

THE RELATIONSHIP BETWEEN TEACHERS' PERCEIVED ORGANIZATIONAL SUPPORT AND SCIENTIFIC RESEARCH PRESSURE AT X PRIVATE UNIVERSITY IN HUNAN PROVINCE, CHINA

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Abstract: This study took the teachers of X private university in Hunan Province as the sample data. The total number of full-time teachers in this school was 1302, and a total of 297 teachers were sampled according to the Morgan Table. SPSS 26.0 statistical software was adopted for data analysis and processing, and through descriptive statistics, independent sample t-tests or one-way ANOVA analysis, Pearson correlation analysis was used to conduct a statistical investigation on the correlation between the two. The teachers' perceived organizational support was moderate, challenging scientific research pressure was high, and blocking scientific research pressure was moderate. The teachers' perceived organizational support, in terms of gender, male teachers were higher than female teachers. In terms of age, teachers over 51 years old were higher than teachers under 30 years old and 31-40 years old, teachers between 41-50 years old were higher than teachers under 30 years old, and teachers between 31 and 40 years old were higher than teachers under 30 years old. Teachers with more than 20 years of teaching years were higher than those with less than 10 years of teaching year and 10-20 years of teaching year. Professors and associate professors were higher than assistant teachers. The research pressure statistics of teachers, male teachers were significantly lower than female teachers. The challenging scientific research pressure, teachers over 51 years old were significantly higher than those under 30 years old and 31-40 years old, and teachers between 41-50 years old were higher than those under 30 years old. The challenging scientific research pressure showed that teachers with more than 20 years were higher than those with less than 10 years and 10-20 years of teaching age. The challenging scientific research pressure, professors higher than lecturers and teaching assistants, and associate professors higher than teaching assistants. The blocking scientific research pressure, professors higher than lecturers and teaching assistants. Teachers' perceived organizational support was positively correlated with challenging scientific research pressure. The overall teachers' perceived organizational support was significantly negatively correlated with the blocking scientific research pressure.

Keywords: X Private College Teachers, Organizational Support, Scientific Research Pressure

Introduction

In the context of the global knowledge economy, the quality of higher education has become a decisive factor affecting countries' competitiveness and economic levels. Society has placed high expectations on higher education institutions and universities worldwide to cultivate a wide range of high-quality talents (Guo, 2019). It indicated that teachers knew the importance of organizational support to teachers' work. It paid attention to the influence of scientific research pressure on teachers. To promote the comprehensive development of teachers, American universities needed to continuously strengthen organizational support measures and pay attention to the problem of teachers' scientific research pressure to provide teachers with a better working environment and development space.

With the deepening of education reform, the teaching and research concept of "teaching and research together with development" has gradually formed within Chinese universities, which made the scientific research work of universities, in addition to teaching also gradually attract attention from both inside and outside the university (Luo et al., 2020). In recent years, with the reform of the personnel system of Chinese universities, the "five only" phenomenon of higher education research evaluation has attracted significant attention from the Chinese government. With the accelerating pace of the country to promote the "double first-class" construction and enhance international academic influence, universities were faced with opportunities and challenges, and high academic output has become the goal pursued by all universities. Therefore, the scientific research tasks of teachers in Chinese universities were gradually increasing, and the scientific research assessment of teachers in universities was constantly enhanced. The scientific research level has slowly become the standard for evaluating teachers' performance and an essential condition for evaluating their professional titles (Qin & Yin, 2018). As a particular group of teachers, university teachers were the leading force in undertaking scientific research tasks, the power source for the sustainable development of universities, and have made significant contributions to the national scientific research cause. Scientific research level was an essential part of teachers' professional development, and writing and publishing high-quality academic papers and improving academic level were also important demands of teachers (Liu & Sun, 2009).

However, under the background of "double first-class", universities and even the whole society had put higher requirements and more expectations on the scientific and technological innovation ability and scientific research results output of college teachers, and college teachers were facing enormous scientific research pressure and teaching. A large number of domestic studies and the actual situation also showed that college teachers were a high-pressure group that needs to be paid attention to. Some survey data showed that scientific research pressure gradually surpassed economic and teaching pressure, becoming the first source of professional pressure for college teachers (Zhou & Xing, 2023). The individual development of teachers couldn't be separated from the full support of college organizations. The private university teachers perceived that the adequate psychological and material

guarantee of organizational support could enhance teachers' sense of dependence on college organizations and enable them to work more actively. At the same time, the ability recognition, promotion or material reward obtained by college teachers through hard work would also promote the formation of positive feedback between teachers and college organizations, which was conducive to the individual development of college teachers and the overall development of universities. It was more necessary for universities to provide necessary organizational support for teachers in private universities so that teachers in private universities could cope with the upcoming post-changes in a relatively positive atmosphere and prevent teachers from negative psychology and behaviors caused by the reform of the personnel system in universities (Wang, 2014).

Research Objectives

- (1) To understand the current teachers' perceived organizational support in X private university.
- (2) To understand the current teachers' scientific research pressure in X private university.
- (3) To determine the different results of teachers' perceived organizational support in X private university with different demographic backgrounds (gender, age, teaching year and professional title).
- (4) To determine the different results of teachers' scientific research pressure in X private university with different demographic backgrounds (gender, age, teaching year and professional title).
- (5) To analyze the relationship between teachers' perceived organizational support and scientific research pressure in X private university.

Literature Review

Research on Teachers' Perceived Organizational Support

In the theory of Organizational Support (OST), Eisenberger & Huntington (1986) defined organizational support for the first time. He believed that employees in the organization perceived organizational support, that the organization attached importance to their work, could correctly evaluate their efforts, and paid attention to employees' happiness. Based on this, Aniket et al. (2024) further argued that organizational support was the comprehensive support provided by universities to improve teachers' work enthusiasm and performance. Wang (2018) believed that organizational support in universities refers to the emotional, material and institutional support provided by universities to improve teachers' work enthusiasm and performance. Among them, emotional support included ability recognition and interpersonal support, material support included salary, welfare and work resources, and institutional support included procedural justice, work autonomy and career development.

Research on measurement of teachers' perceived organizational support. Chinese scholars Ling et al. (2006), based on existing research results combined with the development background of Chinese corporate culture, conducted field visits and empirical measurements to compile a questionnaire on

perceived organizational support suitable for Chinese enterprise organization and management. With 24 items in total, the questionnaire identified organizational support as a three-dimensional structural factor. The perception and feeling of work support, value recognition and concern for interests. This research result has been supported and recognized by most relevant scholars.

Based on the research results of Ling et al., Zhou (2020) prepared a questionnaire for the measurement of perceived organizational support between university organizations and teachers with the same dimension and from the perspective of organization management in private universities and conducted empirical measurement. They found that there were significant differences in demographic backgrounds in organizational support of hospital nurses, including gender, age, educational background and other factors. They believed that the reasons for these differences were related to the imbalance of the gender structure of hospital nurses and the lack of training for new nurses. Therefore, they suggested that hospitals should consider the gender ratio when recruiting nurses and implement resource allocation related to the development of nurse work to prevent a decline in organizational support due to a lack of work resources. Song (2023) believed that there were significant differences in teachers' perceived organizational support in terms of age, years of work, job grade and salary level. Sun (2023) found that there was no gender difference in teacher organizational support. Teachers with a bachelor's degree were significantly higher than those with a master's degree, and teachers with senior professional titles were significantly higher than those with secondary education. Su (2021) measured organizational support for physical education teachers in universities, including three aspects, namely, work support, contribution recognition and interest maintenance.

In the process of studying the influencing factors of organizational support, it was found that when the level of organizational support perceived by the staff in the organization was high, some positive psychological states were often formed, such as higher job satisfaction, lower job burnout and higher psychological contract. These positive psychological states further improve their job performance. Ren (2014) showed that organizational support could positively predict job satisfaction and career success. When employees perceived higher organizational support, they had higher enthusiasm for their careers and believed that they had better career development prospects. Wang & Long (2020) argued that organizational support could improve the ability of mass entrepreneurship and innovation teachers, thus promoting the quality of innovation and entrepreneurship education. College teachers, as a group with higher education, had specific requirements for salary and then comprehensively improved the college teachers' perceived organizational support from both institutional and emotional aspects. When material support was low, teachers' perceived organizational support would also be low. Therefore, universities should pay more attention to teachers' material support and salary in order to improve teachers' perceived organizational support.

Research on Teachers' Scientific Research Pressure

Kyriacou & Sutcliffe (1978) first put forward the concept of teacher pressure in the research related to the concept of scientific research pressure. They clearly pointed out that teacher pressure was the individual negative emotional experience caused by the profession of teacher, such as tension, anxiety, fatigue and depression. Lv et al. (2022) proposed in their study that the scientific research pressure of college teachers mainly refers to a series of comprehensive physiological and psychological reactions caused by college teachers' subjective awareness that the requirements of scientific research work were beyond their ability to bear.

Chinese scholars Zhang & Liao (2012) believed that scientific research pressure was an individual's subjective cognition and emotional experience of the external environment when engaged in scientific research, and the influence and function of scientific research pressure depended on the subjective evaluation and perception of scientific research workers. They also put forward that scientific research pressure had two aspects: challenging pressure and blocking pressure. Challenging pressure has a positive effect and could promote scientific research work, while blocking pressure has a negative effect and would hinder the development of scientific research work (Guo & Chen, 2014).

In terms of the measurement of scientific research pressure, the existing research literature mainly divides the measurement of scientific research pressure into two ways: self-report scale and experimental control mode. In the self-report scale measurement study, Cavanaugh et al. (2000) proposed the two-dimensional structure theory of stress for the first time. They elaborated on the definitions of challenging stress and blocking stress. They set up 11 items for their stress scale. Based on the theory of the two-dimensional structure of stress, Zhang & Liao (2012) compiled a scale of scientific research stress for college teachers, including 14 items, based on the development status of domestic universities. This scale has high reliability and validity and could be widely used in the research of teachers' scientific research stress at all levels.

In the research on the influencing factors of scientific research pressure, it was not difficult to find that there were relatively few special studies on the scientific research pressure of university teachers and the existing research mainly focused on the discussion and exploration of the sources of scientific research pressure and influencing factors. Winefield & Jarrett (2001) pointed out in their study that individuals who have been engaged in the work of university teachers for a long time were faced with pressure from many aspects, such as system reform, scientific research assessment, academic development and unreasonable administrative management. They analyzed in detail the impact of these stressors on individual emotions and behaviors (Shuan et al., 2014).

In terms of the external factors affecting the scientific research pressure of university teachers, Wang (2017) believed that the scientific research pressure of university teachers was the main. The research conclusion of Lin & Li (2019) was that the scientific research pressure on university teachers was more significant. Similarly, Zhang (2022) concluded that teaching year, professional title, and other

factors had a significant positive correlation with the scientific research pressure of college teachers. However, 20 years of teaching year was the watershed. For teachers with more than 20 years of teaching years, the longer the teaching years, the less the scientific research pressure, while for teachers with less than 20 years of teaching years, the opposite was true. Luo's (2018) research results showed that in the research satisfaction survey of university teachers, it was found that their satisfaction with scientific research salary and reward was the lowest. Then, their satisfaction with income tends to lead to increased scientific research pressure. In addition, Gao (2022) found that female postgraduate students had higher pressure on their scientific research ability. Bao (2018) found that the pressure of challenging scientific research on professors was higher than that of lecturers.

Research on Teachers' Perceived Organizational Support and Scientific Research Pressure

Under the theme of "scientific research pressure and organizational support", there were not many relevant studies on authoritative study retrieval platforms. Among them, Xu et al. (2013) were among the few studies that use organizational support as a moderating variable to reveal its moderating role between scientific research pressure and academic misconduct. They found that when teachers were under pressure to conduct challenging research if they felt supported by their organization, their academic misconduct might decrease. It suggested that organizational support had a positive effect on teachers' scientific research pressure. However, this positive effect didn't exist in all types of scientific research pressure. In contrast, obstructive stress was more likely to lead to academic misconduct. The blocking stress mainly stems from the defects of the scientific research evaluation system, the ambiguity and conflict of the teacher's role, and the daily distractions. These factors were often difficult to resolve in a short period and, therefore, created continuous pressure on teachers, which was more likely to lead to academic misconduct. This kind of pressure could usually be broken by tapping into potential and the spirit of innovation, so it was difficult to form sustained pressure and thus less likely to lead to academic misconduct. In conclusion, these findings revealed the critical role of organizational support in the research stress and academic misconduct of university teachers. In addition, the research results of Xu et al. (2013) revealed the relationship between organizational support and scientific research pressure and academic misconduct to a large extent, providing a valuable reference for this study. These research results provided a necessary theoretical basis and practical guidance for understanding and solving the problem of teachers' scientific research pressure.

Methodology

The study population was full-time teachers at X private university in Hunan Province, and the test survey was conducted on this population. Among them, the population sampling number was selected according to the convenient sampling standard of the Morgan Table. The total number of full-time teachers at X private university in Hunan Province was 1302, so a total of 297 teachers should be

sampled, which met the requirements of statistical standardization. Finally, 300 questionnaires were obtained by convenient sampling. After sorting out, 3 invalid questionnaires were published and 297 valid questionnaires were retained. The effective return rate reached 99%.

Questionnaire on Teachers' Perceived Organizational Support. The questionnaire was compiled by Liu (2008). It included interpersonal support, ability recognition, job resource support, salary and welfare, career development guarantee, autonomy support and organizational justice, with a total of 22 questions in 7 dimensions. Cronbach's α of teachers' perceived organizational support questionnaire ranged from 0.715-0.933, indicating that the questionnaire was highly reliable. After rotation by the maximum variance method, the cumulative contribution rate was 77.163%, indicating that the questionnaire on teachers' perceived organizational support has good structural validity.

Questionnaire on Teachers' Scientific Research Stress. The questionnaire of university teachers designed by Zhang & Liao (2012) was adopted in this study. The questionnaire included two dimensions challenging scientific research pressure and blocking scientific research pressure. Cronbach's α of teachers' scientific research pressure questionnaire was 0.849 and 0.791, indicating that the questionnaire was highly reliable, teachers' scientific research pressure has good structural validity.

Results

Demographic Analysis of Questionnaire Participants

In this study, teachers of X private university in Hunan Province were selected as the survey objects, and 297 valid questionnaires were finally collected and sorted out. In the effective questionnaire, there were 159 male teachers, accounting for 53.5%, and 138 female teachers, accounting for 46.5%. In terms of age statistics, 76 teachers were under 30 years old, accounting for 25.6%; 99 teachers were between 31-40 years old, accounting for 33.3%; 76 teachers were between 41-50 years old, accounting for 25.6%, and 46 teachers were over 51 years old, accounting for 15.5%. In terms of teaching year statistics, there were 118 teachers with less than 10 years of teaching years, accounting for 39.7%, 124 teachers with 11- 20 years of teaching years, accounting for 41.8%, and 55 teachers with more than 20 years of teaching years, accounting for 18.5%. In terms of professional title statistics, there were 79 teachers with assistant titles, accounting for 26.6%, 118 teachers with lecturer titles, accounting for 39.7%, 68 teachers with associate professor titles, accounting for 22.9%, and 32 teachers with professor titles, accounting for 10.8%.

Descriptive Statistics on the Levels of Teachers' Perceived Organizational Support and Scientific Research Pressure

1) The overall teachers' perceived organizational support in X private university was $M=3.272$, which was moderate. The interpersonal support, ability recognition, job resource support, salary and welfare, career development guarantee, autonomy support and organizational justice were 3.201, 3.159,

3.531, 3.705, 3.334, 2.835 and 3.140, in which the means of salary and welfare was the highest, followed by job resource support. At the same time, the autonomy support was the lowest, as Table 1 shows.

Table 1: Descriptive Statistical Analysis of the Teachers' Perceived Organizational Support (N=297)

Dimensions	N	M	SD	Interpretation
Interpersonal support	297	3.201	0.816	Moderate
Ability recognition	297	3.159	0.751	Moderate
Job resource support	297	3.531	0.604	High
Compensation and benefits	297	3.705	0.775	High
Career development guarantee	297	3.334	0.815	Moderate
Autonomy support	297	2.835	0.758	Moderate
Organizational fairness	297	3.140	0.901	Moderate
Overall organization support	297	3.272	0.607	Moderate

2) The teachers' scientific research pressure in X private university. The mean values of challenging scientific research pressure and blocking scientific research pressure were 3.696 and 3.074, respectively, in which the mean value of challenging scientific research pressure was high and the blocking scientific research pressure was moderate, as shown in Table 2.

Table 2: Descriptive Statistical Analysis of Scientific Research Pressure (N=297)

Dimensions	N	M	SD	Interpretation
Challenging scientific research pressure	297	3.696	0.648	High
Blocking scientific research pressure	297	3.074	0.491	Moderate

Differences Analysis on the Levels of Teachers' Perceived Organizational Support and Scientific Research Pressure Compared with Demographic Factors

There were some significant differences in demographic factors of teachers' perceived organizational support and scientific research pressure in X private university. Among them, the teachers' perceived organizational support, in terms of gender, male teachers were higher than female teachers. In terms of age, teachers over 51 years old were higher than teachers under 30 years old and 31-40 years old, teachers between 41-50 years old were higher than teachers under 30 years old, and teachers between 31 and 40 years old were higher than teachers under 30 years old. In terms of teaching years, teachers with more than 20 years of teaching year were higher than those with less than 10 years of teaching year and 11-20 years of teaching year. In terms of professional titles, professors and associate professors were higher than assistant teachers. The research pressure statistics of teachers, male teachers were lower than female teachers. Teachers over 51 years old were higher than those under 30 years old and between 31-40 years old. Teachers with more than 20 years were higher than those with less than 10 years of teaching year. Professors were higher than associate professors, teaching assistants and lecturers, and associate professors were higher than teaching assistants.

Correlation Analysis among Teachers' Perceived Organizational Support and Scientific Research Pressure

In this study, the Person correlation coefficient is used to analyze whether there was a correlation between the teachers' perceived organizational support and scientific research pressure. It was found that The correlation coefficients between the dimensions of teachers' perceived organizational support and challenging scientific research pressure ranged from 0.311 to 0.430, and the dimension with the highest correlation between the dimensions of teachers' perceived organizational support and challenging scientific research pressure was interpersonal support ($r=0.430$, $p < .001$). The correlation coefficients between teachers' perceived organizational support dimensions and blocking scientific research stress ranged from -0.324 to -0.493, and the dimension with the highest correlation between teachers' perceived organizational support dimensions and blocking scientific research stress was autonomy support ($r=-0.493$, $p < .001$). The overall relevant situation is shown in Table 3.

Table 3: Summary of Correlation Analysis of Variables

Dimension	Challenging scientific research pressure	Blocking scientific research pressure
Interpersonal support	.430***	-.407***
Ability recognition	.397***	-.440***
Job resource support	.425***	-.336***
Compensation and benefits	.311***	-.324***
Career development guarantee	.381***	-.394***
Autonomy support	.400***	-.493***
Organizational fairness	.391***	-.409***
Overall organization support	.497***	-.513***

Discussion

Current Status of Teachers' Perceived Organizational Support and Scientific Research Pressure

The teachers' perceived organizational support in private universities was moderate. Organizational support in this study was actually a comprehensive evaluation and psychological perception of teachers' organizational support in X private university. Differences in interpersonal support, ability recognition, job resource support, salary and welfare, career development guarantee, autonomy support and organizational justice might affect teachers' perceived organizational support. The research results showed that the mean of salary and welfare was the highest, which might indicate that salary and welfare were the aspects of organizational support that teachers pay the most attention to in private universities. Wang (2018) mentioned in her research that college teachers' perceived organizational support had specific requirements for salary. The lowest mean value of autonomy support might reflect that teachers in private universities might lack a certain degree of autonomy in

teaching and scientific research activities. In other words, it might be due to the management mode and teaching resources of private universities that teachers might have certain perceived disadvantages in terms of working environment, work pressure and career development.

Teachers' scientific research pressure in X private university was moderate. It was not difficult to find that It might be due to the particular differences between teachers' research tasks and research environment in private universities and public universities, which might affect teachers' perception of scientific research pressure. Lv et al. (2022) concluded that there were many sources of scientific research pressure for teachers in universities, and the scientific research pressure was too heavy. In this study, the challenging scientific research pressure was the highest, which might indicate that in private universities, teachers face relatively challenging scientific research tasks, which might be caused by factors such as scientific research resources and the environment in private universities. However, the mean value of restrictive scientific research pressure was the lowest, which might reflect that teachers in private universities have fewer obstacles in their scientific research activities, which might be related to the influence of factors such as research management mode and research support policies.

Difference of Demographic Backgrounds of Teachers' Perceived Organizational Support and Scientific Research Pressure

(1)The research results showed that there were significant gender differences in three dimensions: competence recognition, career development assurance and autonomy support. Male teachers were significantly higher than female teachers in ability recognition. This conclusion might be due to the influence of social culture and organizational environment. Organizations might more easily recognize male teachers, and it also reflected that in some organizations and social environments, male teachers might be more likely to be praised for their abilities and contributions. In terms of career development guarantee and autonomy support, the mean value of male teachers was significantly lower than that of female teachers, which might be because in some organizations, female teachers might get more career development opportunities and autonomy, which might be to balance gender differences and improve organizational diversification. The teachers over 51 years old were significantly higher than those under 30 years old and those between 31 and 40 years old. It might be because with the growth of age, teachers' experience and skills would be improved accordingly so that they might receive more organizational support. Age and experience might be regarded as important assets so that older teachers might receive more organizational support. Sun's (2023) study found that organizational support increases with the increase in teachers' age and teaching years. Teachers with longer teaching years might feel more organizational support. The professors and associate professors were significantly higher than that of teaching assistants. It might be because professors and associate professors have higher status and influence in the organization so they might receive more organizational support. The professors and associate professors might have more resources and opportunities within the

organization so that they might feel more organizational support.

(2) There was a significant difference in teachers' scientific research pressure of different genders. It might be because under the current social and cultural background, females might face more pressure from work and family, which might lead to more significant pressure on them in scientific research. In addition, females might face more obstacles in their career development, such as gender discrimination and the glass ceiling effect, which increase their scientific research pressure. Gao (2022) found that female postgraduate students have higher pressure on their scientific research ability, which was consistent with the conclusion of this study. The teachers over 51 years old were significantly higher than that of teachers under 30 years old and between 31-40 years old. The research results of Zhang (2022) also showed that the older the age, the greater the scientific research pressure on college teachers. It might be because, with the growth of age, teachers might face more career challenges and pressures, such as promotion and publishing more research results. In addition, as they get older, teachers might need to make more tradeoffs between research, teaching and service, which might increase their pressure on scientific research. The teachers with more than 20 years of teaching years was significantly higher than that of teachers with less than 10 years of teaching years. In addition, with the growth of teaching years, teachers might need to find a balance between maintaining the vitality of research and satisfying the teaching responsibility. It might increase their scientific research pressure. Teachers with high professional titles have higher scientific research pressure. In addition, teachers with senior titles might need to make more tradeoffs between scientific research, teaching and service, which might increase their scientific research pressure.

Relationship between Teachers' Perceived Organizational Support and Scientific Research Pressure

The research results showed that the teachers' perceived organizational support in X private university might have an essential impact on teachers' scientific research pressure. Specifically, organizational support might increase teachers' pressure to challenge research while reducing their pressure of blocking research. The findings of Xu et al. (2013) were consistent to some extent in this study. In other words, organizational support might be perceived by teachers as a resource to help them cope with challenging research stress. Secondly, there was a significant negative correlation between organizational support and blocking scientific research pressure perceived by teachers in private universities. The blocking of scientific research pressure usually stems from the obstacles and troubles of the external environment, such as the lack of resources, the instability of the working environment, etc. Therefore, their blocking scientific research pressure might be correspondingly reduced. In other words, organizational support might be perceived by teachers as a protective mechanism to help them resist blocking scientific research stress.

Conclusions

1) The teachers' perceived organizational support in X private university was moderate. Challenging scientific research pressure was high, and blocking scientific research pressure was moderate in X private university.

2) In the statistics of teachers' perceived organizational support in X private university, in terms of gender, male teachers were significantly higher than female teachers in ability recognition, but significantly lower than female teachers in career development assurance and autonomy support. In terms of age, the teachers' perceived organizational support in private universities was significantly higher for teachers over 51 years old than for teachers under 30 years old and 31-40 years old, for teachers between 41-50 years old than for teachers under 30 years old, and for teachers between 31 and 40 than for teachers under 30. In terms of teaching years, teachers with more than 20 years of teaching years in private universities were significantly higher than those with less than 10 years of teaching years and 11-20 years of teaching years. In terms of professional titles, professors and associate professors were significantly higher than teaching assistants.

The research pressure statistics of teachers, male teachers were significantly lower than female teachers. The challenging scientific research pressure, teachers over 51 years old were significantly higher than those under 30 years old and 31-40 years old, and teachers between 41-50 years old were higher than those under 30 years old. The challenging scientific research pressure showed that teachers with more than 20 years were higher than those with less than 10 years and 10-20 years of teaching age. The challenging scientific research pressure, professors higher than lecturers and teaching assistants, and associate professors higher than teaching assistants. The blocking scientific research pressure, professors higher than lecturers and teaching assistants. 3) There was a significant positive correlation between the teachers' perceived organizational support and the challenging scientific research pressure in X private university. The overall teachers' perceived organizational support was significantly negatively correlated with the blocking scientific research pressure X private university.

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