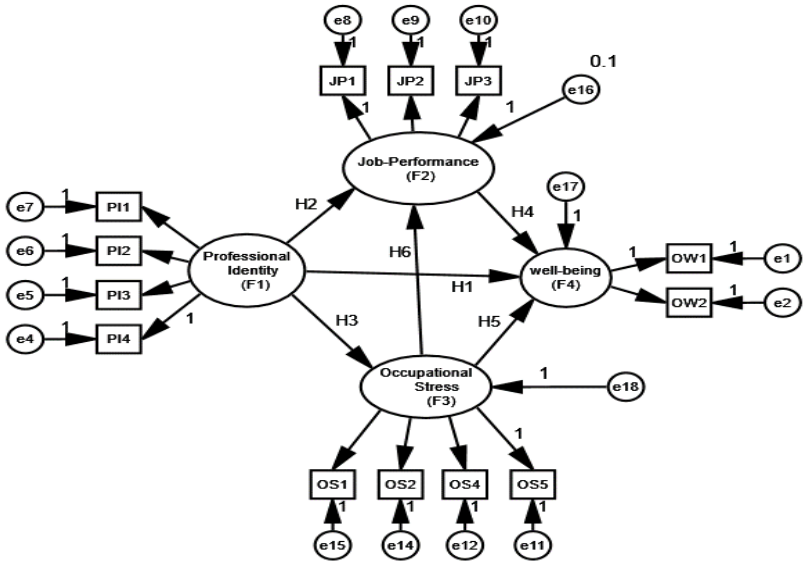

Figure 1: Conceptual framework of research

The dependent variable in this research was teachers' Occupational Well-being, which included 2 observed variables: Professional identity, Organizational Environment Comfort (WeiShuhua, 2008).The independent variable in this research was Professional Identity, which included 4 observed variables: Role values, Professional behavioural tendencies, Professional values, Sense of professional belonging (GeXiping, 2010).The mediator variables in this research were Job Performance and Occupational Stress. Job Performance included 3 observed variables: Research performance, Teaching performance, Educational performance; Occupational Stress included 5 observed variables (Nana, 2021): Workload, Interpersonal relationship, Career development, Management evaluation and hiring, Role conflict (PanPing, 2019).

Research Results

1. There were 4 components, named professional identity, occupational Well-being, job performance, and occupational stress were adequate component in research of teachers in normal universities and colleges in Anyang city, Henan province.

1.1 Intercorrelation between observed Variables analysis

Table 1 Intercorrelation between observed variables in CFA model

	OW1	OW2	JP1	JP2	JP3	PI1	PI2	PI3	PI4	OS1	OS2	OS3	OS4	OS5
OW1	—													
OW2	0.899 ***	—												
JP1	0.807 ***	0.859 ***	—											
JP2	0.884 ***	0.857 ***	0.798 ***	—										
JP3	0.885 ***	0.843 ***	0.775 ***	0.907 ***	—									
PI1	0.914 ***	0.899 ***	0.807 ***	0.898 ***	0.900 ***	—								
PI2	0.884 ***	0.854 ***	0.781 ***	0.901 ***	0.921 ***	0.907 ***	—							
PI3	0.895 ***	0.875 ***	0.775 ***	0.891 ***	0.907 ***	0.918 ***	0.921 ***	—						
PI4	0.854 ***	0.884 ***	0.823 ***	0.839 ***	0.829 ***	0.878 ***	0.843 ***	0.852 ***	—					
OS1	0.725 ***	0.735 ***	0.751 ***	0.747 ***	0.743 ***	0.745 ***	0.741 ***	0.736 ***	0.806 ***	—				
OS2	0.504 ***	0.567 ***	0.651 ***	0.493 ***	0.474 ***	0.519 ***	0.486 ***	0.496 ***	0.617 ***	0.778 ***	—			
OS3	-0.170 ***	-0.267 ***	-0.301 ***	-0.173 ***	-0.116 *	-0.170 ***	-0.101 *	-0.132 **	-0.216 ***	-0.109 *	-0.181 ***	—		
OS4	0.607 ***	0.627 ***	0.665 ***	0.639 ***	0.640 ***	0.638 ***	0.635 ***	0.633 ***	0.689 ***	0.868 ***	0.853 ***	-0.041	—	
OS5	0.567 ***	0.613 ***	0.674 ***	0.577 ***	0.563 ***	0.583 ***	0.563 ***	0.558 ***	0.662 ***	0.841 ***	0.886 ***	-0.157 ***	0.897 ***	—

Note: *** $p < .001$, * $p < .05$

Data analysis in table 1 showed the correlation matrix demonstrated that most variables exhibited strong positive relationships with one another.

1.2 CFA Model analysis

CFA model fit evaluation

Table 2 CFA Model fit evaluation

Measure	Estimate	Threshold	Interpretation
CMIN	717.689	--	--
DF	59	--	--
CMIN/DF	12.051	< 5	Acceptable
CFI	.934	>0.9	Acceptable
RMR	0.074	<0.08	Good

The model fit indices presented mixed results. The Chi-Square (CMIN) was 711.689 with 59 degrees of freedom, yielding a CMIN/DF ratio of 12.051, which exceeds the acceptable threshold of 5. However, this test is sensitive to sample size, as small deviations can produce significant results in large samples. The Comparative Fit Index (CFI) was 0.934, indicating a reasonable fit, while the Root Mean Square Residual (RMR) was 0.074, meeting the good fit criterion of less than 0.08. Overall, the measurement model for professional identity, occupational well-being, job performance, and occupational stress demonstrated a good fit with the empirical data.

2. The development measurement model for professional identity, occupational Well-being, job performance, and occupational stress were good fit to empirical data.

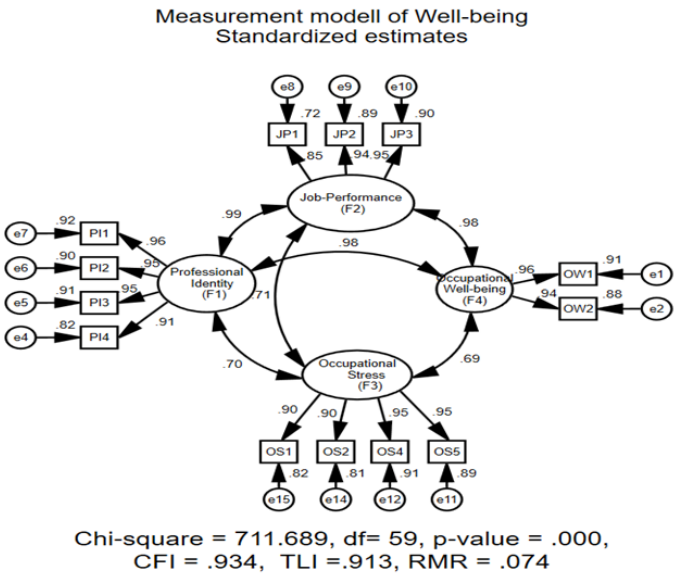

Figure 2 The Measurement Model of Four Latent Variables and Their intercorrelation in Standardized Format, and The Model Fit Index.

2.1 Assumption check for multivariate normality in CFA.

The Mardia's coefficient is a key metric for assessing the assumption of multivariate normality in Confirmatory Factor Analysis (CFA).

Table 3 Mardia's coefficient multivariate testing

	Coefficient	z	χ^2	df	p
Skewness	40.7	-	3179	560	< .001
Kurtosis	300.8	39.3	-	-	< .001

The kurtosis coefficient of 300.8 indicates a significant deviation from normality, suggesting heavy tails or outliers in the data distribution. A z-value of 39.3 reflects a strong deviation from normality, with a p-value of < .001 confirming the statistical significance of this kurtosis. Both Mardia's skewness and kurtosis coefficients indicate that the data significantly deviates from a multivariate normal distribution, which may imply skewness and/or outliers. This is important for selecting appropriate statistical methods, leading the researcher to use the Robustness method for parameter estimation to address potential multivariate normality issues.

2.2 SEM analysis

Model Fit

The model had a Chi-square value of 817.945 with a p-value of 0.000, indicating a significant difference between the model and the data. However, this test is sensitive to sample size, meaning small deviations can yield significant results in larger samples, making the Chi-square value alone an unreliable fit indicator. The CFI (Comparative Fit Index) was 0.924 and the TLI (Tucker-Lewis Index) was 0.901, both above 0.90, suggesting a good fit and substantial variance explained by the model. The IFI (Incremental Fit Index) also confirmed a satisfactory fit at 0.924. Lastly, the RMR (Root Mean Square Residual) was 0.078, indicating an acceptable fit with small residuals.

Significance of Path Coefficients:

Professional Identity (F1) to Occupational Well-being (F4): The path coefficient was 0.95, indicating that professional identity had a significant positive impact on occupational well-being. Occupational Stress (F3) to Occupational Well-being (F4): The path coefficient was 0.83, indicating a significant negative impact of occupational stress on occupational well-being. Job Performance (F2) to Occupational Well-being (F4): The path coefficient was 0.21, suggesting a moderate positive impact of job performance on occupational well-being. These significant path coefficients indicated that the relationships between these variables were statistically important, supporting the theoretical framework of the model.

3. Occupational stress had mediating effect on the relationship of professional identity and well-being, but job performance did not have mediating effect.

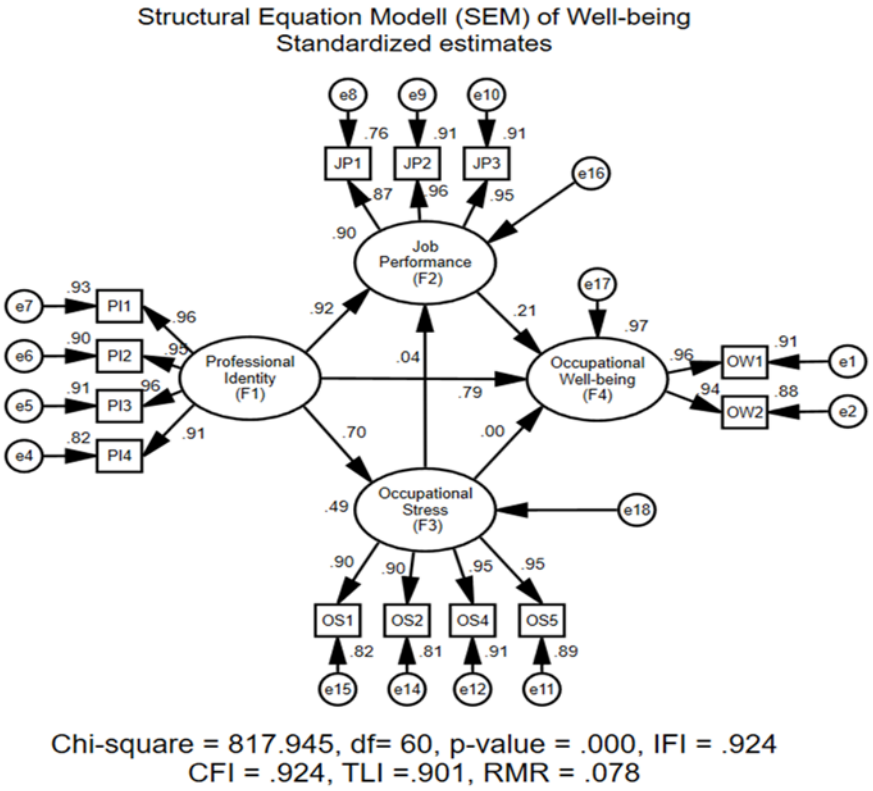

Figure 3 The Measurement Model of Four Latent Variables in Standardized Format, and The Model Fit Index.

While the chi-square statistic suggested a significant deviation from a perfect fit, the other indices (IFI, CFI, TLI, and RMR) indicated that the model had an overall good fit, therefore, the model was considered to have adequately represented the data.

3.1 Hypothesis testing of direct effects

Table 4 Hypothesis testing of direct effects

Effects			Estimate	Beta	S.E.	C.R.	P	Label
F4	<---	F1	0.83	0.789	0.068	12.261	***	H1
F2	<---	F1	0.952	0.916	0.041	23.003	***	H2
F3	<---	F1	0.778	0.701	0.043	17.983	***	H3
F4	<---	F2	0.209	0.206	0.062	3.359	***	H4
F4	<---	F3	-0.005	-0.005	0.021	-0.219	0.827	H5
F2	<---	F3	0.042	0.045	0.026	1.618	0.106	H6
Chi- square=817.945, df=60, IFI=.924, CFI=.924,TLI=.901, RMR=.078								

Note: F1=Professional identity, F2= Job performance, F3=Occupational stress, and F4= Occupational well-being

H1: The effect of Professional Identity (F1) on Occupational Well-being (F4) was estimated at 0.83, with a standardized coefficient (Beta) of 0.789. This indicates that higher Professional Identity levels significantly enhance Occupational Well-being, as shown by a critical ratio of 12.261 and a p-value less than 0.001, suggesting stronger Professional Identity leads to greater occupational well-being.

H2: The effect of Professional Identity (F1) on Job Performance (F2) was estimated at 0.952, with a Beta of 0.916. This indicates that higher Professional Identity is associated with marked improvements in Job Performance. A critical ratio of 23.003 and a p-value below 0.001 confirm the statistical significance, suggesting that a well-developed Professional Identity leads to significantly higher job performance levels.

H3: The effect of Professional Identity (F1) on Occupational Stress (F3) was estimated at 0.778 with a Beta of 0.701. This indicated that higher Professional Identity was associated with increased Occupational Stress. The strong significance of this effect was supported by a critical ratio of 17.983 and a p-value less than 0.001, suggesting that individuals with a strong Professional Identity experienced higher level of stress in their occupations.

H4: The effect of Job Performance (F2) on Occupational Well-being (F4) was estimated at 0.209 with a Beta of 0.206. This relationship showed that improvements in Job Performance led to better Occupational Well-being. The effect was statistically significant, as evidenced by a critical ratio of 3.359 and a p-value less than 0.001, demonstrating that better job performance contributed to enhanced well-being at work.

H5: The effect of Occupational Stress (F3) on Occupational Well-being (F4) was estimated at -0.005 with a Beta of -0.005. This suggested that Occupational Stress had little to no impact on Occupational Well-being. The relationship was not statistically significant, as shown by a critical ratio of -0.219 and a high p-value of 0.827, indicating that Occupational Stress did not meaningfully affect well-being at work.

H6: The effect of Occupational Stress (F3) on Job Performance (F2) was estimated at 0.042 with a Beta of 0.045. The critical ratio was 1.618, and the p-value was 0.106, indicating that this relationship was not statistically significant. Thus, Occupational Stress did not significantly impact Job Performance, suggesting that variations in stress levels had minimal effect on job performance outcomes.

3.2 Hypothesis testing of indirect effects

Table 5 Hypothesis testing of indirect effects

Label	Description	Estimate	SE	β	z	p
H7	F1 ⇒ F2 ⇒ F4	0.07	0.249	0.07	0.281	0.778
H8	F1 ⇒ F3 ⇒ F4	-0.039	0.018	-0.039	-2.131	0.033
H9	F1 ⇒ F3 ⇒ F2 ⇒ F4	0.003	0.01	0.003	0.275	0.783

H7: The indirect effect of Professional Identity (F1) on Occupational Well-being (F4) through Job Performance (F2) was estimated at 0.07, with a standard error of 0.249, indicating uncertainty. The standardized coefficient (β) of 0.07 suggests a weak positive relationship. The z-value was 0.281 and the p-value was 0.778, showing that this indirect effect was not statistically significant, indicating no meaningful impact.

H8: The indirect effect of Professional Identity (F1) on Occupational Well-being (F4) through Occupational Stress (F3) was estimated at -0.039, with a standard error of 0.018, indicating precision. The standardized coefficient (β) was -0.039, reflecting a weak negative relationship. With a z-value of -2.131 and a p-value of 0.033, this effect was statistically significant, suggesting the pathway is significant, though small and negative.

H9: The indirect effect of Professional Identity (F1) on Occupational Well-being (F4) through Occupational Stress (F3) and Job Performance (F2) was estimated at 0.003, with a standard error of 0.01. The z-value was 0.275 and the p-value was 0.783, indicating this effect was not statistically significant.

Conclusion

1. There were 4 components, named professional identity, occupational Well-being, job performance, and occupational stress were adequate component in study of teachers in normal universities and colleges in Anyang city, Henan province.

This research focused on teachers from normal universities in Anyang City, Henan Province, and aligns closely with previous studies on occupational identity, happiness, job performance, and stress. This work highlighted the role of professional identity in influencing well-being and job performance. This research emphasized how strong professional identity impacts teaching effectiveness. This research examined the interplay between professional identity and occupational stress, reinforcing findings from Anyang. Additionally, Bowen's exploration of occupational stress's effects on job performance and well-being corroborates this study’s results.This consistency affirmed the importance of these components in normal universities/colleges and teacher management. Although the specific focus of different studies may vary, the core themes remain relevant, highlighting the importance of managing stress, cultivating professional identity, and ensuring happiness to improve job performance in educational environments.

2. The development measurement model for professional identity, occupational Well-being, job performance, and occupational stress were good fit to empirical data. The measurement model in Anyang City, incorporating professional identity, occupational well-being, job performance, and occupational stress, demonstrated a good fit to empirical data, highlighting their interrelation in understanding teachers' experiences. Sigel's research on cognitive development reinforced the importance of professional identity for teaching effectiveness, while Bowen emphasized stress's role in job performance and well-being. Pan Ping’s findings supported the connection between professional identity and well-being, further validating the Anyang model. Overall, the model aligns with previous research, underscoring the collective significance of these components in enhancing teachers' effectiveness and experiences.

3. Occupational stress had mediating effect on the relationship of professional identity and well-being, but job performance did not have mediating effect. This finding indicates that occupational stress mediates the relationship between professional identity and occupational well-being, while job performance does not. Stress serves as a crucial intermediary influencing how professional identity affects overall well-being. Bowen's research supports this, showing that stress impacts various work-related outcomes, including well-being. Locke's goal-setting theory, while not directly addressing this mediation, frames stress as significant in achieving occupational goals. Wang Gang's exploration further confirms that stress mediates the effects

of professional identity on well-being more than job performance. Overall, the research underscores the importance of managing occupational stress to enhance well-being, suggesting that merely improving professional identity is insufficient without addressing stress levels.

Discussion

The findings of this study revealed that professional identity played a significant role in shaping occupational well-being and job performance. A strong professional identity was found to have a direct, positive impact on teachers' well-being, supporting existing literature that highlights its role in enhancing job satisfaction and emotional health (Beijaard, D.,et.al, 2004; Day, C., & Gu, Q, 2010). Similarly, professional identity had a significant effect on job performance, aligning with previous research showing that a clear sense of identity improves teaching effectiveness by helping teachers apply their knowledge and skills more efficiently (Shulman, 1986; Saxberg, H., & Holt, M., 2014). However, the results indicated that while professional identity also influenced occupational stress, its indirect effect on well-being via job performance was non-significant, suggesting that other mediating factors might be at play in this relationship.

In contrast, the direct effects of job performance on well-being were significant, supporting the argument that effective performance contributes to greater job satisfaction and overall mental health (Judge, T. A., & Bono, J. E., 2001). However, the hypothesis that occupational stress would directly influence job performance was not supported, as the relationship between these two variables was found to be non-significant. This finding highlighted the complexity of the stress-performance link, suggesting that moderating factors, such as resilience and organizational culture, may play a critical role. Additionally, the indirect effect of professional identity on well-being through both occupational stress and job performance was also non-significant, indicating that stress management and direct pathways to well-being may be more influential than the combined effects of stress and performance. These results underscored the need for further exploration into alternative pathways and mediating variables to fully understand the dynamics between professional identity, stress, performance, and well-being.

Synthesize the overall finding as the mind mapping

The findings highlight the critical role of professional identity in shaping both occupational well-being and job performance. While occupational stress acts as a significant mediator, job performance plays a less prominent role in linking identity to well-being. The study emphasizes the importance of stress management programs and fostering a strong professional identity to enhance teacher well-being and performance. Further research should explore additional mediators and moderating factors to gain a deeper understanding of these dynamics and develop effective strategies for improving teachers' work environments

Recommendations

1. Recommendation for Policies Formulation

To enhance teachers' professional identity and well-being, universities should adopt a multi-faceted approach. This includes establishing stress management programs with workshops on mindfulness and time management, and enhancing counseling services through partnerships with mental health professionals. Addressing workload, class sizes, and job expectations is crucial for a supportive environment. Regular evaluations based on faculty

feedback and frequent well-being surveys will tailor support to needs. Additionally, support systems like mental health resources and flexible work arrangements are essential. Performance evaluations should focus on teaching impact and engagement, promoting professional growth and fostering a more positive academic environment.

2. Recommendation for Practical Application

To enhance teachers' professional identity and well-being, institutions should focus on key strategies. Implementing programs that strengthen professional identity through mentoring, development opportunities, and experience-sharing platforms is essential. Stress management can be addressed with workshops, mental health resources, and a supportive work environment. Enhancing job performance involves clear role definitions, comprehensive professional development, regular feedback, and recognition of achievements. Cultivating a supportive work culture is crucial, promoting collaboration and work-life balance. Practical steps like team-building activities, flexible work arrangements, and open communication will help teachers feel valued and supported. These strategies can significantly improve job satisfaction, performance, and overall well-being.

3. Recommendation for Further Research

Future studies could explore several areas to deepen our understanding of faculty well-being. First, investigating additional mediating variables could illuminate the complex relationships between professional identity, occupational stress, and well-being. Second, longitudinal studies could track how these factors evolve over time and influence each other. Third, examining the effectiveness of various interventions aimed at reducing occupational stress and enhancing professional identity and well-being would be valuable. Finally, exploring how professional identity and occupational stress interact with other job-related outcomes, such as job satisfaction and performance, could provide a more comprehensive view of their impact. These directions could yield critical insights for developing effective support strategies for faculty members.

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