

RELATIONSHIP BETWEEN TEACHER PROFESSIONAL CALLING AND SCIENTIFIC RESEARCH PERFORMANCE AT ZHENGZHOU BUSINESS COLLEGE IN CHINA

Zihao Wang^{1*}

Beibei Chen²

¹ Master Candidate in Educational Administration, Stamford International University of Thailand

² Stamford International University of Thailand

* Corresponding Author, E-mail: 2545227712@qq.com

Abstract: This study explores the relationship between professional calling and scientific research performance among teachers at Zhengzhou Business College in China; and examines the differences of background variables. A quantitative approach using questionnaires was adopted, with 320 valid responses out of 327 distributed (response rate: 97.86%). Descriptive statistics, t-tests, one-way ANOVA, and correlation analysis were used to assess current levels, group differences, and correlations. The findings show that: (1) Teachers generally report a moderate level of professional calling and research performance; (2) Significant differences in both variables exist across gender, teaching experience, subject, professional title, and faculty, with professional title and teaching experience showing stronger effects on research performance; (3) A significant positive correlation exists between professional calling and research performance. The study provides empirical evidence for universities to enhance teacher development, foster professional calling, and improve research performance.

Keywords: Professional Calling, Teachers' Professional Calling, Scientific Research Performance

Introduction

With the deepening of globalization and the rise of the knowledge-based economy, higher education has evolved beyond traditional teaching and talent cultivation to become a key driver of innovation, social progress, and cultural preservation. Globally, universities are encouraging faculty engagement in research through increased investment and institutional reforms, aiming to boost academic competitiveness and national innovation capacity (Ge, 2024). University teachers are now seen as multifaceted professionals-researchers, policy advocates, and social contributors. Institutions seek to stimulate research productivity through performance evaluations, incentives, and international collaboration, where professional calling increasingly plays a vital intrinsic role (Ge, 2024).

In China, scientific research performance is a key indicator of both faculty development and institutional strength, particularly under the "innovation-driven development" and "Double First-Class" initiatives. Teachers are expected to integrate teaching, research, innovation, and social service. In 2023, President Xi Jinping emphasized the "spirit of educators," highlighting the unity of professional commitment, research exploration, and social responsibility (Zhao, 2024). A strong sense of professional calling is now seen as integral to enhancing university research ecosystems and advancing academic standards.

At Zhengzhou Business College, efforts to strengthen faculty research capacity have included policy reform, improved resource allocation, and incentive mechanisms. However, challenges such as low research motivation and limited collaboration persist. This study investigates the relationship between professional calling and research performance among the college's faculty, aiming to uncover the intrinsic mechanisms linking the two.

Research Significance

Research on teachers' occupational psychology and scientific research behavior has yielded preliminary results. However, there remains a conspicuous theoretical gap in the systematic exploration of the relationship between the sense of professional mission and scientific research performance among university faculty. This study enriches the connotations and boundaries of the theoretical systems of occupational psychology and scientific research behavior. The research offers a new research paradigm for the interdisciplinary integration of educational management and psychology, fostering the continuous development of university faculty.

This study empirically investigates the relationship between the sense of professional mission and scientific research performance among faculty members at Zhengzhou Business College, analyzing differences under various background variables, which holds significant practical guiding value.

Research Objectives

- (1) To understand the current levels of teachers' professional calling at Zhengzhou Business College in China.
- (2) To understand the current levels of teachers' scientific research performance at Zhengzhou Business College in China.
- (3) To understand the differences in teachers' professional calling at Zhengzhou Business College in China under different background variables.
- (4) To understand the differences in teachers' scientific research performance at Zhengzhou Business College in China under different background variables.
- (5) To explore the relationship between teachers' professional calling and scientific research performance at Zhengzhou Business College in China.

Literatures Review

Theory of Professional Calling

The concept of professional calling originally emerged from the religious domain, referring to an individual's faith in and pursuit of a divine mission (Levkovich & Labes, 2024). Xue (2022) emphasizes the social value of professional calling, proposing that it is the belief in providing high-quality services to society through work and making the world a better place. Professional calling has been confirmed as a significant psychological motivator for teachers' research engagement and innovation. Teachers with a strong sense of professional calling are more inclined to view scientific research as a means to realize personal value and contribute to society, rather than merely a professional task. Li & Cai (2014) found that professional calling significantly enhances teachers' intrinsic motivation for scientific research, promoting their proactive exploration of cutting-edge issues in their subjects. The cultivation of teachers' professional calling requires universities to provide institutional guarantees and a cultural atmosphere. The impact of professional calling on scientific research performance is subject to boundary conditions; when teachers face excessive administrative pressure or a lack of research resources, their sense of professional calling may be weakened, potentially leading to job burnout.

Social Identity Theory

Social Identity Theory, proposed by Tajfel (1963) in the 1970s, aims to explain how individuals derive self-worth through group membership. In academic settings, teachers may enhance their scientific research performance through their identity as "scholars" and confirm their academic status through comparison with peers. Wu (2020) defines social identity as an individual's cognitive awareness of their membership in a group and the emotional and value significance of that membership. This theory provides an important perspective for explaining teachers' research motivation; when teachers' research behaviors align closely with the norms and values of the academic community, their research engagement may be strengthened. Social Identity Theory suggests that individuals derive self-esteem and a sense of belonging through group identification, which in turn drives their behavior. (Weng et al., 2024). Social identity can also mitigate the negative impact of research pressure. Social identity significantly influences academic clustering behavior; teachers strengthen their group identity by participating in academic conferences and joining research teams, thereby improving their scientific research performance (Yong, 2019).

Research on Teachers' Professional Calling

The concept of "professional calling" has deep cultural roots, tracing back to the idea of "professional calling" in Jewish and Christian cultures. In early religious contexts, "professional calling" conveyed believers' response to God's call, signifying their willingness to dedicate themselves fully to fulfilling the divine mission entrusted by God (Duffy et al., 2011). Teachers' professional calling serves as a core driving force behind educational practice, with its formation mechanism and

external manifestations being profoundly influenced by a combination of demographic variables, occupational environment, and individual characteristics of teachers. The group differences in teachers' professional calling are shaped by the interactive effects of multiple demographic variables, including teaching experience, professional title, gender, disciplinary background, and cultural values.

Wrzesniewski et al. (1997) proposed a tripartite model of occupational orientation, distinguishing professional calling from livelihood and career, and developed an 18-item scale. This scale pioneered the separation of professional calling from work motivation. Dobrow & Tosti-Kharas (2011) developed the 12-item Calling Scale, marking the maturity of the unidimensional measurement paradigm. Duffy et al. (2011) divided professional calling into two stages: exploration (Searching for Calling) and realization (Presence of Calling), and developed the Brief Calling Scale (BCS).

The evolution of professional calling measurement tools reflects the broader transformation in psychological research paradigms from reductionism to holism and from universalism to contextualize. Only through bidirectional driving forces of theoretical innovation and methodological breakthroughs can we provide more valid scientific evidence for occupational behavior intervention and organizational talent management.

Teachers' Scientific Research Performance

In research, the concepts of research output, research achievements, and scientific research performance (scientific research performance), while differing in emphasis, are often used interchangeably due to their closely related connotations (Behn, 2022). Given the lack of a unified academic understanding of the core term "performance," three representative viewpoints have emerged regarding the connotation of scientific research performance. Chen & Zhong (2016) proposed that scientific research performance represents the research achievements obtained by individual researchers, research teams, or research organizations within a specific timeframe. Zhang & Zhu (2024) used the number of papers retrieved through three major retrieval systems and the number of formally published research monographs as core indicators, reflecting the academic influence and dissemination scope of university research. This integrated perspective of behavior and outcome provides a more targeted and operationally feasible theoretical basis for scientific research performance evaluation practices. When evaluating the performance of a research project, it is essential to abandon the single-dimensional evaluation models of behavior or outcome and instead adopt a comprehensive and systematic approach that considers both aspects.

Teachers' scientific research performance serves as a crucial indicator for assessing their research capabilities and work achievements, holding significant importance for the development of universities and research institutions. An et al. (2020) found that female scientists publish only 50% to 60% of the number of academic papers published by their male counterparts. Chen (2022) supported the viewpoint that gender influences scientific research performance from the specific indicator of academic paper publication quantity, emphasizing the importance of gender differences in research

achievement output.

Relevant Research on Teachers' Professional Calling and Scientific Research Performance

In the current era of intensifying competition in higher education and heightened attention to the quality of research outputs, teachers' scientific research performance not only influences their individual academic development but also directly affects the overall academic competitiveness of universities. As a profound internal recognition and persistent pursuit of the value of their profession, professional calling is gradually emerging as a pivotal intrinsic factor driving the enhancement of scientific research performance. Although existing research in the field of corporate employees has yielded certain achievements, systematic exploration of the relationship between teachers' professional calling and scientific research performance still requires further deepening.

Shi and Wang (2021) focused on the group of scientific researchers and found a significant positive correlation between professional calling and the innovation performance of scientific research teams. Driven by professional calling, teachers actively select highly challenging scientific research topics. This recognition leads teachers to focus not solely on short-term performance indicators during the research process but also on academic accumulation and in-depth exploration of knowledge.

When exploring the influencing mechanism of professional calling on scientific research performance, the role of mediating variables cannot be overlooked. The research conducted by Li and Cai (2014) revealed that professional self-efficacy fully mediates the relationship between professional calling and objective performance. Professional calling can significantly boost teachers' confidence in their own scientific research capabilities. When teachers firmly believe in their ability to complete scientific research tasks, they will engage more proactively in scientific research work and be more willing to experiment with new research methods and technologies, thereby indirectly promoting the improvement of scientific research performance (Wen, 2025).

The impact of professional calling on scientific research performance is not constant but is subject to modulation by various boundary conditions (Li & Cai, 2014). Organizational fairness perception plays a crucial moderating role between professional calling and scientific research performance. In an organizational environment where scientific research resources are allocated fairly, the promoting effect of professional calling on scientific research performance is significantly enhanced. When teachers perceive fairness and justice in resource allocation, title evaluation, and other aspects within the organization, they will more strongly identify with the organization's values and, consequently, be more inclined to transform their professional calling into practical scientific research actions, striving to improve their scientific research performance. Wen's (2025) research uncovered the moderating effect of leadership style on the relationship between professional calling and scientific research performance. Transformational leadership can stimulate teachers' intrinsic motivation and enhance their perception of professional calling. Despite the achievements made in existing research on the relationship between teachers' professional calling and scientific research performance, there are

still some deficiencies. Scientific research performance is a dynamic and evolving process, and teachers' professional calling may also change with career development and environmental shifts.

Methodology

This study adopted quantitative research methodology. Through questionnaire surveys, this study aims to investigate the professional calling and scientific research performance of teachers at Zhengzhou Business College in China. Zhengzhou Business College is an application-oriented undergraduate institution that primarily focuses on economics and management, while also embracing a coordinated development across multiple subjects, including literature, engineering, arts, education, and law. The university currently comprises 12 colleges, with a total of 2,175 full-time faculty members. Among them, teachers with senior professional titles account for 37.47%, those holding master's or doctoral degrees constitute 79.92%, and dual-qualified teachers make up 30.69%.

The full-time faculty members of Zhengzhou Business College serve as the research subjects for this study. According to Krejcie & Morgan's (1970) sample size calculation table, for a total population of 2,175 teachers at Zhengzhou Business College in China, a recommended sample size of 327 is advised. The sample size is calculated to balance the overall size, the confidence level (usually 95%), and the acceptable margin of error (usually 5%). For smaller population sizes, sample sizes do not grow linearly but rather stabilize over time, so that for 2,175 teachers, a sample size of 327 is sufficiently representative of the whole. This number ensures the statistical validity of the study and does not lead to bias due to the small sample size. It is expected that 327 questionnaires will be distributed in this study and 320 valid questionnaires will be returned with a validity rate of 97.86%.

Results

Reliability and Validity Analysis

According to the findings of Swann et al. (2020), the Teacher Professional Calling Scale encompasses five dimensions. The Cronbach's α coefficients for Constructive Teaching Mission, Teachers' professional calling, Collaborative Teaching Mission, Complex Teaching Mission, and Teaching Trust are 0.71, 0.72, 0.74, 0.69, and 0.62, respectively. The overall Cronbach's α coefficient for Teacher Professional Calling is 0.70. The internal consistency coefficients for each dimension range from 0.6 to 0.8, indicating a high level of reliability for the Teacher Professional Calling Scale.

The KMO value for the Teacher Professional Calling Scale in Swann et al. (2010) is 0.877, with $p < 0.001$, and the Bartlett's test of sphericity reaches a significant level, suggesting that the questionnaire is suitable for factor analysis. Five common factors with eigenvalues greater than 1 are extracted from the Teacher Professional Calling Scale, including Constructive Teaching Mission, Teachers' professional calling, Collaborative Teaching Mission, Complex Teaching Mission, and Teaching Trust (Swann et al., 2010). After rotation using the varimax method, the cumulative

contribution rate is 75.845%. This indicates that the Teacher Professional Calling Scale possesses good construct validity.

Demographic Distribution of Respondents

During the research process, a total of 327 questionnaires were collected through an online survey, of which 7 were deemed invalid, leaving 320 valid questionnaires, achieving an effective response rate of 97.86%. The first part of the questionnaire aimed to gather demographic background information of teachers at Zhengzhou Business College, corresponding to the first research question. The study revealed an overview of demographic variables such as gender, teaching experience, educational attainment, subject, professional title, and faculties among teachers at Zhengzhou Business College. The researcher employed descriptive analysis, utilizing frequencies and percentages for representation. The frequency analysis of participants' genders revealed that there were 164 male teachers, accounting for 51.25% of the total, and 156 female teachers, representing 48.75%. The gender distribution was relatively balanced, demonstrating an approximate parity.

The participant sample demonstrates representativeness in terms of gender, teaching experience, educational attainment, professional titles, and disciplinary fields, laying a solid foundation for subsequent in-depth analyses of teachers' professional mission and research performance.

Current levels of Professional Calling among Teachers at Zhengzhou Business College, China

This section's analysis corresponds to the first research objective: to investigate the current levels of professional calling among teachers at Zhengzhou Business College, China. Descriptive statistics were uniformly applied to the information from 320 valid questionnaires. The overall level of professional calling among teachers at Zhengzhou Business College, China, is at a moderate level. From the descriptive statistical results of each sub-dimension, the average scores of teachers in the dimensions of constructive teaching mission, teachers' professional calling, and collaborative teaching mission are 3.00, 3.33, and 2.75, respectively, all at a moderate level. The score for complex teaching mission is notably higher than those of other dimensions, with an average of 4.34, rated as "very high." This demonstrates that teachers possess a strong psychological preparedness and awareness of their capabilities in addressing teaching challenges and adapting to complex teaching environments. The average score for the teaching trust dimension is 2.30, the lowest among all dimensions, rated as "low." This reflects that some teachers have a relatively weak sense of trust towards students, colleagues, or administrators in teaching relationships, influenced by factors such as the school atmosphere, management mechanisms, or work pressure experienced by teachers. Specific details are presented in the table below.

Current levels of Research Performance among Teachers at Zhengzhou Business College, China

This section's analysis corresponds to the second research objective: to investigate the current levels of research performance among teachers at Zhengzhou Business College, China. Descriptive statistics were uniformly applied to the information from 320 valid questionnaires. The overall level of research performance among teachers at Zhengzhou Business College, China, is at a moderate level. From an annual perspective, during the 2022–2023 academic year, the average score for teachers' research performance was 39.67. In the 2023–2024 academic year, it was 41.16, and in the 2024–2025 academic year, it reached 41.59. The differences in the mean research performance scores over these three years are relatively minor, indicating a relatively stable developmental trend. After integrating the mean scores of the three years, the overall average score is 40.81, which falls within the "moderate" range. Specific details are presented in the table below.

Statistical Analysis Results of the Data

In accordance with the research objectives, the information from 320 valid questionnaires was uniformly subjected to SPSS statistical analysis to facilitate hypothesis testing. The subsequent data analyses were conducted by the author using SPSS 23.0 software to examine the relationships between professional calling and research performance among teachers at Zhengzhou Business College, China, across various gender, teaching experience, educational attainment, subject, professional title, and departmental categories.

(1) Differences in Teachers' Professional Calling

Gender Differences: Male teachers score significantly higher than female teachers in the total score of professional calling ($M = 3.70$ for male teachers and $M = 3.04$ for female teachers; $t = 35.02$), with a significant difference ($p < 0.001$).

Teaching Experience Differences: The longer the teaching experience, the higher the level of teachers' professional calling, especially among those with over 10 years of experience, who score the highest (professional calling $M = 3.72$), with a significant difference ($p < 0.001$).

Educational Background Differences: There is no significant difference in the impact of educational background on teachers' professional calling.

Disciplinary Differences: There are significant differences in the dimensions of "teachers' professional calling" and "total score of teachers' professional calling" among teachers in different subjects ($p < 0.001$), with teachers in art/physical education subjects scoring significantly higher than those in other subjects.

Professional Title Differences: There is no significant difference in teachers' professional calling based on their professional titles.

Faculties Differences: There are significant differences in the dimension of complex teaching mission among different faculties ($p = 0.02$), with faculties such as the School of Accounting and the

School of Mechanical and Electrical Engineering scoring higher.

Table 1: Verification Results of Research Hypotheses

Research Hypothesis	Results
H1 There exist significant disparities in the professional calling of teachers at Zhengzhou Business College across diverse background variables.	Partially Established
H1-1 Significant differences in professional calling are observed among teachers at Zhengzhou Business College of different genders.	Established
H1-2 Teachers at Zhengzhou Business College with varying teaching experiences demonstrate significant differences in their professional calling.	Established
H1-3 Teachers at Zhengzhou Business College holding different education exhibit significant differences in their professional calling.	Partially Established
H1-4 Teachers at Zhengzhou Business College from distinct subjects significant differences in their professional calling.	Partially Established
H1-5 Teachers at Zhengzhou Business College with different professional titles show significant differences in their professional calling.	Not Established
H1-6 Teachers at Zhengzhou Business College from various faculties display significant differences in their professional calling.	Partially Established
H2 There are notable variations in the scientific research performance of teachers at Zhengzhou Business College across different background variables.	Partially Established
H2-1 Significant differences in scientific research performance are evident among teachers at Zhengzhou Business College of different genders.	Established
H2-2 Teachers at Zhengzhou Business College with differing teaching experience exhibit significant differences in their scientific research performance.	Established
H2-3 Teachers at Zhengzhou Business College possessing various education demonstrate significant differences in their scientific research performance.	Not Established
H2-4 Teachers at Zhengzhou Business College from diverse subjects significant differences in their scientific research performance.	Not Established
H2-5 Teachers at Zhengzhou Business College with different professional titles show significant differences in their scientific research performance.	Established
H2-6 Teachers at Zhengzhou Business College from various faculties display significant differences in their scientific research performance.	Established
H3 There is a significantly positive correlation between the professional calling and scientific research performance of teachers at Zhengzhou Business College.	Established

(2) Differences in Research Performance

Gender Differences: Male teachers score significantly higher than female teachers in research performance ($M = 46.31$ for male teachers and $M = 35.02$ for female teachers), with a significant difference ($p < 0.001$).

Teaching Experience Differences: The longer the teaching experience, the higher the level of teachers' research performance, especially among those with over 10 years of experience, who score the highest (research performance $M = 45.01$), with a significant difference ($p < 0.001$).

Educational Background Differences: There is no significant difference in the impact of educational background on teachers' research performance ($p = 0.09$).

Disciplinary Differences: There are no significant differences in teachers' research performance among different subjects.

Professional Title Differences: There is an extremely significant difference between teachers' professional titles and their research performance ($p < 0.001$), with professors having the highest average score in research performance ($M = 62.93$) and junior teachers having the lowest ($M = 19.67$).

Faculties Differences: There are also significant differences in research performance among different faculties ($p = 0.00$), with faculties such as the School of Physical Education and the School of Big Data showing more outstanding research performance.

(3) Correlation Analysis

According to the results of Spearman analysis, there is a significant positive correlation between teachers' professional calling and research performance ($\rho = 0.322$, $p < 0.01$). Specifically, dimensions such as constructive teaching mission ($\rho = 0.248$), complex teaching mission ($\rho = 0.170$), and teaching trust ($\rho = 0.232$) all show a moderately strong positive correlation with research performance, indicating that improvements in teachers' sense of responsibility, teaching investment, and mutual trust contribute to their greater enthusiasm and output in research work.

Discussion

Current Levels of Teachers' Professional Calling

The descriptive statistics indicate that teachers at Zhengzhou Business College generally demonstrate a moderately high level of professional calling. Among the dimensions, complex teaching mission receives the highest average score, suggesting that teachers are highly confident in managing multi-dimensional, challenging teaching tasks. In contrast, teaching trust scores lowest, highlighting a lack of institutional or peer trust in the teaching process. This imbalance implies that while teachers are internally motivated and capable in terms of instructional complexity, they may experience low levels of mutual trust, communication, or perceived support. Addressing this gap requires institutional efforts to build a supportive teaching culture through transparent evaluation

systems and enhanced faculty collaboration.

Current Levels of Teachers' Research Performance

In terms of research performance, the findings reveal a moderate overall level with evidence of gradual improvement over the years. This positive trajectory may reflect institutional investments in research resources, performance-based incentives, or a cultural shift toward research emphasis. However, the relatively high standard deviation indicates significant variation among teachers, suggesting that while some are performing well, others lag behind. This discrepancy underlines the importance of identifying and addressing barriers to research engagement, such as workload imbalance, lack of research training, or insufficient academic support.

Variance in Professional Calling Across Demographic Groups

The ANOVA and t-test results show significant differences in professional calling by gender, teaching experience, discipline, and faculty affiliation. Male teachers report higher professional calling scores than female teachers, which may be attributed to differing career expectations or challenges related to work-family balance. Similarly, teachers with more than 10 years of experience score significantly higher, supporting the idea that professional identity strengthens over time. Moreover, significant disciplinary and faculty differences. In the complex teaching mission dimension—suggest that teaching environments and curriculum content affect teachers' sense of mission. These findings call for differentiated strategies to enhance professional calling across diverse teacher groups, including mentoring, workload support, and discipline-specific recognition systems.

Variance in Research Performance Across Demographic Groups

Significant differences are also found in research performance based on gender, teaching experience, professional title, and faculty. Male teachers outperform female teachers, echoing trends reported in broader higher education research that associate gender disparities with systemic constraints. More experienced teachers and those with higher academic ranks also exhibit better research performance, likely due to accumulated expertise and greater access to research resources. Differences among faculties—such as superior performance in physical education and engineering faculties—may reflect variations in research culture, funding, or collaboration networks. These disparities highlight the need for targeted support, especially for early-career, female, or under-resourced faculty members.

Correlation Between Teachers' Professional Calling and Research Performance

Spearman correlation analysis reveals a significant but weak positive correlation between teachers' professional calling and their research performance. While all dimensions of professional calling, including complex teaching mission, autonomous teaching mission, and teaching trust show statistically significant relationships with research performance, the coefficients are generally below 0.30. This suggests that although professional calling contributes to research output, its effect size is modest. The findings imply that intrinsic motivation and a sense of mission may facilitate research

engagement, but are likely mediated by other variables such as research skills, institutional support, and workload. Therefore, enhancing professional calling should be integrated with broader strategies that support research capabilities.

Conclusions

Research Overview and Conclusions

This study investigates the relationship between teachers' professional calling and research performance at Zhengzhou Business College. Utilizing questionnaire data from 320 faculty members, the research employs descriptive statistics, t-tests, ANOVA, and Spearman correlation analysis to explore current levels, group differences, and inter-variable relationships. Results reveal that while both professional calling and research performance are at a moderate level overall, there are significant disparities based on gender, teaching experience, and academic discipline. A significant but weak positive correlation is found between professional calling and research performance, suggesting that teachers with a stronger sense of mission tend to demonstrate higher research productivity. These findings provide theoretical insight and practical guidance for enhancing faculty development and institutional research capacity.

Research Limitations

This study has several limitations. First, the research scope is restricted to teachers from Zhengzhou Business College, limiting the generalizability of the findings due to a lack of regional and institutional diversity. Second, the use of a cross-sectional quantitative design and self-reported data introduces potential biases and does not capture dynamic changes over time. Third, although the study focuses on the relationship between professional calling and research performance, the absence of key control variables, such as teaching workload, resource availability, and psychological stress weakens the explanatory power. Notably, the correlation coefficients between the two core variables are all below 0.29, indicating a weak association and suggesting that other unmeasured factors may play a significant role.

Suggestions and Implementation Strategies

Based on the research findings, this study proposes targeted strategies to enhance teachers' professional calling and improve research performance at Zhengzhou Business College. Recommendations include fostering a supportive institutional culture, optimizing teaching and research workload, providing professional development opportunities, and enhancing gender equity through flexible policies and dedicated support for female faculty. In response to disparities across teaching experience, academic rank, and faculty units, the study suggests implementing tiered research training, establishing mentorship systems, and reallocating resources to balance interdepartmental research capabilities. These strategies aim to create a more inclusive, motivating, and research-conducive environment, ultimately supporting the dual development of teaching and

research excellence.

References

- An, Y., Gu, Z., Wang, H., & Zhang, J. (2020). Research on improving the management and supervision mechanism of scientific research funds under the new situation. *Economic Management Research*, 2(3), 23-25. <https://doi.org/10.36012/emr.v2i3.1784>
- Behn, R. D. (2022). The psychological barriers to performance management: Or why isn't everyone jumping on the performance-management bandwagon? *Public Performance & Management Review*, 26(1), 5.
- Chen, J. Y., & Zhong, J. (2016). Dynamic evaluation of scientific research performance in universities directly under the Ministry of Education: Analysis based on panel data of 58 universities from 2004 to 2012. *Modern Education Management*, 4(4), 80-85.
- Chen, Y. C. (2022). On How Young University Teachers Can Balance the Relationship Between Teaching and Research. *Frontiers of Modern Education*, 3(4), 32. <https://doi.org/10.33142/fme.v3i4.6624>
- Dobrow, S. R., & Tosti-Kharas, J. (2011). Calling: The development of a scale measure. *Personnel Psychology*, 64(4), 1001-1049.
- Duffy, R. D., Mkd, L. F., & Steger, M. F. (2011). Calling and work-related outcomes: Career commitment as a mediator. *Journal of Vocational Behavior*, 78(2), 52-53.
- Ge, H. (2024). Research on problems and countermeasures of performance management for teachers in private universities. *Documentation of Educational Science*, 3(4).
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Levkovich, I., & Labes, M. (2024). I felt a sense of mission during moments of crisis: Mental health professionals' perspectives on their initial treatment of evacuees during the Israel-Hamas conflict. *Healthcare*, 12(11), 18-23.
- Li, L., & Cai, P. M. (2014). Strengthening ideological and political course teachers' professional mission through the "three confidences." *Journal of Ideological and Theoretical Education*, 5(9), 95-97.
- Shi, L., & Wang, L. W. (2021). Research on the practical path of cultivating distinctive university spirit: A case study of Xi'an University of Science and Technology. *Innovation and Practice of Teaching Methods*, 4(3), 41. <https://doi.org/10.26549/iptm.v4i3.6607>
- Swann, M., McIntyre, D., Pell, T., Hargreaves, L., & Cunningham, M. (2010). Teachers' conceptions of teacher professionalism in England in 2003 and 2006. *British Educational Research Journal*, 36(4), 549-571.
- Tajfel, H. (1963). Stereotypes. *Race*, 5(2), 3-14.

- Wen, Y. Z. (2025). Research on strategies to enhance preschool teachers' professional commitment. *Smart Education*, 2(4), 34-36. <https://doi.org/10.69979/3029-2735.25.4.004>
- Weng, H. Z., Jin, M. D., & Wang, S. X. (2024). Integrating ideological and political education into college physical education from the perspective of cultivating moral values. *Deleted Journal*, 4(2), 49-51.
- Wrzes, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. *Journal of Research in Personality*, 31(1), 21-33.
- Wu, X. B. (2020). Research on the impact of employee performance appraisal methods on organizational performance. *Finance and Management*, 4(5), 108-110.
- Xue, C. (2022). Research on the current levels and improvement strategies of ideological and political counselors' historical mission in the new era under the "cultivating morality and nurturing talents" concept. *International Journal of Educational Science and Theory*, 3(1), 20-25.
- Yong, Y. N. (2019). Current levels and issues in cultivating political identity literacy in high school ideological and political courses. *Educational Research*, 2(10), 20-24.
- Zhang, Z. L., & Zhu, Y. (2024). Current levels and optimization strategies for laboratory management in university scientific research teams. *Frontiers in Education and Teaching Research*, 2(1), 10-12.
- Zhao, M. N. (2024). Research on the Teaching Philosophy and Practical Path of Ideological and Political Education in University Physical Education Courses *Based on the OBE Concept*. *[Deleted Journal]*, 4(1), 19-19.