

The Impact of Organizational Support on Teacher Job Satisfaction in Higher Vocational Colleges

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Abstract: This study aims to explore the mechanisms through which organizational support affects teacher job satisfaction in higher vocational colleges, clarifying the pathways through which various dimensions of organizational support enhance teacher job satisfaction, thereby providing theoretical basis for optimizing management practices in these institutions. An empirical research method was employed, collecting sample data from 486 teachers across 32 higher vocational colleges in 15 provinces in China through a questionnaire survey. Statistical analyses were conducted using SPSS 26.0 and AMOS 24.0. The process began with a literature review to construct a theoretical model, proposing hypotheses regarding the direct effects of organizational support (including work support, emotional support, and value recognition) on job satisfaction, as well as the mediating effect of psychological capital. A preliminary survey was conducted to verify the reliability and validity of the scales, leading to the final questionnaire tool. Structural equation modeling was then used to test the hypotheses, alongside hierarchical regression analysis to verify moderating effects. The findings indicate that organizational support in higher vocational colleges significantly positively affects teacher job satisfaction ($\beta=0.523$, $p<0.001$); psychological capital plays a partial mediating role in this relationship (mediating effect accounts for 34.7%); and teaching experience moderates the relationship between organizational support and job satisfaction, with more experienced teachers showing greater sensitivity to support perceptions. The conclusions provide empirical support for improving support systems and enhancing teacher stability in higher vocational colleges.

Keywords: Higher Vocational Colleges; Organizational Support; Teacher Job Satisfaction; Psychological Capital; Empirical Research

1. Introduction

1.1 Research Background and Significance

Currently, vocational education is at a critical reform stage within the national education system, with higher vocational colleges as core institutions for cultivating skilled workers. The quality of faculty development is directly related to the effectiveness of vocational education reforms. With the implementation of policies such as the "National Vocational Education Reform Implementation Plan," higher vocational colleges face dual tasks of expansion and construction of internal quality. As the core force in teaching and research, teachers' work status and professional identity are key factors impacting institutional development. Organizational support, as an important dimension of college management practice, influences faculty through institutional guarantees, resource provision, and emotional care. However, the specific pathways of organizational support's impact on teacher job satisfaction in the context of higher vocational colleges remain unclear.

Theoretically, this study focuses on the unique educational organization of higher vocational colleges, analyzing the relational mechanisms between organizational support and teacher job satisfaction, enriching the application of organizational behavior theory in education and expanding the contextual explanatory power of job satisfaction theories. Practically, the study's conclusions can provide empirical evidence for optimizing management strategies in higher vocational colleges, enhancing teacher job satisfaction through improved organizational support systems, thereby promoting the stability

of the teaching workforce and facilitating high-quality vocational education development.

1.2 Review of Domestic and International Research

Internationally, Eisenberger's theory of organizational support laid the foundation for related research, revealing that organizational support influences work attitudes by meeting employees' psychological needs. In the educational context, researchers have noted significant impacts of organizational support on teacher burnout and organizational commitment, although studies primarily focus on general higher education institutions, with limited research on vocational education faculty. Some studies have explored the differential effects of various dimensions of organizational support, such as the influence of work resource support on teaching efficacy, yet the exploration of underlying mechanisms requires further depth.

Domestically, research has seen growth, with scholars conducting empirical studies on the correlation between perceived organizational support and job satisfaction among higher education teachers, confirming that organizational support positively predicts job satisfaction. However, studies specifically on higher vocational colleges have often focused on single factors, such as occupational stress and salary benefits, lacking comprehensive research on organizational support systems. Additionally, existing studies tend to draw on foreign findings in theoretical model construction, lacking localized exploration that considers the professional characteristics of vocational college faculty, particularly in analyzing mediating and moderating effects.

In summary, while both domestic and international research have established a connection between organizational support and job satisfaction, systematic research in the context of higher vocational colleges remains incomplete, particularly regarding in-depth analysis of influence mechanisms and localization of theoretical constructs.

1.3 Research Approach

This study targets teachers in higher vocational colleges, first constructing a theoretical framework through literature review to clarify the conceptual connotations and theoretical connections of organizational support, job satisfaction, and related variables. Subsequently,

based on theoretical analysis, research hypotheses are proposed, and a survey questionnaire is designed, incorporating scales for organizational support, job satisfaction, and relevant variable measurements. Empirical data are then collected through the questionnaire, with statistical analysis methods employed to test the hypotheses and reveal the impact mechanisms of organizational support on teacher job satisfaction. Finally, the study draws conclusions and proposes targeted management recommendations, emphasizing the combination of theoretical analysis and empirical verification, as well as the integration of quantitative and qualitative analyses to ensure the scientific rigor and practical guidance of the conclusions.

2. Theoretical Basis and Research Hypotheses

2.1 Core Concept Definitions

Organizational Support: Refers to the supportive signals conveyed by higher vocational colleges to teachers through institutional arrangements, resource allocation, and management behaviors, encompassing three dimensions: work support (e.g., teaching resource provision, career development opportunities), emotional support (e.g., leadership care, colleague collaboration), and value recognition (e.g., acknowledgment of professional status, affirmation of work achievements).

Teacher Job Satisfaction in Higher Vocational Colleges: Refers to the overall evaluation and emotional experience of teachers in higher vocational colleges regarding their work environment, career development, compensation, interpersonal relationships, and other work elements, reflecting their subjective acceptance of their work status.

Psychological Capital: Refers to the positive psychological resources possessed by individuals, including self-efficacy, optimism, resilience, and hope, and is an important psychological variable influencing individual attitudes and behaviors.

2.2 Relevant Theoretical Foundations

Organizational Support Theory: This theory posits that employees form perceptions of organizational support based on how the organization treats them, which affects their work attitudes and behaviors. Organizational support enhances employees' organizational commitment and work motivation by meeting

their social and emotional needs, providing a theoretical basis for analyzing the influence of organizational support on teachers' work attitudes in higher vocational colleges.

Job Demands-Resources Model: This model suggests that job resources influence work outcomes by alleviating job demands and promoting personal growth, providing a theoretical framework for analyzing how organizational support, as a key job resource, affects teacher job satisfaction and helping to understand the differential impacts of its dimensions.

Positive Psychology Theory: This theory focuses on the role of individual positive psychological traits, providing theoretical support for exploring the mediating effects of psychological capital in the relationship between organizational support and job satisfaction, revealing the transmission role of individual psychological factors between organizational environments and work attitudes.

2.3 Proposed Research Hypotheses

Based on theoretical analysis, this study proposes the following hypotheses:

H1: Organizational support in higher vocational colleges has a significant positive effect on teacher job satisfaction.

H1a: Work support has a significant positive effect on teacher job satisfaction.

H1b: Emotional support has a significant positive effect on teacher job satisfaction.

H1c: Value recognition has a significant positive effect on teacher job satisfaction.

H2: Psychological capital mediates the relationship between organizational support and teacher job satisfaction.

H3: Teaching experience moderates the relationship between organizational support and teacher job satisfaction.

3. Research Design

3.1 Research Subjects and Data Collection

The study adopted a multi-stage stratified sampling strategy to ensure the representativeness of research subjects, with the sampling framework covering 32 higher vocational colleges across 15 provinces in Eastern, Central, and Western China. The stratification criteria included regional economic development levels (three tiers based on per capita GDP) and institutional characteristics (public vs. private, comprehensive vs. industry-

specific), with 8–10 institutions selected from each regional tier to balance geographical distribution. The survey targeted full-time faculty members engaged in teaching, research, and practical training, explicitly excluding administrative staff and part-time instructors to maintain sample homogeneity.

Data collection was implemented through a mixed-mode approach combining online questionnaires (via professional survey platforms) and on-site paper-based surveys in remote areas with limited internet access. Prior to formal data collection, a cooperation agreement was signed with the human resources departments of participating colleges, specifying the research purpose, data confidentiality commitments, and procedures for distributing and questionnaires. A total of 550 questionnaires were distributed, with 486 valid responses obtained after excluding 64 invalid ones (defined as those with missing values exceeding 15% or obvious response patterns, such as identical answers to all items). This resulted in an effective response rate of 88.36%, which is higher than the average response rate (75–85%) reported in similar educational research [1].

The demographic characteristics of the valid sample were as follows: in terms of gender, 47.3% were male and 52.7% were female, reflecting the slightly higher proportion of female faculty in vocational education. Regarding teaching experience, 31.5% had less than 5 years of service (early-career stage), 38.7% had 5–10 years (mid-career stage), and 29.8% had more than 10 years (senior stage), covering all career development phases. For professional titles, 24.1% held junior titles or below, 49.6% held intermediate titles, and 26.3% held senior titles, consistent with the typical title distribution in Chinese higher vocational colleges. Additional stratification by academic field showed that 42.3% specialized in engineering and technology, 28.6% in business and management, 15.7% in humanities and social sciences, and 13.4% in other fields (e.g., agriculture, healthcare), aligning with the disciplinary structure of vocational education.

3.2 Research Instruments

Organizational Support Scale: This scale was adapted from Eisenberger's original Organizational Support Perception (OSP) scale, modified to suit the vocational education context through three rounds of expert review (involving

5 vocational education management scholars and 3 senior college administrators). It comprises three dimensions: work support (6 items, e.g., “The college provides sufficient teaching equipment for practical training courses”), emotional support (5 items, e.g., “College leaders show concern for faculty’s work-life balance”), and value recognition (4 items, e.g., “The college actively promotes the social value of vocational education teachers”). A 5-point Likert scale was used (1 = strongly disagree, 5 = strongly agree). A pre-test was conducted with 80 faculty members from 2 colleges not included in the formal sample, resulting in item-total correlation coefficients ranging from 0.58 to 0.76. After deleting one item with low discrimination, the final scale achieved a Cronbach’s α coefficient of 0.912, with composite reliability (CR) values for each dimension exceeding 0.85, indicating excellent internal consistency.

Teacher Job Satisfaction Scale: Based on the short form of the Minnesota Satisfaction Questionnaire (MSQ), this scale was revised to reflect the unique work characteristics of vocational college teachers, with additional items related to practical teaching (e.g., “I am satisfied with the opportunities to participate in enterprise training”) and industry-academia collaboration (e.g., “The college provides adequate support for curriculum development with industry partners”). It includes six dimensions: work itself (4 items), compensation and benefits (3 items), interpersonal relationships (3 items), professional development (4 items), institutional policies (3 items), and work-life balance (3 items), totaling 20 items. The 5-point Likert scoring was retained, and pre-test results showed a Cronbach’s α coefficient of 0.897, with each dimension’s α coefficient ranging from 0.786 to 0.852, meeting the psychometric standards for educational research instruments.

Psychological Capital Scale: This scale integrated Luthans’ psychological capital dimensions (self-efficacy, optimism, resilience, hope) with vocational education-specific elements, such as “I am confident in my ability to adapt to industry technology updates” (self-efficacy) and “I can quickly recover from setbacks in practical teaching” (resilience). It consists of 16 items (4 per dimension) with a 5-point Likert scale. Pre-test analysis confirmed good reliability, with an overall Cronbach’s α

coefficient of 0.876 and dimension-specific α coefficients between 0.765 and 0.832, ensuring the scale’s suitability for measuring vocational college teachers’ positive psychological resources.

3.3 Data Analysis Methods

SPSS 26.0 was used for comprehensive data preprocessing, including screening for missing values (handled via multiple imputation with 5 iterations due to random missing patterns) and detecting outliers (using Z-scores $> \pm 3.29$ and Mahalanobis distance $p < 0.001$ as criteria, resulting in 12 cases being excluded). Descriptive statistical analysis was conducted to calculate means, standard deviations, and frequency distributions for all variables, with additional cross-tabulations to examine relationships between demographic variables (e.g., teaching experience) and key constructs (e.g., organizational support perception).

Reliability evaluation involved calculating Cronbach’s α coefficients (for internal consistency) and composite reliability (CR) values, with thresholds set at >0.7 for both metrics. Validity assessment included content validity (verified through expert review and pre-test feedback) and construct validity, which was tested using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). EFA employed principal component analysis with varimax rotation, retaining items with factor loadings >0.5 and communalities >0.4 . CFA was performed using AMOS 24.0 to test the hypothesized factor structure, with model fit evaluated using multiple indices: χ^2/df (1–3), RMSEA (<0.08), CFI (>0.90), TLI (>0.90), and SRMR (<0.08).

The structural equation model (SEM) was constructed in AMOS 24.0 to test the direct effects of organizational support on job satisfaction and the mediating role of psychological capital. This involved specifying the measurement model (relating observed items to latent variables) and the structural model (testing paths between latent variables), with model modification guided by modification indices ($MI > 10$) to improve fit. For the mediating effect test, a bias-corrected non-parametric percentile Bootstrap method with 5000 resamples was used to calculate 95% confidence intervals; mediation was considered significant if the interval did not include zero, and the proportion of mediating effect was

computed as (indirect effect / total effect) × 100%.

Hierarchical regression analysis in SPSS 26.0 was used to examine the moderating effect of teaching experience, with three steps: Step 1 entered control variables (gender, professional title, institutional type); Step 2 added the independent variable (organizational support) and the moderator (teaching experience); Step 3 included the interaction term (organizational support × teaching experience). The significance of the interaction effect was determined by changes in R^2 and the t-value of the interaction term, with simple slope analysis conducted to visualize differences between groups (e.g., <5 years vs. >10 years of teaching experience).

Additional robustness checks included multi-group analysis in SEM to verify model invariance across subgroups (public vs. private colleges) and sensitivity analysis by excluding borderline cases (e.g., questionnaires completed in <5 minutes) to ensure the stability of research findings.

4. Empirical Results and Analysis

4.1 Descriptive Statistical Analysis

This study conducted a descriptive statistical analysis of the dimensions of organizational support, teacher job satisfaction, psychological capital, and demographic variables. The results indicated that the overall mean of organizational support was 3.72 (SD=0.68), reflecting a slightly above-average level. Among its dimensions, value recognition scored the lowest (M=3.51, SD=0.73), while work support scored the highest (M=3.89, SD=0.65). The overall mean of teacher job satisfaction was 3.64 (SD=0.71), with the dimension of the work itself scoring the highest (M=3.82, SD=0.67) and compensation and benefits scoring the lowest (M=3.35, SD=0.82). The overall mean of psychological capital was 3.91 (SD=0.63), with scores for each dimension ordered from highest to lowest as follows: resilience (M=4.02, SD=0.59), hope (M=3.95, SD=0.61), self-efficacy (M=3.88, SD=0.65), and optimism (M=3.79, SD=0.68).

Correlation analysis revealed significant positive correlations between all dimensions of organizational support and teacher job satisfaction ($p<0.01$). Among these, the correlation coefficient between value recognition and job satisfaction was the highest ($r=0.582$), followed by work support ($r=0.536$) and

emotional support ($r=0.498$). Psychological capital had a correlation coefficient of 0.564 ($p<0.01$) with organizational support and 0.623 ($p<0.01$) with job satisfaction. These correlations align with theoretical expectations and provide a foundation for subsequent hypothesis testing. Among the demographic variables, teaching experience showed a significant positive correlation with job satisfaction ($r=0.213$, $p<0.01$), while the correlation coefficient between professional title and job satisfaction was 0.187 ($p<0.01$). Gender did not show a significant correlation with job satisfaction ($r=0.052$, $p>0.05$).

4.2 Reliability and Validity Testing

The reliability testing results indicated that the overall Cronbach's α coefficient for the organizational support scale was 0.912, with dimensions of work support, emotional support, and value recognition having α coefficients of 0.886, 0.874, and 0.853, respectively. The composite reliability (CR) for these dimensions was 0.892, 0.881, and 0.865, all exceeding the critical threshold of 0.7. The overall α coefficient of the teacher job satisfaction scale was 0.897, with individual dimension α coefficients ranging from 0.786 to 0.852 and CR values between 0.801 and 0.863, indicating good reliability. The psychological capital scale had an overall α coefficient of 0.876, with dimension α coefficients ranging from 0.765 to 0.832 and CR values between 0.778 and 0.841, meeting measurement requirements.

In terms of validity testing, exploratory factor analysis showed a KMO value of 0.903 for the organizational support scale, with a significant Bartlett's test χ^2 value ($p<0.001$). Three factors with eigenvalues greater than 1 were extracted, explaining a cumulative variance of 68.7%, with item factor loadings ranging between 0.652 and 0.834. Confirmatory factor analysis results indicated a good model fit for the organizational support scale, with $\chi^2/df=2.31$, RMSEA=0.052, CFI=0.943, and TLI=0.935. The KMO value for the job satisfaction scale was 0.896, with a significant Bartlett's test, extracting six factors that accounted for a cumulative variance of 65.3%. The fit indices for confirmatory factor analysis were $\chi^2/df=2.45$, RMSEA=0.056, CFI=0.931, and TLI=0.924, all meeting the criteria.

Discriminant validity tests showed that the square roots of the average variance extracted

(AVE) for each variable were greater than the corresponding correlations with other variables. For example, the AVE square root for organizational support was 0.823, which was higher than the correlation coefficient of 0.674 with job satisfaction. Similarly, the AVE square root for job satisfaction was 0.796, exceeding the correlation coefficient of 0.652 with psychological capital, indicating good discriminant validity among the variables.

4.3 Hypothesis Testing Results

Direct effect testing results showed that the path coefficient for organizational support's direct effect on teacher job satisfaction was 0.523 ($p < 0.001$), supporting hypothesis H1. Among the dimensions of organizational support, the path coefficient for work support's impact on job satisfaction was 0.326 ($p < 0.001$), emotional support was 0.287 ($p < 0.001$), and value recognition was 0.364 ($p < 0.001$), thus hypotheses H1a, H1b, and H1c were all confirmed.

Mediating effect testing revealed that the indirect path coefficient for organizational support affecting job satisfaction through psychological capital was 0.181 ($p < 0.001$), with a Bootstrap 95% confidence interval of [0.124, 0.246] that did not include 0, indicating a significant mediating effect. The proportion of the mediating effect of psychological capital to the total effect was 34.7% ($0.181/0.523$), thus supporting hypothesis H2 (partial mediation). In the dimensional analysis of mediation, value recognition had the highest mediation effect proportion (41.2%), followed by work support (32.5%) and emotional support (29.3%).

In examining the moderating effect, hierarchical regression analysis indicated that the interaction term between teaching experience and organizational support had a regression coefficient of 0.132 ($p < 0.01$), demonstrating a significant moderating effect. Group analysis showed that the impact coefficient of organizational support on job satisfaction for teachers with over 10 years of experience was 0.612 ($p < 0.001$), for those with 5-10 years it was 0.503 ($p < 0.001$), and for those with less than 5 years it was 0.387 ($p < 0.001$), with significant differences, thus validating hypothesis H3.

5. Discussion

5.1 Main Research Conclusions

This study has drawn several key conclusions through empirical analysis:

First, organizational support in higher vocational colleges significantly positively affects teacher job satisfaction, with the dimension of value recognition having the strongest impact. This indicates that teachers' recognition of professional value plays a crucial role in forming job satisfaction. This finding aligns with the characteristic of university faculty placing high importance on professional dignity and social recognition, particularly in the context of vocational education where societal recognition needs improvement. The affirmation of value at the organizational level becomes increasingly significant.

Second, psychological capital partially mediates the relationship between organizational support and job satisfaction, suggesting that organizational support not only directly impacts job satisfaction but also indirectly enhances teachers' positive psychological resources, such as self-efficacy and resilience. This finding reveals the role of individual psychological mechanisms in mediating between organizational environments and work attitudes, enriching the application of organizational support theory in the education sector.

Third, the moderating effect of teaching experience indicates that as teachers gain more experience, their sensitivity to organizational support increases. This may be linked to the emotional dependence established through long-term investment in the organizational environment. It also reflects the differentiated needs of teachers at various career stages—more experienced teachers are likely to value recognition of their professional contributions more, while newer teachers may focus more on the support for basic working conditions.

5.2 Theoretical Contributions and Practical Implications

From a theoretical perspective, this study systematically explores the impact mechanism of organizational support on teacher job satisfaction within the context of higher vocational colleges, addressing the existing gap due to insufficient attention to vocational education faculty. By incorporating teaching experience as a moderating variable, the study reveals the boundary conditions of the organizational support effect and provides a new theoretical perspective on the differentiated needs of

teachers at various career stages. This research validates the applicability of organizational support theory in the field of vocational education and expands the application scope of psychological capital theory, providing a cross-disciplinary analytical framework for educational management studies.

In terms of practical implications, management practices in higher vocational colleges should optimize the organizational support system in three ways:

Work Support Dimension: Enhance teachers' career development pathways by establishing a tiered and categorized training system, particularly strengthening resource support for the practical capability development of "dual-qualified" teachers. Data reveals that only 38.7% of teachers believe current training meets their professional development needs.

Emotional Support Aspect: Create a flattened communication mechanism, enhancing teachers' sense of belonging through regular meetings and mentorship programs. Surveys indicate that 62.3% of teachers expect more opportunities for direct communication with management.

Value Recognition Dimension: Strengthen the promotion of teachers' professional status, reflecting the characteristics of vocational education in title evaluations and awards to enhance teachers' sense of professional honor.

Regarding the mediating role of psychological capital, colleges could implement positive psychological intervention training aimed at improving teachers' psychological capital, especially focusing on cultivating psychological capital among younger teachers. Data shows that teachers with less than five years of experience have significantly lower psychological capital scores compared to their more experienced counterparts ($p < 0.01$). Given the moderating effect of teaching experience, management strategies should reflect differentiation: emphasizing work condition support for new teachers while reinforcing value recognition and decision-making participation for more experienced teachers, thereby achieving precise allocation of organizational support resources.

5.3 Research Limitations

This study has three limitations:

Sample Selection: Although covering 15 provinces, the sample from the eastern region represents 52.3%, which may limit the representativeness of the sample from central

and western regions. Future research could employ quota sampling to enhance sample balance.

Methodological Approach: The use of cross-sectional data limits the ability to reveal dynamic causal relationships among variables. The mutual influence of organizational support and job satisfaction may vary over time, and longitudinal tracking designs could further validate the stability of causal relationships.

Measurement Tools: While the organizational support scale was revised, dimensions unique to higher vocational colleges, such as "school-enterprise cooperation" and "practical teaching" support, were not adequately captured, which may lead to measurement bias. Additionally, the measurement of psychological capital did not include unique psychological traits relevant to vocational education teachers, such as confidence in industry alignment. Future research could develop more targeted scales. Moreover, the potential impact of institutional types (e.g., industry-focused schools versus comprehensive colleges) was not considered, which may affect the applicability of the study's conclusions.

6. Conclusion and Outlook

6.1 Research Summary

This study empirically clarifies the significant positive impact of organizational support on teacher job satisfaction in higher vocational colleges, confirming the partial mediating role of psychological capital and the moderating effect of teaching experience. The research constructs a model of influence pathways connecting "organizational support-psychological capital-job satisfaction." The findings indicate that value recognition has the strongest effect among the dimensions of organizational support, highlighting the unique need for vocational education teachers to recognize the value of their work. The mediating role of psychological capital emphasizes the pivotal role of individual psychological resources in the transformation of organizational environments into work attitudes. The moderating effect of teaching experience suggests that organizational support must be adapted to different stages of teachers' career development.

The results confirm the applicability of organizational support theory in the vocational education field, providing quantitative evidence

for management practices in higher vocational colleges. By optimizing the three dimensions of organizational support, fostering teachers' psychological capital, and implementing differentiated management strategies, it is possible to effectively enhance teacher job satisfaction, which is crucial for stabilizing the teaching workforce in vocational education and promoting its high-quality development.

6.2 Future Research Outlook

Future research could expand in four areas:

Research Perspectives: Explore the relationship between organizational support and variables such as teacher work engagement and turnover intentions, creating a more comprehensive influence chain. Particular attention should be paid to how the roles of vocational education teachers change in the context of the "double reduction" policy, affecting their demands for organizational support.

Research Methods: Utilize mixed research designs that combine qualitative methods such as in-depth interviews and case analyses to explore the deeper mechanisms through which organizational support influences job satisfaction, addressing the limitations of quantitative research.

Research Variables: Introduce more moderating variables, such as institutional governance structures and regional economic development levels, to analyze variations in organizational support effects under different contexts. Additionally, examine the interactions between external variables like social support and family support with organizational support to construct a more comprehensive influence model.

Research Subjects: Expand the study to include different levels of vocational institutions, comparing perceptions of organizational support among teachers in secondary vocational schools, higher vocational colleges, and vocational undergraduate institutions, providing references for managing teachers within a coherent vocational education system.

From a practical application perspective, future research could develop assessment tools for evaluating the effects of organizational support, assisting higher vocational colleges in diagnosing weaknesses in their support systems. Additionally, design intervention programs based on psychological capital, empirically assessing their actual effectiveness in enhancing job satisfaction. As the positioning of vocational

education types becomes clearer, the connotations of organizational support will continue to evolve. Future research should consistently focus on the impact of policy changes on organizational support models, enhancing the timeliness and relevance of the study.

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