



# The Impact of Organizational, Leadership, and Colleague Support on Teaching Efficacy: Evidence from HX University

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## ABSTRACT

This study investigates the level of teaching efficacy (TE) among full-time lecturers at Qingdao HX University and explores the relationship between organizational support (OS), leadership support (LS), and colleague support (CS) with teaching efficacy. Additionally, the study aims to determine whether these three support factors have a direct impact on lecturers' teaching efficacy. A questionnaire comprising four variables was employed to measure lecturers' perceptions of different dimensions of support. Based on the collected data, descriptive statistics, correlation analysis, and regression analysis were conducted. The study sample consisted of 116 full-time lecturers at Qingdao HX University. The results indicate that lecturers at Qingdao HX University generally exhibit a moderately high level of teaching efficacy. Among the three dimensions perceived by lecturers, colleague support received the highest scores, followed by leadership support and organizational support. The analysis further reveals that organizational support, leadership support, and colleague support are all significantly and positively correlated with teaching efficacy, with organizational support and colleague support exerting a particularly significant impact. This study suggests that Qingdao HX University optimize management practices, strengthen resource allocation, and provide professional development opportunities. Additionally, fostering a collaborative work culture and promoting academic exchange can further enhance teaching efficacy and improve teaching quality.

**Keywords:** Organizational support, Leadership support, Colleague support, Teaching efficacy, HX University

## 1. Introduction

With the acceleration of globalization and the deepening of educational internationalization, higher education is facing increasingly intense competition. It plays a crucial role in both cultivating high-quality talent and driving socioeconomic development. Lecturers' teaching efficacy is a key factor influencing teaching behavior, shaping how instructors select teaching strategies, respond to challenges, and regulate their emotions and beliefs (Bandura, 1997). Teaching efficacy not only affects classroom performance but also significantly determines the stability and sustainability of teaching quality (Xiong, 2023). Lecturers' teaching competence is a core driver of higher education quality, and teaching efficacy serves as a critical psychological mechanism ensuring its full potential.

Despite its importance in lecturer professional development and higher education quality, existing research on teaching efficacy has primarily focused on K-12 teachers (Ilie, 2022), with relatively limited attention given to university lecturers. In particular, empirical studies on teaching efficacy among lecturers in Chinese private universities remain scarce. In recent years, China's private higher education sector has expanded rapidly, becoming an integral part of the higher education system. It plays a vital role in meeting diverse and personalized educational demands and addressing the resource constraints faced by public universities (Qi,

2022). However, amid this rapid expansion, private universities encounter significant challenges in maintaining and enhancing teaching quality. With relatively limited resources and weaker student recruitment foundations, the sustainable development of private universities faces numerous difficulties (Liu, 2024). Additionally, issues such as inadequate job security, insufficient research support, limited career development opportunities, lower social recognition, and heavy workloads are prevalent in private universities. These factors can undermine faculty teaching efficacy, professional identity, and long-term career commitment (Yan, 2024).

In this context, institutional support is particularly critical in shaping lecturer teaching efficacy, especially in private universities, where lecturers often experience high teaching pressure, heavy workloads, and limited resources (Yin, 2023). However, research on how institutional support influences lecturers' teaching efficacy in private universities remains limited, with a lack of empirical data supporting these relationships. This research gap underscores the need for further investigation into the impact of institutional support on lecturers' teaching efficacy, providing empirical evidence and policy recommendations to enhance lecturers' teaching capabilities and optimize teaching quality in higher education.

To address these issues, this study adopts organizational support theory as its theoretical framework and examines the impact of institutional support on lecturers' teaching efficacy at Qingdao HX University. Institutional support is categorized into three dimensions: organizational support, leadership support, and colleague support. The study aims to explore the mechanisms through which these factors influence lecturer teaching efficacy and seeks to answer the following research questions:

1. What is the level of teaching efficacy among lecturers at Qingdao HX University, and how do the lecturers perceive organizational support, leadership support, and colleague support?
2. Is there any relationship between organizational support, leadership support, colleague support, and teaching efficacy?
3. Furthermore, do these support factors have a significant impact on the teaching efficacy of lecturers at Qingdao HX University?

The findings of this study will provide empirical evidence for optimizing lecturers support systems and enhancing teaching efficacy in private universities. Additionally, they will contribute to expanding research perspectives on lecturer teaching efficacy in higher education and serve as a reference for future studies.

## 2. Literature review

### 2.1 The concept of teaching efficacy and its influencing factors

Teaching efficacy is derived from Bandura's (1977) "self-efficacy" theory, which refers to teachers' belief in their ability to effectively accomplish teaching tasks and achieve teaching goals. This belief can be divided into personal teaching efficacy and general teaching efficacy. Personal teaching efficacy refers to teachers' confidence in their own teaching abilities and skills, while general teaching efficacy pertains to teachers' belief in how education influence students' learning and development (Ashton, 1984). A substantial body of research suggests that teacher teaching efficacy is a critical factor influencing teaching behavior and outcomes. Teachers with high efficacy are generally able to provide higher-quality teaching and promote better student academic performance (Milner & Hoy, 2003).

Researchers have extensively explored factors that influence teaching efficacy, which can be broadly categorized into personal, school, and social support factors.

In terms of personal factors: The impact of teaching experience, academic qualifications, and other personal attributes on teaching efficacy remains a subject of debate. Some studies suggest that while general teaching efficacy may decrease with years of teaching experience, personal teaching efficacy tends to increase (Yu, 2000). Additionally, teachers with higher educational qualifications typically exhibit stronger teaching efficacy (Xin, 2008), although other studies suggest that the effect of education level may not be significant (Cavers, 1988).

In terms of school factors: School management systems, teaching resources, support for teacher development, teaching evaluation systems, and teacher-student relationships are all considered important influences on teacher teaching efficacy (Goddard, 2001; Morean, Woolfolk & Hoy, 1998). A comprehensive school system, favorable teaching development conditions, and a stable support system are all positively correlated with teachers' personal teaching efficacy (Xin, 2008). Moreover, the type of school environment may also influence teaching efficacy (Newman, 1989).

In terms of social support factors: Teaching efficacy is also influenced by social environment, family support, colleague support, and leadership support. Research has found that recognition and respect for teachers' work from family, friends, and society contribute to enhancing their teaching efficacy (Wang & Jia, 2012).

### 2.2 Institutional support and teaching efficacy

Institutional support is a critical school environment factor that influences university lecturers' teaching efficacy. Existing studies have shown that institutional support not only directly affects lecturers' teaching efficacy but also plays a key role in lecturers' cognition, emotions, and behavior (Guo, 2022). Based on theoretical exploration, scholars both domestically and internationally commonly adopt organizational support theory and related measurement tools (such as the Organizational Support Scale) for empirical

research on institutional support levels. These studies examine the relationship between institutional support and university lecturers' teaching efficacy and further explore the mediating role of teaching efficacy in the relationship between institutional support and other variables, such as lecturers' organizational commitment, teaching involvement, and attitude toward teaching change (Liu & Kong, 2020). Overall, the support university lecturers receive mainly comes from the organization, leadership, and colleagues, thus warranting further analysis of the specific role these three types of support play in enhancing lecturers' teaching efficacy.

Organizational support primarily refers to the policies, resources, and development opportunities provided by universities at the institutional level to enhance lecturers' teaching efficacy. Previous research has shown that lecturers' perceptions of organizational support are significantly positively correlated with their teaching efficacy and involvement, while organizational climate, as a key aspect of organizational support, also plays a crucial role in shaping their mental well-being within the institution (Rajun, I. S. B. A., et al, 2024). Sufficient teaching resources, reasonable teaching systems, effective professional development support, and fair teaching evaluation systems provided by universities all contribute to enhancing lecturers' teaching efficacy (Morean, Woolfolk & Hoy, 1998). Moreover, teaching efficacy mediates the relationship between organizational support and teaching involvement, meaning that the more comprehensive the support provided by the university, the higher the lecturers' teaching efficacy, which, in turn, promotes lecturers' increased time and effort devoted to teaching (Guo, 2022).

Leadership support refers to the guidance, encouragement, and policy protection provided by lecturers' leaders (e.g., deans, department heads) at the departmental level to enhance lecturers' teaching efficacy. Existing studies have shown that different leadership styles significantly affect lecturers' teaching efficacy, with transformational leadership being particularly crucial. Transformational leadership can enhance lecturers' teaching efficacy through vision-driven motivation, personalized care, and intellectual stimulation. It also improves lecturers' organizational commitment and job satisfaction (Liu & Kong, 2020). Additionally, democratic leadership is more conducive to creating a positive teaching atmosphere than authoritarian leadership, as it allows lecturers to experience greater autonomy and support during the teaching process, thus enhancing their teaching efficacy (Goddard, 2001).

Colleague support refers to the collaboration, emotional support, and experience sharing among university lecturers that promote teaching efficacy. Research shows that the academic atmosphere, team collaboration, and peer support in universities not only directly influence lecturers' teaching efficacy but also have a significant impact on their job satisfaction, professional identity, and mental health (Ismayilova & Klassen, 2019). Lecturers' teaching efficacy is, to some extent, influenced by peer collaboration, as lecturers who receive shared teaching experiences, emotional support, and professional growth opportunities from colleagues tend to have higher teaching efficacy (Wang & Jia, 2012). Furthermore, qualitative research by Zheng (2022) further found that colleague support helps stimulate lecturers' positive emotions and assists in regulating stress and negative emotions during the teaching process, thereby enhancing their teaching efficacy.

### **2.3 Research status and significance of teaching efficacy**

Although research on lecturers' teaching efficacy has been relatively extensive, existing literature primarily focuses on primary and secondary education or "Double First-Class" universities, with limited studies on regular undergraduate universities, especially private universities (Zhou, 2018). Additionally, current studies tend to emphasize the influence of lecturers' personal characteristics (such as educational background and teaching experience) on teaching efficacy, with less attention given to external environmental factors, particularly organizational support, leadership support, and colleague support. However, university lecturers' teaching efficacy is not only determined by their own abilities but also influenced by various factors such as organizational environment, management models, and colleague relationships. Therefore, exploring the influence mechanisms of institutional support systems on university lecturers' teaching efficacy is not only of significant theoretical value but also provides practical guidance for university management practices.

This study focuses on Qingdao HX University and analyzes the roles of organizational support, leadership support, and colleague support in the formation and enhancement of lecturers' teaching efficacy, aiming to address the gap in research on regular undergraduate universities. Through empirical analysis, this study not only deepens the understanding of how institutional support systems affect lecturers' teaching efficacy but also further explores the potential mediating or moderating roles of leadership support and colleague support. The findings of this study will provide a theoretical basis for optimizing lecturer support systems in private universities and offer practical references for university administrators in areas such as lecturer development, team building, and policy formulation, ultimately fostering an improvement in lecturers' teaching efficacy and contributing to the steady enhancement of teaching quality in higher education.

## **3. Research Methods and procedures**

### **3.1 Research Method**

This study adopts a quantitative research method, with full-time faculty members at Qingdao HX University as the subjects of the survey. The aim is to identify the current level of their teaching efficacy and its influencing factors. The survey method, as the primary data collection tool, facilitates a systematic and

objective analysis of the teaching efficacy levels of university lecturers and the related influencing mechanisms (Yang, C., & Singh, S. S. B., 2024). The applicability of this method has been validated in previous studies and is widely used in empirical research within the field of education (Kinnash, *et al*, 2014).

### 3.2 Population and Sample

The participants in this study are all full-time faculty members at Qingdao HX University. According to the university's 2024 statistical data, the total number of full-time faculty is 1,025. To ensure the representativeness and scientific validity of the data, a random sampling method was employed, and a total of 116 faculty members were selected as the research sample for measurement and analysis. Table 1 displays the distribution of the research sample across the various study variables.

**Table 1. Respondent Demographic Information (N=116)**

Category (n=116)		Number	Percentage
gender	male	41	35.34%
	female	75	64.66%
age	≤30	21	18.1%
	31~40	59	50.86%
	41~50	30	25.86%
	>51	6	5.17%
degree	doctor	14	12.07%
	master	87	75%
	Bachelor or others	15	12.93%
professional title	Professor (Researcher)	4	3.45%
	Associate Professor (Associate Researcher)	38	32.76%
	Lecturer (Assistant Researcher)	54	46.55%
	Assistant Lecturer (Research Intern)	20	17.24%
Managers or not	yes	81	69.83%
	no	35	30.17%
Total		116	100.0

### 3.3 Research Instrument

This study employs a questionnaire survey method to quickly and directly collect relevant data from a large sample, thereby analyzing the potential relationships between the research variables (Bikar, S. S., *et al*, 2022). The questionnaire used in the study consists of five sections. The first section collects demographic information of the respondents, such as gender, age, education degree, etc.; the second section measures lecturers' teaching efficacy; the third section measures lecturers' perceived organizational support; the fourth section measures lecturers' perceived leadership support; and the fifth section measures lecturers' perceived colleague support.

**Table 2. The total sections in the questionnaire with reference**

Part	Section Name	Item Number	Source
Part A	Respondents' demographic	6	
Part B	Teaching efficacy questionnaire	14	TES
Part C	Organizational support questionnaire	12	SPOS
Part D	Leadership support questionnaire	10	SPSS
Part E	Colleague support questionnaire	10	SPCS
	Total	52	

The measurement tools used in this study were revised and designed based on existing literature to ensure the reliability and validity of the scales. All measurement items were based on a Likert five-point scale, where 1 represents "strongly disagree" and 5 represents "strongly agree." Table 2 presents the specific components of the questionnaire and their sources. The measurement dimensions of each section of the questionnaire were revised and optimized based on established scales from previous research to ensure the reliability and validity of the measurements.

### 3.4 Research reliability and validity

To enhance the alignment of the research scale with the actual conditions of faculty members in Chinese private universities, this study, while adopting well-established scales that have been validated by previous

scholars with high reliability and validity, made adaptive modifications to the wording of certain items. Additionally, experts in the relevant field were invited to review the revised questionnaire. Furthermore, the reliability and validity of each scale in the questionnaire were re-evaluated. Validity was assessed primarily using the Kaiser-Meyer-Olkin (KMO) value, while reliability was examined using Cronbach's alpha coefficient (Mahat, et al, 2024). The specific results are presented in Table 3.

**Table 3. The reliability and validity of the questionnaire**

Questionnaire	Cronbach's $\alpha$	KMO	Bartlett Effectiveness
Teaching efficacy questionnaire	0.897	0.861	0.000
Organizational support questionnaire	0.941	0.947	0.000
Leadership support questionnaire	0.909	0.917	0.000
Colleague support questionnaire	0.929	0.912	0.000

#### 4. Findings

**Question 1:** What is the level of teaching efficacy among lecturers at Qingdao HX University, and how do the lecturers perceive organizational support, leadership support, and colleague support?

To address this question, the study extracted the mean and standard deviation of lecturers' teaching efficacy, organizational support, leadership support, and colleague support at Qingdao HX University.

**Table 4. Mean and Standard Deviation of Different Variables Among Lecturers at Qingdao HX University.**

Variable	Mean	Standard deviation	Degree
Teaching Efficacy	3.9433	0.486	Moderately High
Organizational Support	3.5101	0.675	Moderate
Leadership Support	3.7543	0.543	Moderately High
Colleague Support	4.1397	0.499	Moderately High

Based on the data presented in Table 4, there are variations in Qingdao HX University lecturers' performance across the four dimensions: teaching efficacy, perceived organizational support, perceived leadership support, and perceived colleague support. The mean score for teaching efficacy is 3.9433 with a standard deviation of 0.486, indicating that lecturers generally exhibit a relatively high level of teaching efficacy. The mean score for perceived organizational support is 3.5101, with a standard deviation of 0.675, suggesting a moderate level, implying that lecturers perceive organizational support as relatively low. The mean score for perceived leadership support is 3.7543, with a standard deviation of 0.543, reflecting a relatively high perception of leadership support. The mean score for perceived colleague support is 4.1397, with a standard deviation of 0.499, making it the highest among the four dimensions, suggesting that lecturers experience strong peer support. Overall, lecturers perform well in terms of teaching efficacy and colleague support, whereas perceived organizational support remains an area for improvement.

**Question 2:** Is there any relationship between organizational support, leadership support, colleague support, and lecturers' teaching efficacy at Qingdao HX University?

To address this question, this study conducted a Pearson correlation analysis using SPSS to examine the relationships among the four variables.

**Table 5. The relationship between all variables**

	TE	OS	LS	CS
TE	1			
OS	.541**	1		
LS	.508**	.600**	1	
CS	.486**	.413**	.646**	1

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

Significance at level  $p < 0.05$

Table 5 presents the results of the correlation analysis among the variables. As shown in the table, teaching efficacy (TE) is significantly positively correlated with organizational support (OS), leadership support (LS), and colleague support (CS), with correlation coefficients of 0.541, 0.508, and 0.486, respectively, all

significant at the 0.01 level. The correlation between organizational support (OS) and leadership support (LS) is relatively strong, with a coefficient of 0.600, also significant at the 0.01 level. Furthermore, the highest correlation is observed between leadership support (LS) and colleague support (CS), with a coefficient of 0.646, indicating a robust positive relationship between these two variables. Overall, the variables exhibit significant positive correlations, suggesting substantial interrelationships within the research model.

**Question 3:** Do organizational support, leadership support, and colleague support significantly influence lecturers' teaching efficacy at Qingdao HX University?

To answer this question, this study conducted a regression analysis using SPSS to examine the predictive effects of different support dimensions on teaching efficacy. By constructing a regression model, we assessed the extent to which these support factors contribute to lecturers' teaching efficacy and evaluated their statistical significance.

As indicated by the model summary and ANOVA table, the model is statistically significant. According to the adjusted  $R^2$  value in Table 6, the model explains 36% of the variance in the dependent variable, providing insights into the specific mechanisms through which these support factors influence lecturers' teaching efficacy.

**Table 6. Model summary.**

Model	R	R-squared	Adjusted R-squared	Std.error of the estimate	R-squared change	F change	df1	df2	Sig.F change
1	0.619 <sup>a</sup>	0.383	0.366	0.38680	0.383	23.174	3	112	0.000

**Note:**

a. Predictors:(Constant),Colleague Support,Organizational Support,Leadership Support

b. Dependent Variable:Teaching Efficacy.

Table 7 contains the ANOVA results for the study. It shows that the conceptual model developed for this study was significant, with a p-value of 0.001.

**Table 7. ANOVA<sup>a</sup>**

Model	Sum of squares	df	Mean square	F	Sig.
Regression	10.401	3	3.467	23.174	0.000 <sup>b</sup>
Residual	16.757	112	0.150		
Total	27.158	115			

**Note:**

a. Dependent Variable:Teaching Efficacy.

b. Predictors:(Constant),Colleague Support,Organizational Support,Leadership Support

Table 8 presents the results of the linear regression analysis conducted in this study. The analysis indicates that organizational support (OS) has a significant positive effect on lecturers' teaching efficacy, with a regression coefficient of  $B = 0.259$ ,  $p < 0.001$ . The standardized coefficient  $Beta = 0.359$  further suggests that among all the variables examined, organizational support has the most substantial impact. In contrast, leadership support (LS) did not show a significant effect on teaching efficacy, with a regression coefficient of  $B = 0.113$ ,  $p = 0.256$ , failing to reach statistical significance. Meanwhile, colleague support (CS) demonstrated a significant positive impact on teaching efficacy, with a regression coefficient of  $B = 0.249$ ,  $p = 0.010$ , indicating that higher levels of colleague support contribute to enhanced teaching efficacy among lecturers.

**Table 8. Regression analysis results.**

Intention	Unstandardized coefficients		Standardized coefficients	t	Sig.	95%confidence interval for B		Collinearity statistics	
	Beta coefficient	Std error	$\beta$			Lower bound	Upper bound	Tolerance	VIF
	$\beta$								
Constant	1.580	0.312	-	5.057	0.000	0.961	2.199	-	-
OS	0.259	0.067	0.359	3.871	0.000	0.126	0.391	0.639	1.565
LS	0.113	0.099	0.127	1.142	0.256	-0.083	0.310	0.448	2.230
CS	0.249	0.095	0.256	2.626	0.010	0.061	0.436	0.581	1.721

**Note:**

a. Dependent Variable:Teaching Efficacy.

## 5. Discussion

The purpose of this study was to understand the current state of teaching efficacy among lecturers at Qingdao HX University, as well as their perceptions of organizational support, leadership support, and colleague support. The study explored the relationships between these factors and teaching efficacy to determine whether they have an impact on lecturers' teaching efficacy. The results indicate that the teaching efficacy of lecturers at Qingdao HX University is generally at a moderately high level, with organizational support, leadership support, and colleague support all showing significant positive correlations with teaching efficacy. Among these factors, organizational support has the most significant impact on teaching efficacy, suggesting that the resources, policy support, and teaching environment provided by university management play a crucial role in enhancing lecturers' professional confidence and abilities. Furthermore, organizational support is closely linked to leadership support and colleague support, which may indicate that organizational support not only directly influences teaching efficacy but can also play an indirect role through a sound management system and a collaborative atmosphere.

Through regression analysis, it was found that both organizational support and colleague support have a significant impact on teaching efficacy among lecturers at Qingdao HX University. This aligns with previous research. For example, when lecturers perceive sufficient support from the university, they are more motivated to continually update their knowledge, improve their teaching, research, and community service capabilities, thus promoting the university's high-quality development (Zhang, 2022). In addition, research by Fang (2011) suggests that harmonious and supportive colleague relationships foster mutual exchange of experiences among lecturers and enhance their teaching efficacy by fulfilling their sense of belonging. Similarly, a study by Xiong (2023) on local universities in China also shows that organizational support, leadership support, and colleague support all positively influence lecturers' teaching efficacy.

However, the results of this study indicate that leadership support does not have a significant impact on teaching efficacy at Qingdao HX University, or its effect is relatively small. This finding contrasts with many previous studies and may be attributed to several factors. First, from the perspective of the research model, leadership support may need to exert its influence through other variables, such as job satisfaction or burnout, as mediating factors. Second, from the current management context at Qingdao HX University, questions arise as to whether leadership support has provided substantial assistance in teaching and whether the support provided aligns with lecturers' actual teaching needs. Given the limited teaching resources in private universities, it is possible that leadership support is more focused on performance evaluation rather than addressing the professional growth of lecturers. These issues may affect the effectiveness of leadership support in enhancing lecturers' teaching efficacy.

## 6. Recommendation

This study, based on a sample of lecturers from Qingdao HX University, explored the impact of organizational support, leadership support, and colleague support on lecturers' teaching efficacy. The results indicate that organizational support and colleague support have a significant positive effect on teaching efficacy, while lecturers' perceptions of leadership support are relatively weak, or the support provided may be insufficient. This finding highlights the strengths and areas for improvement in private universities' support for lecturers' teaching efficacy. Based on the key findings of this study, the following recommendations are made:

### 6.1 Enhance Organizational Support to Improve Lecturers' Sense of Belonging

The university should further improve its institutional support system by providing sufficient teaching resources and academic development opportunities. This includes increasing investment in teaching equipment, establishing career development pathways for lecturers, and optimizing the faculty evaluation system. These measures can not only enhance lecturers' professional identity and sense of belonging but also encourage continuous improvement in teaching quality, thereby enhancing overall teaching efficacy.

### 6.2 Optimize Leadership Support and Address Lecturers' Individual Needs

The study found that the impact of leadership support on teaching efficacy is weak, which may be related to mismatched support methods or insufficient attention to lecturers' needs. University leadership should focus more on individual lecturers' needs by providing more personalized and academically-oriented support, such as strengthening teaching guidance, expanding opportunities for academic exchange, and offering professional development training, rather than solely focusing on performance evaluation. By establishing effective communication channels and listening to lecturers' concerns, the specificity and effectiveness of leadership support can be improved.

### 6.3 Promote Colleague Support and Foster a Collaborative Atmosphere

This study shows that colleague support has a significant positive impact on teaching efficacy. Therefore, the university can strengthen lecturer interactions and experience sharing by establishing teaching teams, organizing academic seminars, and encouraging interdisciplinary collaboration. This will create a supportive,

cooperative, and harmonious teaching environment, enabling lecturers to gain more support and a sense of belonging from their colleagues.

#### 6.4 Further Explore the Mechanisms of Leadership Support in Different Contexts

The limited impact of leadership support in this study may be related to the management style and resource allocation model at private universities. Future research could further explore the differences in the role of leadership support across different types of universities (e.g., public vs. private, high-tier vs. regular universities) to identify effective mechanisms of leadership support in various contexts. Additionally, qualitative research methods, such as interviews and focus groups, could be used to gain deeper insights into lecturers' real experiences with leadership support and to reveal its pathways of influence, addressing the limitations of quantitative studies.

In summary, this study reveals the impact characteristics of organizational support, leadership support, and colleague support on teaching efficacy among lecturers at private universities, and provides corresponding management optimization recommendations. Future research could further explore the mechanisms of support systems in different university contexts and across various dimensions, combining both quantitative and qualitative methods for a more comprehensive and in-depth understanding. The findings of this study not only enrich the research on teaching efficacy among university lecturers but also provide important practical references for the management and development of faculty in private universities.

**Contribution/Originality:** This study is among the few empirical studies examining the impact of institutional support on faculty teaching efficacy in private universities in Qingdao. The findings highlight the critical role of organizational support, leadership support, and colleague support in enhancing teaching quality in private universities and underscore their significance in faculty management. The results offer valuable practical implications for optimizing management mechanisms and provide both theoretical and practical guidance for improving faculty teaching efficacy and enhancing support systems in private universities.

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