

Moderation and Mediation Effect of Organization Climate and Teacher's Professional Development on the Relationship between Human Resource Management and Teacher's work performance in Colleges and Universities of Chongqing City

Yang Tao

Email: 6363200014.edu@bkkthon.ac.th

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ABSTRACT

The objectives of this research were: To study the relationship between HRM and work performance, in colleges and universities of Chongqing city. To study the relationship between HRM and teacher's professional development, in colleges and universities of Chongqing city. To study the mediating effect on the relationship between teacher professional development and human resource management and work performance, in colleges and universities of Chongqing city. To study the moderating effect of organizational climate on HRM and work performance, in colleges and universities of Chongqing city.

The research was quantitative methodology (n=208). Population was full-time teachers from 20 universities and colleges in Chongqing city, The instruments used for data collection were questionnaire survey method. CFA and SEM were used for data analysis. The statistical software were SPSS and Mplus.

The research findings revealed that; Human resources management in colleges and universities have a significant positive effect on work performance; Human resource management in colleges and universities has a significant positive effect on teacher's professional development; Teacher's professional development has a significant mediating effect on human resource management and work performance in colleges and universities; Organizational climate has no significant moderating effect on human resource management and work performance in colleges and universities.

Keywords: Human resources management, Organizational climate, Work performance, Teacher's professional development

Introduction

1. Research background

Human resource management is often referred to as HRM. In colleges and universities, the integration and application of various resources should be promoted by HRM. Human resources, as the dominant material resources, are the most precious resources in colleges and universities. According to the competitive advantage theory, the competitive advantage of colleges and universities mainly depends on the integration of the quantity and quality of human resources. This integration process has a great impact on teachers' work performance. Teachers' scientific research ability and work performance play a crucial role in the development of schools, and a good organizational atmosphere and commitment will provide a good guarantee for teachers' scientific research environment, thus affecting teachers' work performance.

Modern HRM pays attention to the construction of organizational climate and emphasizes the great role of people as an important factor of production. Those who have perfected knowledge are also called masters. High-level universities inevitably rely on high-level talents as the primary productive forces. Teachers are valuable resources for universities and are the most reliable and sustainable core elements to realize the development strategy of colleges and universities. Teachers are the main body of colleges and universities, and as a position with rich creative labor, teachers are the decisive factor for the success of the construction of colleges and universities.

In the process of development and reform of colleges and universities, there are many problems in the HRM system. The uncertainty after the expiration of the appointment system contract is bound to lead to the increase of job insecurity of teachers, the lack of organizational identity and belonging to the school, and the poor sense of ownership. Most of the existing research results focus on the specific operational level, such as teacher promotion, employment, salary distribution, performance evaluation, etc., while there are relatively few researches on system construction in terms of how the two moderating factors of organizational climate and teacher professional development affect HRM, so as to improve teacher work performance. On the other hand, as an important department of knowledge production and dissemination, colleges and universities play an important role in the modernization construction, and the human resources of colleges and universities undertake the important tasks of teaching, scientific research and social services. The system

construction of colleges and universities plays an important role in the healthy development of colleges and universities. Under the condition of certain resources, the construction of organizational climate is an important issue for organizations.

At present, the performance evaluation of teachers in colleges and universities has achieved good results in the early stage, but it is still in the period of exploration and development and does not form the complete and standard system. In the general research on the relationship between HRM and work performance, it is relatively rare to add the factors of teacher professional development into the research affecting work performance.

2. Research questions

What is the effect of HRM on teacher's professional development? What is the effect of HRM on teachers' work performance? What is the relationship between teachers' professional development, HRM and work performance? And what is the moderating effect of organizational climate on HRM and work performance?

3. Research objective

To study the relationship between HRM, work performance and teacher's professional development. To study the mediating effect on the relationship between teacher professional development and human resource management and work performance and the moderating effect of organizational climate on HRM and work performance, in colleges and universities of Chongqing city. 4. Research benefits

Based on demography and organizational behavior, this paper makes a theoretical review of the history, current situation and existing problems of the HRM system in colleges and universities, and forms a research path that takes the people-oriented organizational climate as the moderating factor, the dimension of teacher professional development as the mediating variable, and explores the influencing factors of performance level as the goal.

Through the research on the methods and paths of HRM reform in colleges and universities, the author tries to establish the individual teacher professional development paradigm which is suitable for different demography and organization. It provides valuable reference for the government and educational policy making institutions. From the perspective of system reform, reasonable system design and construction must be based

on the "people-oriented" system change. this paper discusses the construction path of organizational atmosphere with spiritual care and ecological value to achieve the goal of HRM. It is helpful for colleges to transform from traditional personnel management to HRM.

literature reviews

1. Human resource management

The HRM is according to the needs of organization and individual development, through the rational planning and allocation of human resources inside and outside the organization, effective acquisition and use, scientific incentive and development, protection and constraint according to law, to achieve organizational goals and personal values (Zhao Puguang, 2010).

Under the guidance of economics and humanistic thought, through recruitment, selection, training, remuneration and other management forms, the effective use of relevant human resources inside and outside the organization, to meet the needs of the current and future development of the organization, to ensure the organization to achieve the maximum development of the members of a series of activities. (Chen Miaona; Wu Ting and Chen Jingyang, 2020).

Organizations carry out planning, acquisition, evaluation, training, compensation and maintenance of their internal human resources, so as to make the fullest use of human resources, protect the regenerative capacity of human resources, improve the organizational atmosphere and increase benefits (Teng Yucheng, Yu Xianzong, 2003).

2. teacher's work performance

Zeng Xiaodong (2004) believes that teacher performance evaluation is a kind of management practice that has been widely developed under the increasing external pressure in the field of education in the past 20 years.

The structural dimension of performance and the premise and application of application and performance are the two main research topics of job performance. The structural dimension of performance and the premise and application of application and performance are the two main research topics of job performance. In the research of domestic and foreign scholars on work performance, the three performance structures of organizational citizenship behavior (OCB), prosocial organizational behavior (POB), task

performance and relational performance have epoch-making significance (Feng Weidong, 2014).

Han Yi (2006) constructed a thinking model of work performance through theoretical analysis, namely, task performance, relationship performance, learning performance and innovation performance. Task performance refers to the technical core, including job responsibilities, tasks, skills and task knowledge. Relational performance refers to the civic atmosphere, including cooperation with colleagues, adherence to rules, personal self-discipline, and extra effort. Learning performance refers to the learning process, including the willingness to learn, the action of learning, and the outcome of learning. Innovation performance refers to innovation behavior, including innovation intention, innovation action and innovation result.

3. organizational climate

Organizational climate refers to employees' long-term perception of the working environment and corporate culture. You can think of climate as similar to personality: every person has a unique personality, every organization has a unique climate. This is reflected in a set of characteristics and characteristics perceived by employees. These factors affect various behaviors of employees at work, such as interpersonal relationships, autonomy and organizational structure.

Organizational climate is the belief and attitude of individuals in an organization, which is perceived by organization members and can affect their behavior. It mainly refers to employees' perception of the organizational characteristics of innovation, fairness, support, interpersonal relationship and employee identity. Organizational climate not only affects employee performance by influencing employee self-efficacy, satisfaction and organizational commitment, but also affects employee satisfaction and organizational commitment by influencing employee self-efficacy, thus affecting their performance (Yang Yong, Gu Jinfeng, Chen Yiya, 2021).

Peng Wenyan and Wu Fan (2013) believe that organizational climate, as a kind of perception and experience of all employees in an organization on organizational management activities, will directly affect employees' working attitude and behavior, and have a direct impact on the level and results of employees' task completion. Therefore, organizational climate should be an important moderating variable in the study of the relationship between human resource management practices and employee engagement.

Halpin (2008) was the first to introduce the concept of organizational climate into school organization. He believed that the essence of the difference between schools lies in the differences in organizational climate of schools. In 1998, West proposed that the organizational climate includes innovation support, feedback, work goals, participation (information sharing and communication), rewards, management efficiency, career development, participation in decision-making and standardization. Then, Hoy et al.(2003) compiled the organizational climate index scale, including four sub-scales, namely, the management system sub-scale, the teacher behavior sub-scale, the leadership behavior sub-scale and the achievement pressure subscale. This scale is mainly used to measure the organizational climate of colleges and universities, including 44 items. Zheng Yanxiang (1986) compiled the scale by referring to the measurement of organizational climate in foreign countries, and divided school organizational climate into six dimensions: school organizational efficacy, principal leadership behavior, principal and teacher relationship, teacher individual psychology, teacher professional commitment and teacher overall psychology.

In the current research on organizational climate, the subjective definition of organizational climate is the mainstream. Front-line employees in labor-intensive industries are often sensitive to the objective material environment. Knowledge workers, on the other hand, have certain knowledge and cultural deposits. When they meet their basic resource needs, the perception of organizational atmosphere will increase their psychological capital and thus improve their engagement level. Therefore, based on the characteristics of knowledge workers and the particularity of the organization in which they work, this paper adopts the concept of organizational climate defined subjectively and combines with the research of Qiu Haozheng (2002) to measure organizational climate from four dimensions: organizational support, sufficient resources, work significance and environmental freedom.

4. Teacher's professional development

Although the research of teacher professional development has a long history, it has not yet formed a unified definition because of its complexity. Relevant research can be roughly divided into two categories: one focuses on developmental outcomes. They believe that the professional development of university teachers is a path to personal development including teaching, academic research and serving the society. Others are more process-oriented (Bian Xiangrui 2020).

Chen Mengran (2013) believed that the core elements of teacher professional standards include professional emotion and professional quality of teachers. Among them, teachers' professional emotion mainly includes four aspects: professional ideal, professional sentiment, professional orientation and professional self. The professional quality of teachers refers to the teaching skills or abilities acquired by teachers through training and practice, including professional knowledge, professional skills, professional ability and professional level.

Boyer divides the development of university teachers into teaching scholarships, inquiry scholarships, applied scholarships and comprehensive scholarships, and points out that teaching itself is also an art, namely teaching scholarships. (Fan Yu, 2013).

The connotation of professional development of college teachers should include the following aspects. Firstly, the development of college teachers is the development of their individual initiative and teaching consciousness. Secondly, the development of college teachers is a systematic development supported by the organization, which matches the development of colleges and universities themselves. That is to say, the development of teachers in colleges and universities is consistent with the development goals of the school, and it needs the support and guidance of the school system to achieve sustainable development. Thirdly, teaching development is the top priority of teachers' development, which is particularly urgent for the future reform of higher education (Lu Daokun, & Zhou Wenjing, 2016).

Lu Daokun (2016) constructed an "iceberg model" of the professional development structure of teachers in colleges and universities based on McLelland's theory. He believes that professional emotion, professional concept and professional ethics are the basis of teacher professional development, professional knowledge and professional ability are the explicit part of teacher professional development, and the relationship between the explicit part and the implicit part coexist harmoniously.

Research Methodology

This paper is a quantitative research, using CFA(Confirmatory factor Analysis) and SEM (Structural equation modeling) as research methods. The researchers sent questionnaires to 20 universities in Chongqing through the professional online questionnaire survey platform "Questionnaire Star".

The sample will be selected by using a multi-state random sampling method, which will be sampled from the population during the 2023 academic year. The first step is to randomly select 20 universities in a cluster. The second step is to analyze the sample size according to OD software. If the number of cluster = 20 (20 universities), the effect size (δ) = 0.50 (medium) and the intra-class correlation (ρ) = 0.05, Power = 0.83. that means the sample is valid. the sufficient number of teachers for each college should be at least 9 teachers, the actual sample size was 208, and the valid questionnaire was 100%.

The questionnaire uses the Likert five point scale. The range from 1 to 5 represents a range from (1)highly disagree (5)highly agree. After the project goal consistency index (IOC) expert rating given by five experts, a pilot test was conducted on 30 respondents. Cronbach's alpha was used to evaluate the validity and internal consistency reliability. The overall reliability of the questionnaire is 0.98. After the reliability test, the questionnaire was distributed to the participants and 208 returned complete responses were used for analysis. The researchers analyzed the collected data through SPSS version 27.0. Confirmatory factor analysis (CFA) is applied to evaluate the accuracy and validation of convergence. Model fitting measurement is estimated through the overall evaluation of the given data to ensure the effectiveness and reliability of the model. Then Structural equation model(SEM) is used to describe the causal relationship or interaction between variables, hypothesis testing and effect analysis, and finally the research conclusion is drawn.

Results and Discussion

1. Demographic Information

The results of questionnaire retrieval show that there were: 95 males (45.7%) and 113 females (54.3%). The age levels of the samples were: 65 people between 25 and 35 years old (31.3%), 88 people between 36 and 45 years old (42.3%), 43 people between 46 and 55 years old (20.7%), 12 people between 56 and 65 years old (5.8%), so the largest samples group was between 36-45 years old, following 25-35 years old. The Types of colleges and universities were: 146 public (70.2%), 62 private (29.8%). The Professional title were: 18 senior (8.7%), 104 sub-senior (50%), 60 middle (28.8%), 5 no-ranking (2.4%). so the largest samples group was sub-senior, following middle.

2. Multivariate normality assessment

Through the calculation of the means value of the questionnaires in this research, the average value of each observation variable is relatively high, which is between 4.29 and 4.41. The full score is 5. In this research, the standard deviation of each observation variable is between 0.734 and 0.849, that mean the deviation of data for each variables was about 0.734 and 0.849 away from mean. The means, standard deviation and the percent of coefficient of variation are calculated between 16.71% and 19.65%. It can be seen that this questionnaire is normally distributed.

We generally think that the Skew value is acceptable between- 2 and 2. The analysis result of the Skew value in this research is between -1.222 and -0.839 indicating that the normal Skew distribution of this value is acceptable. (collier,2020,p166). We usually think that Kurtosis values between - 10 and 10 are acceptable. The Kurtosis values in this study are between - 0.184 and 1.116. The Kurtosis statistical curve in this study is relatively flat, acceptable and statistically significant.

3. Inter correlation

The results of the internal correlation test of variables in this study show that the correlation of all variables is $P \leq 0.01$, which means that there is a significant positive correlation between HRM, WP, TPD and OC. Therefore, the correlation between the four variables in this study is consistent with the hypothesis, providing preliminary support for this study.

4. Confirmatory factor analysis (CFA)

Table1 Original model fit index

Measure	Estimate	Threshold	Interpretation
Model of mediating effect			
χ^2	406.390	--	--
d.f.	315	--	--
χ^2/df	1.29	Between 1and 3*	Excellent
CFI	0.985	$> 0,95^*$	Excellent
RMSEA	0.037	$< 0.06^*$	Excellent
SRMR	0.022	$< 0.08^*$	Excellent
Model of moderating effect			
χ^2	756.806	--	--

Measure	Estimate	Threshold	Interpretation
Model of mediating effect			
d.f.	515	--	--
χ^2/df	1.469	Between 1 and 3*	Excellent
CFI	0.968	$> 0.95^*$	Excellent
RMSEA	0.048	$< 0.06^*$	Excellent
SRMR	0.028	$< 0.08^*$	Excellent

Note * Hu, & Benler, 1999

It can be seen from Table 1 that all indicators meet the requirements and the model fits well.

The composite reliability(CR), the average variance extracted(AVE), and the latent variables inter correlation with square root of AVE at the diagonal, As follows:

Table 2 Reliability and validity of mediating model

Latent	AVE	CR	HRM	WP	TPD
HRM	0.997	0.999	0.998		
WP	0.982	0.995	0.669	0.991	
TPD	0.943	0.985	0.929	0.305	0.971

Table 3 Reliability and validity of moderating model

Latent	AVE	CR	HRM	WP	OC	HRM*OC
HRM	0.998	0.999	0.998			
WP	0.991	0.995	0.6	0.990		
OC	0.982	0.995	0.916	0.364	0.990	
HRM*OC	0.680	0.964	-0.799	-0.02	-0.793	0.825

In this research, after measuring the model and testing its significance, we need to test the effectiveness of the model. In this research, it is necessary to perform convergent validity on the model. convergent validity emphasizes that the measurement items that should belong to the same factor (index) fall under the same factor. If the purpose is to conduct aggregation (convergence) validity analysis, AVE and CR can be used for analysis. If the AVE value of each factor is greater than 0.5 and the CR value is greater than 0.7, it

indicates that it has good aggregation validity. For discriminant validity analysis, the AVE root value and correlation analysis results can be used for comparison. if the AVE root value of each factor is greater than "the maximum value of correlation coefficient between this factor and other factors" , then it has good discriminant validity.(Fornell & Larcker,1981).

From table 2, the AVE value of HRM is 0.997, WP value is 0.982, TPD value is 0.943. In from Table 3, the AVE value of HRM is 0.998, WP value is 0.991, OC value is 0.982, and HRM*OC value is 0.68. It can be seen that all AVE values are greater than 0.5,which means that the data of this scale is very high, it indicates that it has good aggregation validity. which provides a guarantee for the next research. The square root value of AVE of each potential variable is greater than its correlation with other potential variables. it can be considered that all potential variables have good discriminant validity in the model.

5. Hypothesis testing

According to the verification results of the measurement model, the researchers established the structural equation model (SEM) to test the hypothesis, including the model graph, parameter estimation, fitting index, hypothesis verification report and other relevant information.

Table 4 Hypotheses test for direct and indirect effect

Direct effect	Estimat e	S.E.	z	P.	95% CI lower	95% CI upper	hypotheses
WP ← HRM	0.699	0.11	6.107	***	0.454	0.884	H1
TPD ← HRM	0.929	0.018	52.311	***	0.894	0.964	H2
Indirect effect							
WP ← TPD ← HRM	0.305	0.113	2.696	0.007	0.083	0.526	H3
WP ← HRM*OC	-0.02	0.05	-0.41	0.682	-0.118	0.077	H4

Note: ***represent P. ≤ 0.001

According to the data analysis in Table 4, hypothesis 1 is that human resource management (HRM) has positive effect on teacher's work performance (WP). In hypothesis testing, we usually observe the p value calculated according to the model, which is the result probability when the original hypothesis is true. The P value 0.05 statistically indicates

that this hypothesis is valid. This table shows the P value, (p.0.000), which is less than 0.05 and has statistical significance, indicating that hypothesis 1 is acceptable.

Hypothesis 2 is that human resource management (HRM) has positive effect on the teacher's professional development (TPD). This table shows the P value, (p.0.000), which is less than 0.05 and has statistical significance, indicating that hypothesis 2 is acceptable.

Hypothesis 3 is that teacher professional development (TPD) has indirect effect between human resource management (HRM) and work performance(WP). This table shows the P value, (p.0.007), which is less than 0.05 and has statistical significance, indicating that hypothesis 3 is acceptable.

Hypothesis 4 is that Organizational climate (OC) plays a moderating effect on HRM and teachers work performance. This table shows the P value, (p.0.682), which is greater than 0.05 and has no statistical significance, indicating that hypothesis 4 is unacceptable.

4. Effects decomposition

Table 5 Total effect, indirect effect, and direct effects

variables	Direct effect		Indirect effect		Total effect		
	HRM	TPD	HRM	OC	HRM	TPD	OC
TPD	0.929				0.929		
WP	0.669	0.305	0.283	-0.02	0.952	0.305	-0.02

From table 5, the direct effect of human resource management (HRM) on teacher's professional development (TPD) is 0.929, the direct effect on work performance (WP) is 0.669. The direct effect of teacher's professional development (TPD) on work performance (WP) is 0.305. In the indirect effect of human resource management (HRM) on work performance (WP) is 0.283, the indirect effect of Organizational climate (OC) on work performance (WP) is -0.02. The total effect of human resource management (HRM) on teacher's professional development (TPD) is 0.929, the total effect of human resource management (HRM) on work performance (WP) is 0.925, the total effect of teacher's professional development (TPD) on work performance (WP) is 0.305, the total effect of Organizational climate (OC) on work performance (WP) is -0.02. According to the above data, the mediating effect size of teacher's professional development (TPD) between human resource management (HRM) and work performance (WP) is $0.283/0.952$, that is, 29.727%.

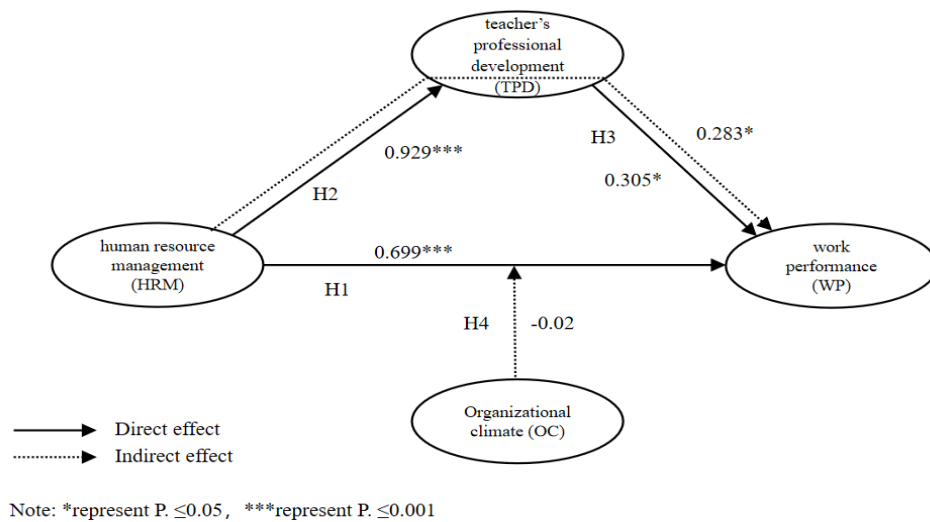


Figure 1 The Effect decomposition

As shown in the figure above, based on the above data analysis, the researchers made an effect breakdown chart, which can visually show the effect size between variables.

Conclusions and Recommendations

Conclusion

From the research objectives, major findings were revealed as follows: There were four components of this research result, which consisted of (1)The effect of HRM on work performance. (2)The effect of HRM on teachers' professional development. (3)the mediating effect of teachers' professional development between human resource management and work performance. (4)The effect of organizational climate on HRM and work performance.

According to the research in Chapter 4, it is found that human resource management in colleges and universities mainly has two dimensions, namely management mode and policy reform. Through data analysis, it can be seen that HRM in colleges and universities have a significant positive effect on work performance.

The teachers' professional development in colleges and universities mainly has two dimensions, namely professional technology and personal development. Through data analysis, it can be seen that HRM in colleges and universities has a significant positive effect on teacher's professional development.

The teacher's work performance in colleges and universities is mainly divided into two dimensions, namely teaching performance and scientific research performance.

Through data analysis, it can be seen that teacher's professional development has a significant mediating effect on HRM and work performance in colleges and universities.

The organizational climate in colleges and universities is mainly divided into two dimensions, namely organizational support and environmental freedom. Through data analysis, it can be seen that organizational climate has no significant moderating effect on HRM and work performance in colleges and universities.

2. Discussion

Specifically, the main factors that affect the work performance of the management mode of colleges and universities include the flattening of the organizational level, the communication efficiency between departments, the allocation of resources, the recruitment policy of teachers and the performance appraisal policy. The main factors that affect the work performance include reward and punishment mechanism reform, teacher training, digital management, data-driven and advanced HRM level.

There are two factors affecting the teacher's professional development of college teachers in Chongqing: professional technology and personal development, among which professional technology mainly includes professional ability, classroom management level, teaching design and teacher-student interaction ability. Personal development mainly includes leadership, social service and career planning.

This research finds that there are two factors affecting teachers' work performance: one is teaching performance and the other is scientific research performance. Teaching performance includes the implementation of curriculum plan, teaching evaluation, teaching results, teaching innovation and online teaching ability. Research performance includes awards for research funding, quality and quantity of papers, research topics, interdisciplinary research and research results.

The results of this study show that there are two factors affecting organizational climate, one is organizational support, the other is environmental freedom, and organizational support includes organizational commitment, leadership style, organizational incentive, and salary system. Environmental freedom includes resource environment, interpersonal communication, academic and evaluation freedom.

Most of the previous literature has proved that organizational climate has a moderating effect on HRM and work performance. however, the results of this study show a contrary conclusion to the previous literature. According to the author's understanding of the

teachers in the preliminary survey and the dimensions not involved in the questionnaire survey, the following reasons may exist:

Long-term stable organizational climate: If the organizational climate of a university remains stable for a long time, and the faculty has been accustomed to this atmosphere, it may have less impact on the new faculty. In this case, the change of organizational climate or the degree of influence on teacher performance may be small.

Insufficient training and development opportunities: Even if the organizational climate is positive, teachers' performance may still be limited if colleges and universities do not provide adequate training and development opportunities.

Working conditions and resource constraints: If the working conditions of colleges and universities are not ideal and resources are limited, such as insufficient teaching facilities, unreasonable curriculum design or lack of necessary teaching resources, the work performance of teachers may be limited even if the organizational atmosphere is positive.

Individual differences: Each teacher is a unique individual and may feel and react differently to the organizational climate.

External factors: External factors such as the social, economic and political environment in which universities are located may also affect HRM and teacher performance. These factors may offset the moderating effect of organizational climate to some extent.

Management inaction: Even though organizational climate may have a potential moderating effect, if school management lacks awareness of the importance of organizational climate or does not take positive measures to improve it, its impact on HRM and teacher performance may be ignored or weakened.

Environmental adaptation: Some teachers may gradually adapt to the organizational climate of the school, whether it is positive or negative. In the process of adaptation, they may develop a self-regulating mechanism, so that the influence of the organizational climate on them is gradually reduced.

Major changes and management failures: If a university is undergoing major organizational changes that are not fully engaged and supported by faculty, the positivity of the organizational climate may be affected.

Therefore, although the organizational climate in colleges and universities usually has an important moderating effect on HRM and teachers' work performance, the above factors should be taken into account, which may lead to the weakening or not obvious effect of

organizational climate on teachers' work performance. Comprehensive consideration of these factors and comprehensive use of various management means is the key to ensure that colleges and universities achieve excellent performance.

3Recommendations

Managers and human resource teams should deeply study the theoretical knowledge related to HRM and understand the latest research and practice progress. Understanding organizational behavior theory is important for analyzing employee behavior, motivation, satisfaction, and work performance. Colleges and universities should make reasonable use of job insecurity to motivate teachers to improve their work performance. Strengthen strategic HRM and make rational use of organizational change. Determine the school's human resources strategy that aligns with the school's mission and goals. Ensure that teachers have a clear understanding of the school's expectations and goals for them and are aligned with their personal goals. Clear goals help teachers focus and pursue more efficient work performance.

Classified management is carried out. Teaching posts, scientific research posts, or teaching and scientific research posts can be set up according to teachers' medical wishes and specialties, so as to maximize and motivate teachers' potential. Design a scientific salary and welfare system. Salary and benefit level is an important health factor. Carry out career planning in management. This study shows that reasonable career planning can significantly improve teachers' recognition of school strategic goals and improve work performance. Pay attention to the construction of effective organizational climate and strengthen the humanistic care for teachers. This study found that the relevant literature generally believes that a good organizational climate has a positive moderating effect on HRM and teacher performance. However, colleges and universities should pay attention to the basic demands of teachers while building the organizational climate, and avoid the formalized and meaningless organizational atmosphere.

Recommendation

At home and abroad, there are few researches on the mediating role of university teacher professional development as HRM and work performance, especially in the context of employment system, and few relevant research results for reference are involved in the above researches. Therefore, although the conclusions of this study and its analysis are drawn through theoretical and empirical research, the explanations of why such

relationships exist, that is, the explanations of their reasons, are partly based on the author's intuitive reasoning, and most of them are expressed as "the possible reason". These explanations are inevitably far-fetched, and the specific mechanism of action needs to be further explored. Future studies may consider further studies on the differences between different demographics and organizational characteristics, as well as the mediating and moderating effects of teacher professional development and organizational climate. On this basis, we can discuss how to formulate reasonable policies and suggestions to improve the performance of university teachers.

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