

Personality characteristics and work effectiveness among Chinese university lecturers: Organizational commitment and organizational identification as mediators and knowledge management capability as a moderator

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ABSTRACT

Based on the moderated mediation process model, this study explores the relationship between work effectiveness and university lecturers in China. It examines the mediating role of organizational commitment and organizational identification in the relationships between teachers' conscientiousness, agreeableness and emotional stability and their work effectiveness. It also explores whether the knowledge management capability (KMC) serves as a moderating variable in the relationships between organizational commitment and work effectiveness, organizational identification and work effectiveness. This study employed an explanatory mixed-methods design. EFA, CFA, descriptive statistics and regression-based moderation analyses were used to analyze quantitative data obtained from a structured questionnaire that was administered to 557 university teachers. The quantitative findings were contextualized by conducting semi-structured interviews with 15 teachers and university administrators that were analyzed by directed content analysis. The results showed that the significant positive relationships between conscientiousness, agreeableness, emotional stability and work effectiveness were mediated by organizational commitment and organizational identification. The associations between organizational commitment and organizational identification with work effectiveness was significantly moderated by KMC: The associations were stronger at higher levels of KMC. The qualitative findings highlighted the importance of knowledge sharing, institutional support, and collaborative professional practices in supporting teachers' work effectiveness. This study contributes to higher-education research by integrating personality traits, organizational commitment, organizational identification, and KMC within a moderated mediation model. The results indicate that strengthening organizational commitment, organizational identification, and KMC may support university teachers' work effectiveness.

Keywords: Work effectiveness, organizational commitment, organizational identification, knowledge management capability, personality traits, higher education, university teachers.

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INTRODUCTION

The digital transformation, the use of artificial intelligence, changing expectations towards the quality of teaching and growing requirements for students, research and service to students and the institution are reshaping higher education. International evidence shows that higher education is adjusting to technological developments, new

models of learning, and evolving demands in the labour market, which are intensifying the demands on teachers' professional learning and support systems within institutions (OECD, 2023). The rapid growth of digital teaching in higher education and the shift in the professional work of teachers have been documented

(Bond et al., 2021). In recent reviews, AI has also been identified as having significant impacts on teaching, learning, assessment, institutional decision-making and academic support, highlighting the need for new knowledge, skills and practices for the responsible use of AI in universities and by teachers (Crompton and Burke, 2023; Zawacki-Richter et al., 2019). The literature from higher education institutions in other countries also indicates that strategic human-resource planning can help improve the quality of higher education by coordinating staff development, institutional resources, and organizational objectives (Darodjat and Rattanapun, 2026). Therefore, it is significant to understand the individual and organizational conditions that enable the effectiveness of university teachers in this context, to ensure universities' sustainable development.

The importance of personality traits in relation to teachers' work effectiveness lies in the fact that they affect people's approach to responsibilities, interpersonal relations and the ability to cope with the demands of the workplace. Conscientiousness is linked to being reliable, persevering, and doing things that further your goals; Agreeableness is linked to cooperating and being supportive in interactions with others; Emotional stability is linked to managing stress and being effective in challenging situations. Meta-analytic data have shown that conscientiousness has shown up as a stable and universal predictor of job performance in a wide range of occupations (Barrick and Mount, 1991). These attributes can be beneficial in university contexts for effective teaching, research, student engagement and collaboration with colleagues. But personality factors may not be the only ones that account for how well some teachers develop into effective teachers of work. Other organizational processes are also likely to be important.

There are two types of psychological relationships between teachers and their universities: organizational commitment and organizational identification. Organization commitment is defined as an individual's desire to stay with and contribute to the organization. Organizational identification is the degree to which one identifies the organization as a part of the individual's self-concept. Both constructs can be used to explain the relationship between individual constructs and work-related outcomes. Empirical studies have confirmed that affective organizational commitment is a key link between performance management practices and teacher performance (Van Waeyenbergh et al., 2022). University studies have also revealed that organisational identification is positively correlated with employee performance and can also radiate the impact of favourable organisational conditions on employee performance (Kazmi and Javaid, 2022). Moreover, empirical research with university teachers shows that psychological-contract conditions are linked with organizational identification and organizational commitment (Chen et al., 2025).

However, there are three gaps. First, there are few

studies that have investigated organizational commitment and organizational identification together as mechanisms that connect teachers' personality traits with work effectiveness. Second, researchers have typically looked at knowledge management capability as a direct determinant of performance, rather than as something that can boost the impact of teachers' organizational attachment on their work effectiveness. Knowledge management capability involves acquiring and sharing, applying and developing knowledge. Although empirical studies have demonstrated the positive relationships between knowledge sharing, knowledge application, and performance-related outcomes (Idrees et al., 2022), the relationships between commitment, identification, and work-effectiveness of university teachers through the lens of knowledge management capability are still under-researched. Thirdly, Chinese evidence is still limited, considering the special institutional, technological and professional environments of teachers' work.

This study aims to fill the gaps by establishing and testing a moderated mediation model of work effectiveness for Chinese university teachers. In particular, this study explores the mediating effect of organizational commitment and organizational identification between conscientiousness, agreeableness, and emotional stability and work effectiveness. It also investigates the potential of knowledge management capability as a moderator between organizational commitment and work effectiveness and between organizational identification and work effectiveness. The study combines individual personality attributes, organizational psychological processes and capacity of knowledge management to offer a more complete picture of the work effectiveness of teachers in higher education.

Survey data from 557 university teachers in China is used for the study and the hypothesized relationships are tested with structural equation modeling. Twenty participants are interviewed using a semi-structured approach to supplement and explain quantitative results. The study makes a significant contribution to Organizational Behavior and Higher Education research by shedding light on the psychological mechanisms behind the relationship of personality traits with teachers' effectiveness in their job and by highlighting the role of the knowledge management capability as a moderating condition on these relationships. In the practical aspect, the results can be used to base policies for universities to improve teachers' organizational attachment, knowledge sharing and sustainable work effectiveness.

Research objectives

1. To examine whether organizational identification mediates the relationships between teachers' conscientiousness, agreeableness, and emotional stability and their work effectiveness.

2. To examine whether organizational commitment mediates the relationships between teachers' conscientiousness, agreeableness, and emotional stability and their work effectiveness.

3. To analyze the moderating roles of knowledge management capability on the association between organizational commitment of work effectiveness and organization commitment of work effectiveness.

LITERATURE REVIEWS

The present study relies on the knowledge management theory, personality trait theory (particularly, the Big Five), positive organizational behavior (POB), organizational commitment theory, and goal-setting theory to identify the relationship between individual traits and the organizational factors and work effectiveness in the field of higher education. The performance and innovation are enhanced by knowledge creation, sharing, and application (Awan and Ather, 2024), whereas conscientiousness, agreeableness, and emotional stability are associated with job performance (Roloff et al., 2020). The organisational commitment theory describes motivation and performance via psychological attachment (Wang et al., 2020; Meyer and Herscovitch, 2001), and POB focuses on the significance of psychological functions, such as emotional regulation and resilience in facilitating better performance (Aldrup et al., 2024). Goal-setting theory highlights how explicit goals enhance performance (Locke and Latham, 2002). The Big Five might be a simplistic view of personality, and knowledge management theory might not capture the social dynamics (Weisman et al., 2023; Zhang, 2024). The multilevel and context-sensitive methods are necessary to capture the multifaceted character of teacher behavior and work effectiveness in contemporary higher education.

Organization commitment related to conscientiousness traits and work effectiveness

Organisational commitment is crucial to employee attitudes and performance, especially in education. Organizational commitment nowadays includes affective, continuous, and normative elements that imply psychological attachments of individuals to their organizations (Meyer and Herscovitch, 2020; Wang et al., 2020). These variables interact to influence how instructors are motivated, participate in professional activities and behave in higher education. Affective commitment can be enhanced by the institutional support and professional development resulting in continuity and normative commitment.

Instructional quality, student engagement, classroom management, and flexibility to educational changes are now realized as work effectiveness in teaching (Aldrup et al., 2024; Zhang et al., 2024). Effective instructors are also characterized by quality instruction, reflective practice,

collaborative involvement and professional development. Organizational commitment in this method assists teachers to put efforts, stay motivated, and align their personal objectives with the institutional targets (Park et al., 2025).

Diligence, accountability, and goal-oriented behavior form the conscientiousness, which has been proven to be a predictor of job performance in educational settings (Roloff et al., 2020). The conscientiousness does not necessarily translate to work effectiveness; it requires contextual and organizational factors. Organizational commitment is a way that conscientious people use their personalities to transform them into productive work. There are higher organizational commitment of conscientious teachers, which enhances persistence, instructional preparation and student receptivity.

The new studies indicate that individual traits-performance outcomes relations are mediated by organizational commitment. Research has shown that organizational commitment has the potential to alleviate job stress levels and enhance teacher job satisfaction and engagement (Wang et al., 2020; Chen et al., 2025). Organizational citizenship behaviors, such as collaboration and sharing knowledge, are also undertaken by committed teachers and enhance teaching and the performance of the institution (Awan and Ather, 2024). The results indicate that organizational commitment enhances the performance of individuals and establishes a positive learning atmosphere.

Organizational commitment is a way to retain teachers and ensure organizational permanence, which is vital to the quality of education. Very dedicated teachers will not leave and will earnestly work in achieving organizational objectives, enhancing performance (Weisman et al., 2023). Stability and continuous engagement is critical in implementing reform in a fast-paced higher education system.

According to the literature, organizational commitment mediates the relationship between instructors' conscientiousness and work performance. Engagement assists teachers in transforming their personal ideals into a significant and effective work through building a psychological attachment and linking personal and organizational objectives.

H1: Organizational commitment mediates the positive relationship between teachers' conscientiousness and work effectiveness.

Teachers' organization commitment related to agreeableness traits and work effectiveness

In recent years, researchers have paid attention to the agreeableness of teachers, their organizational commitment, and effectiveness in work in collaborative and knowledge-intensive educational environments. One of the Big Five personality traits is agreeableness, which

implies empathy, cooperation, trust, and prosocial behavior. These characteristics are essential since teaching is a relational profession that requires continuous communication with students, colleagues, and institutional stakeholders (Deng et al., 2020).

Research has shown that agreeable teachers have higher chances of establishing good classroom environments, student engagement, and interaction with fellow teachers, which enhance student performance and effectiveness in teaching. The relationship between agreeableness and work effectiveness, however, is usually influenced by organizational factors. Organizational commitment is an important process of making personality traits work as effective work habits.

Corporate commitment enhances the psychological attachment of teachers to their own institutions, making them be more inclined to make their own values meet corporate goals and strive more in their professions. Highly agreeable teachers tend to forge a strong affective commitment because of their interpersonal orientation and sensitivity to organizational social interactions. It increases their willingness to cooperate, help others and make a difference in the growth of institutions.

According to recent studies, organizational commitment enhances motivation, turnover intentions, and organizational citizenship mediating the relationship between personality traits and workplace performance (Weisman et al., 2023; Awan and Ather, 2024). Effective teaching in higher education involves sharing of information, mentoring and involvement of the academic community. Also, dedicated educators will be more likely to remain in their organizations, enhancing performance and organizational stability (Park et al., 2025).

This is reinforced by leadership and organizational support. Transformational leadership practices help to foster trust, empowerment, and shared vision, which enhances the organizational commitment and work effectiveness of teachers (Chen et al., 2025). This demonstrates that agreeableness impacts organizational dynamics and people.

The literature states that agreeableness positively affects work effectiveness through an impact on organizational commitment. Pleasant teachers are more likely to establish high commitment by establishing interpersonal relationships and fostering cooperative climate in the organization, leading to better teaching performances and professional involvement.

H2: Organizational commitment mediates the positive relationship between teachers' agreeableness and work effectiveness.

Organization commitment related to emotional stability traits and work effectiveness

In the current field of research within education, the

emotional competence and work performance of teachers, particularly in complex and emotionally challenging classroom scenarios, have been given attention. Individuals' ability to notice, analyze, and manage their own and others' emotions is called emotional stability. This ability is critical in maintaining healthy classroom dynamics, stress management, and positive learning conditions (Aldrup et al., 2024).

According to the recent studies, emotionally intelligent instructors are better off in the classroom, handle their classrooms as well as interact with their students. An important predictor of the quality of teaching is emotional regulation, enabling teachers to overcome difficulties and maintain their resilience (Aldrup et al., 2024; Zhang, 2024). Emotional capacity has an indirect influence on work effectiveness and it has an organizational influence similar to other personality traits.

Organizational commitment mediates this relationship by enhancing emotional capabilities and professional performance of teachers. Close emotionally sensitive educators have better chances to establish good institutional relationships, which increases the sense of belonging and psychological attachment (Weisman et al., 2023). Higher relationship has the effect of enhancing affective commitment where the teachers work harder, persist and pursue institutional interests.

More studies indicate that organizational commitment has the potential to alleviate job stress and emotional fatigue, enhancing job satisfaction and performance among teachers (Wang et al., 2020). The buffering effect is essential in emotionally challenging circumstances such as in higher education where professors are under pressure of workload, role ambiguity, and student problems. Combined with organizational commitment, teachers having high emotional skills are able to cope with these challenges and perform excellently.

Additionally, emotionally competent teachers have a higher probability of mentoring other teachers, addressing the emotional needs of students, as well as knowledge sharing. Such measures enhance personal and organizational performance (Awan and Ather, 2024). Organizational commitment promotes such behaviors by relating personal motives to organizational objectives and demands.

The literature shows that emotional stability enhances the effectiveness of work by creating organizational commitment. Teachers that are emotionally skilled will have higher chances of maintaining and enhancing professional performance through cultivation of emotional resilience, interpersonal effectiveness, and psychological commitment to the organization.

H3: Organizational commitment mediates the positive relationship between teachers' emotional stability and work effectiveness.

Organizational identification related conscientiousness traits and work effectiveness

Organizational identification refers to the extent to which individuals associate themselves with their company and consider themselves part of the company in terms of values, objectives and identity. Organizational identification is a social identity theory that affects attitudes, behaviours, and performance by making the individual and the organisation cognitively and emotionally aligned (Weisman et al., 2023). When teachers have a high level of organizational identification, they tend to internalize institutional objectives, attach importance to their roles, and become involved in teaching and organization.

Work effectiveness is taught in terms of instructional quality, student engagement, classroom management and professional development. It also demands flexibility to educational innovations and collaboration with the professional community (Aldrup et al., 2024; Zhang, 2024). Personality influences teacher effectiveness, such as conscientiousness. Conscientious individuals are hardworking, trustworthy, and achievement-oriented, which enhances employment and professionalism (Roloff et al., 2020).

The work effectiveness of conscientiousness is influenced indirectly by organizational-level psychological processes such as organizational identification. Teachers who are highly conscientious are more apt to embrace organizational principles and norms, which enhances their institutional identification. This alignment makes them more motivated to play relevant roles in organizational objectives and practices of institutional effectiveness.

The current research indicates that organizational identity mediates the personal characteristics-performance outcomes relationships. Identification with organisations enhances the psychological connection between employees and their organisations, enhancing job happiness, work engagement, and performance (Weisman et al., 2023). Teachers with a high level of identification with the institution have higher chances of being productive, collaborative, and dedicated to student development (Chen et al., 2025).

Increased engagement in organizational citizenship behavior such as knowledge sharing, mentoring, and institutional collaboration, beneficial to teaching efficacy and academic achievement, is also associated with organizational identification (Awan and Ather, 2024). Knowledge sharing and teamwork in the context of higher education are vital to teaching and research.

The literature shows that organizational identity mediates the effect of conscientiousness on work effectiveness. Identification assists educators in transforming their personal characteristics to sustainable and efficient professional practices by creating a firm sense of belonging and alignment with organisational principles.

H4: Organizational identification mediates the positive relationship between teachers' conscientiousness and work effectiveness.

Organizational identification related to agreeableness traits and work effectiveness

In recent educational and organizational studies, the agreeableness of teachers, their organizational identity and work performance have been given attention, particularly in collaborative and knowledge-based workplaces. Agreeableness influences educational relationships, namely empathy, cooperation, trust, and prosociality. Affable teachers tend to create accommodating classrooms, work together, and get along with students and peers (Deng et al., 2020).

As explained in social identity theory organizational identification indicates the extent to which individuals internalize organizational values and are members. Psychological attachment enhances motivation, engagement and institutional objectives (Weisman et al., 2023). Highly agreeable teachers are relational and sensitive to social belonging in the workplace and therefore prone to high organizational identification.

Educational work effectiveness includes quality of instruction, student engagement, professional collaboration, and flexibility to shifting educational needs (Aldrup et al., 2024; Zhang, 2024). Agreeableness has a direct influence on good interpersonal behaviors and indirectly on work effectiveness on organizational identification.

Employee identification enhances their sense of belonging and commitment to organizational missions and moderates the connection between personal characteristics and performance outcomes (Weisman et al., 2023). Teachers with high identification with their institutions have a higher chance of collaborating, exchanging expertise and practicing organizational citizenship, which enhances work effectiveness (Awan and Ather, 2024). Teamwork, multidisciplinary collaboration and exchange of knowledge are essential in teaching and research in higher education.

The organisational identity enhances intrinsic motivation and job satisfaction of teachers which are key to long term performance and professional involvement. Educators that value harmony and cooperation tend to internalize organizational ideals and adhere to institutional norms. This conformity fosters goal-directed, collaborative professional practices with more agreeability advantages to teaching.

According to the literature, organization identity mediates the impact of agreeableness on work performance. Identification by making the pleasant teachers feel part of the company and aligned to the company ideals makes their interpersonal skills effective teaching.

H5: Organizational identification mediates the positive relationship between teachers' agreeableness and work effectiveness.

Organizational identification related to emotional stability traits and work effectiveness

Recent studies in education have paid attention to the emotional competence of teachers and their working performance, particularly in complex and emotionally challenging higher education scenarios. An individual's ability to recognize, analyze, and control emotions in themselves and others is called emotional stability. This skill is necessary in the teaching process to control the classroom, involve students, and provide them with pleasant learning conditions (Aldrup et al., 2024).

Research indicates that teachers who have a higher emotional strength perform better, tend to be more resilient, and are able to adjust to teaching challenges (Zhang et al., 2024). Emotional competency assists teachers in dealing with stress, maintaining professional relationships and establishing supportive classrooms, which are fundamental to work effectiveness. Emotional aptitude influences performance indirectly by organizational and psychological mechanisms.

The social identity theory-based organisational identification mediates this relationship. It reveals the extent to which teachers are internalizing organizational values and they are at home in their schools (Weisman et al., 2023). Emotional teachers are more likely to interact well and identify with organizational goals because they are strong emotional teachers.

Organizational identification enhances psychological attachment, inspiration, and participation, enhancing work-related cognitions and actions (Weisman et al., 2023; Chen et al., 2025). When a teacher is strongly related to their institution, there is a high likelihood that the teacher will take on organizational citizenship practices, collaborative practices, and knowledge-sharing practices that make the work effective (Awan and Ather, 2024). The emotional skill of teachers can assist them in negotiating interpersonal processes and maintaining good working relations.

Emotional stability decreases burnout and enhances well-being when supported by a high organisational identification (Zhang et al., 2024). This is an essential relationship in the field of higher education, where teachers have been charged with more responsibility in teaching, research and administration. Organizational identification enhances long-term performance and workforce involvement as well as personal growth and affective capability by aligning personal interests with organizational goals.

This connection is also enhanced by leadership and organizational climate. Supportive and transformative leadership can boost teachers' emotional abilities and

organizational identification, improving work effectiveness (Chen et al., 2025). Emotional traits and organizational elements of the person affect the performance levels in several ways.

The literature indicates the role of organizational identity in mediating the influence of emotional stability on work effectiveness. Organizational identification assists emotionally competent instructors to work efficiently by fostering a sense of belonging, enhancing relationships between people and aligning personal and organizational objectives.

H6: Organizational identification mediates the positive relationship between teachers' emotional stability and work effectiveness.

Knowledge management capability (KMC) as a moderator of the relationship between organizational commitment and work effectiveness

The present study suggests that the link between organizational commitment and work effectiveness will be moderated by the knowledge management capability of teachers (KMC). That is, it is hypothesized that KMC will moderate the relationship between organizational commitment and work effectiveness, but not mediate between organizational commitment and work effectiveness.

Knowledge Management capability is the ability to acquire, generate, share, integrate and apply knowledge to achieve the objectives of the organization and its tasks. Organizational capabilities, according to the view of knowledge management, allow employees to retrieve, merge and apply appropriate knowledge to their tasks (Gold et al., 2001). In higher education, these processes could involve other teachers and researchers being able to access teaching and research materials, digital platforms, colleagues' knowledge-sharing networks, and collaborative learning.

Organizational commitment is the psychological attachment and the willingness of a teacher to contribute to the organization and its objectives (Meyer and Herscovitch, 2001). When teachers commit themselves to this work they are more likely to make an effort to do the teaching, to work with others, and to engage in institutional activities. But this willingness doesn't necessarily mean that it can be translated into effective work, if it is not backed by commitment. Teachers also need the ability and institutional environments to search for, share, modify and utilize knowledge for teaching and research purposes, and in their service activities.

With high KMC, dedicated teachers will be better able to access the knowledge resources available to them, to learn from other teachers and to implement good practices. Thus, it is expected that the amount of organizational commitment will be higher and positively

correlated with the level of work effectiveness of teachers who have high KMC. The relationship of commitment to work effectiveness may be limited because of limited access to relevant knowledge, weak knowledge sharing practices, or insufficient opportunities to apply knowledge when KMC is low. This is aligned with the research that views KMC as one of the key organizational capabilities linked to learning, innovation and performance-related outcomes (Gold et al., 2001; Idrees et al., 2022). Based on this, the following hypothesis is formulated:

H7: Knowledge management capability positively moderates the relationship between organizational commitment and work effectiveness, such that the relationship is stronger when teachers report higher knowledge management capability.

Teachers' knowledge management capability related to organizational identification and work effectiveness

Recent research in education and organization has been concerned with the knowledge management competency (KMC) of teachers, organizational identification, as well as work performance, especially in knowledge-based higher education institutions. Individuals and organizations can develop, share, integrate, and utilize knowledge to improve performance and creativity using KMC. KMC assists universities in producing and disseminating knowledge, enhancing individual and institutional performance (Awan and Ather, 2024).

Using social identity theory, organizational identification is the measure of how well teachers identify with their organization and its values and goals (Weisman et al., 2023). Teachers who are identified organizationally have higher chances of internalizing institutional goals, collaborating and being successful. The effectiveness of such identification in resulting in effective instruction depends on the organizational context, particularly the knowledge resources and systems.

In higher education, work effectiveness encompasses the quality of instruction, student involvement, research output, and professional partnerships (Aldrup et al., 2024; Zhang, 2024). The desire to be engaged arises as a result of the organizational identification, but KMC assists teachers in transforming this urge into good performance.

Empirical studies indicate that in the recent past, KMC has enhanced teaching effectiveness and academic performance due to its ability to promote collaboration, knowledge sharing, and organizational learning (Awan and Ather, 2024). High KMC teachers are able to access and utilize suitable knowledge, integrate new teaching methods and practices as well as pursue continuous professional development. These skills are needed in a higher education environment where technology is rapidly changing and increasing in innovation.

KMC mediates organizational identification and work

effectiveness and reinforces the relationship. When KMC is high, teachers strongly identified with their institutions may use the organizational knowledge resources to enhance their contribution to teaching and their professional work. Conversely, poor KMC can constrain the advantage of organizational identification due to lack of knowledge, teamwork or knowledge exchange procedures.

KMC also assists organizational identification to turn into organizational citizenship behaviors such as knowledge sharing, mentorship, and collaborative problem-solving necessary to individual and institutional effectiveness (Weisman et al., 2023). It assists the teacher to evolve with the evolving educational requirements and enhance student outcomes through assisting innovation in teaching and learning.

The literature suggests that knowledge management competency is a vital border condition that boosts organizational identification's favorable effects on work effectiveness. KMC aids teachers who have a strong organizational identity to maximize their performance and add value to the institutional objectives by providing the infrastructure, processes and culture of knowledge utilization.

H8: Knowledge management capability positively moderates the relationship between organizational identification and work effectiveness, such that the relationship is stronger when teachers report higher knowledge management capability.

RESEARCH METHODOLOGY

Explanatory sequential mixed methods design was used for this study. The proposed relationships between the personality characteristics of teachers, organizational commitment, identification with the organization, knowledge management capacity, and effectiveness of working were examined through a quantitative cross-sectional survey. A set of semi-structured interviews were then held to provide the context and interpretation for the quantitative results (Creswell and Plano Clark, 2018).

The target population were full-time teachers in Chinese higher-education institutions with an estimated population of 1,977,800. Cochran's formula was used to determine the minimum sample size. The minimum sample size for this study was determined to be 384 respondents at a 95% confidence level, a 5% margin of error, and an assumed population proportion of .50 (Cochran, 1977). Wenjuanxing and WeChat were used to send questionnaires online to the university administrators, academic staff and teachers of the participating universities. A total of 600 questionnaires were distributed, with 557 questionnaires being valid, giving a valid response rate of 92.83%. The study employed non-probability purposive sampling, which was a result of using

recruitment methods via easy institutional and online access.

The survey consisted of 38 items rated on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The items were developed in light of existing

instruments and tailored for the Chinese higher education context. The constructs, item numbers, example items, sources for the scales, and internal-consistency reliability can be found in Table 1.

Table 1. Measurement scales and internal consistency.

Construct	Items	Example item	Adapted from	Cronbach's alpha
Teacher conscientiousness	5	"I am a responsible person."	Soto and John (2017)	.897
Teacher agreeableness	5	"I am open to suggestions from others."	Soto and John (2017)	.875
Teacher emotional stability	5	"I can remain calm when facing work pressure."	Soto and John (2017)	.825
Organizational identification	5	"I feel a strong sense of belonging to this university."	Mael and Ashforth (1992)	.916
Organizational commitment	5	"I feel emotionally attached to this university."	Meyer and Allen (1991)	.906
Work effectiveness	6	"I achieve the objectives of my work."	Koopmans et al. (2014)	.910
Knowledge management capability	7	"I can acquire, share, and apply knowledge relevant to my work."	Gold et al. (2001)	.927

Cronbach's alpha coefficients ranged from .825 to .927 which is higher than the 0.70 recommended by (Hair et al., 2019). The Kaiser-Meyer-Olkin value to determine the appropriateness of the data for factor analysis was .861 for the final survey, and Bartlett's test of sphericity was significant ($p < .001$) (Tabachnick and Fidell, 2019). The seven factors obtained by exploratory factor analysis accounted for 72.45% of the total variance. Finally, the confirmatory factor analysis was performed to evaluate the measurement model prior to testing the structure relationships.

SPSS 26.0 was used to perform descriptive statistics, reliability analysis, exploratory factor analysis and correlation analysis. The method used was confirmatory factor analysis and structural equation modeling (SEM) software AMOS 24.0. The direct effects personality traits on work effectiveness, the mediating effects of organizational commitment and organizational identification, and the moderating effects of knowledge management capability were tested using SEM (Hair et al., 2019; Kline, 2016). Bootstrapped 95% confidence intervals with [insert actual number] resamples were generated to evaluate the indirect effects.

Semi-structured interviews were administered to 15 teachers and administrators in higher education who held five or more years in the field that were relevant to the study. The participants were purposively selected to represent staff from public and private institutions in

Beijing, Chengdu, Hangzhou, Nanjing and Wuhan. The themes covered in the interviews included: work effectiveness, organizational commitment, organizational identity, knowledge sharing and organizational support.

The interviews were recorded with informed consent, transcribed word for word and analyzed through NVivo 12. Directed content analysis was employed, whereby initial codes were based on the quantitative constructs and further codes were created based on the participants' accounts (Hsieh and Shannon, 2005; Krippendorff, 2018). This is because the qualitative results were employed to interpret and contextualise the quantitative findings, not for statistical testing of hypothesis.

RESULTS

Structural equation model for direct and mediated effects

Figure 1 presents the structural equation model estimated in AMOS. The model includes conscientiousness, agreeableness, emotional stability, organizational commitment, organizational identification, and work effectiveness. Knowledge management capability is not included in Figure 1 because its moderating effects were tested separately using regression-based moderation analysis in SPSS.

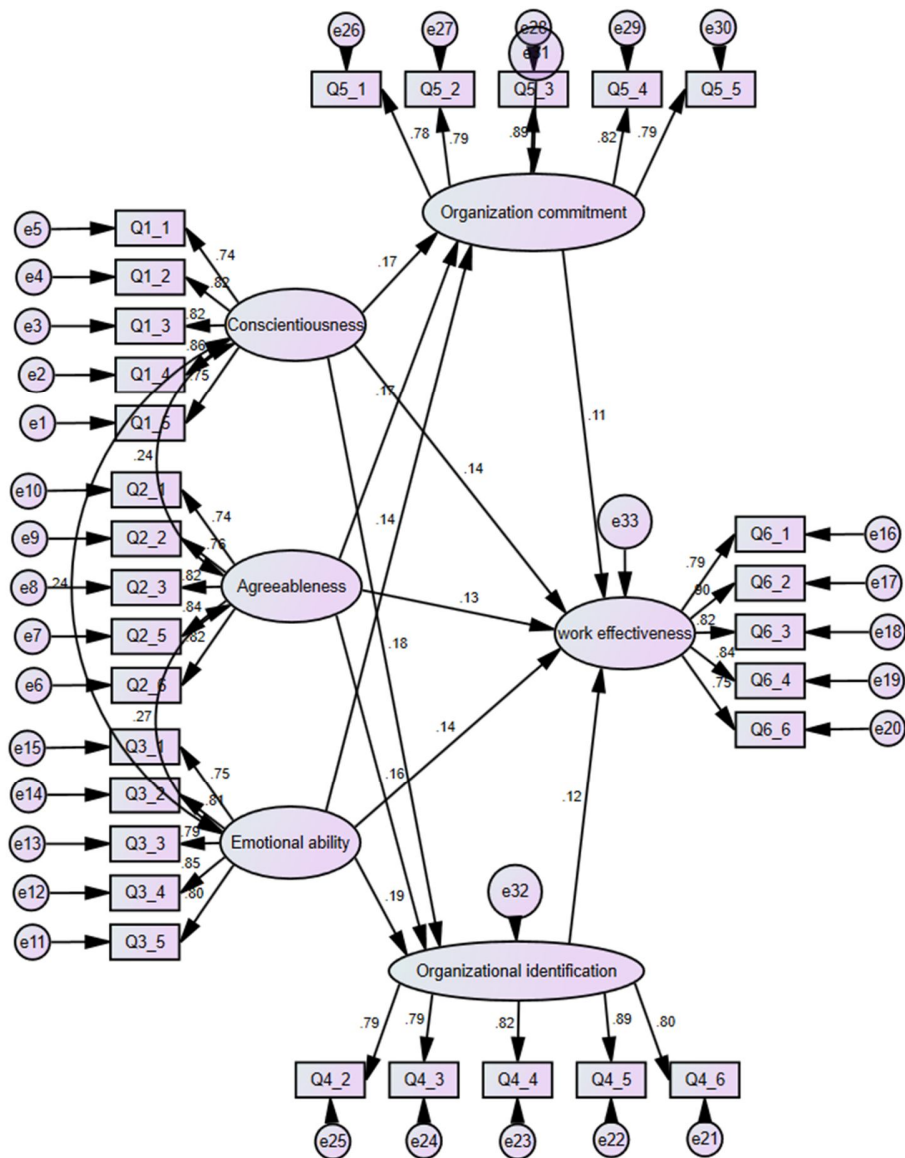


Figure 1. Path structure model diagram.

Research on mediating effect

The specific results of mediating effects are shown in Table 2.

Moderating effects of knowledge management capability

Multiple linear equation regression was conducted with work effectiveness as the dependent variable,

organizational commitment as the independent variable, W as the moderating variable, and int_1 as the interaction term between organizational commitment and W. The results are shown in Table 3.

Table 2. Direct, indirect, and total effects of personality traits on work effectiveness through organizational commitment and organizational identification.

Predictor	Mediator	Effect type	Predictor	Estimate	95% CI Lower	95% CI Upper	P	Total effects
Teacher conscientiousness	Organizational commitment	Work effectiveness	IE1	0.019	0.002	0.045	0.01	0.165
Teacher conscientiousness	Organizational commitment	Work effectiveness	DE1	0.147	0.053	0.249	0	
Teacher conscientiousness	Organizational identification	Work effectiveness	IE2	0.023	0.005	0.048	0.01	0.17
Teacher conscientiousness	Organizational identification	Work effectiveness	DE2	0.147	0.053	0.249	0	
Teacher agreeableness	Organizational commitment	Work effectiveness	IE3	0.017	0.003	0.04	0.01	0.135
Teacher agreeableness	Organizational commitment	Work effectiveness	DE3	0.118	0.024	0.2	0.02	
Teacher agreeableness	Organizational identification	Work effectiveness	IE4	0.018	0.004	0.042	0.01	0.136
Teacher agreeableness	Organizational identification	Work effectiveness	DE4	0.118	0.024	0.2	0.02	
Teacher emotional stability	Organizational commitment	Work effectiveness	IE5	0.015	0.001	0.039	0.02	0.149
Teacher emotional stability	Organizational commitment	Work effectiveness	DE5	0.134	0.037	0.236	0	
Teacher emotional stability	Organizational identification	Work effectiveness	IE6	0.023	0.004	0.049	0.01	0.157
Teacher emotional stability	Organizational identification	Work effectiveness	DE6	0.134	0.037	0.236	0	

Note. IE = indirect effect; DE = direct effect; TE = total effect; CI = 95% confidence interval. Report ($p < .001$), rather than ($p = .000$). These effect values reflect the transfer effect of the mediating variable between the independent variable and the dependent variable.

Table 3. Moderation of the relationship between organizational commitment and work effectiveness by knowledge management capability.

	Coeff	SE	t	p	LLCI	ULCI
Constant	4.645	0.582	7.979	0.000	3.502	5.789
Organizational identification × Knowledge management capability	0.458	0.153	2.994	0.003	0.758	0.157
Int_1	0.606	0.152	3.991	0.000	0.904	0.308
	0.208	0.045	4.660	0.000	0.120	0.295

The moderating effect of knowledge management capability on the relationship between organizational commitment and work effectiveness was investigated. First, according to the previous regression analysis results, organizational commitment had a significant positive effect on work effectiveness. This indicated that the stronger the organizational commitment, the higher the work effectiveness. Secondly, Int_1, as organizational commitment and knowledge management capability interaction effect reveals the interaction

between organizational commitment and knowledge management capability on work effectiveness. Moreover, the coefficient of the interaction item is positive. This indicates that the adjustment variable plays a strengthening role; that is, knowledge management capability strengthens the positive impact of organizational commitment on work effectiveness. This may mean that in the case of low knowledge management capability, the positive impact of organizational commitment on work effectiveness may be weakened. With a high

level of knowledge management capability, the degree of positive impact of organizational commitment on work effectiveness may be enhanced, so hypothesis 18 is accepted.

Multiple linear equation regression was performed with work effectiveness as the dependent variable, organizational identification as the independent variable, W as the moderating variable, and int_1 as the interaction term between organizational identification and W. The results are as Table 4.

Table 4. Moderation of the relationship between organizational identification and work effectiveness by knowledge management capability.

	Coeff	SE	t	p	LLCI	ULCI
Constant	3.695	0.587	6.300	0.000	2.543	4.848
Organizational identification x	-0.141	0.152	-0.928	0.354	-0.439	0.157
Knowledge management capability	-0.287	0.149	-1.928	0.054	-0.578	0.005
Int_1	0.110	0.043	2.545	0.011	0.025	0.195

The moderating effect of knowledge management capability on the relationship between organizational identification and work effectiveness was examined.

Firstly, according to the previous regression analysis results, organizational identification had a significant positive effect on work effectiveness. This indicated that a stronger organizational identification was associated with higher work effectiveness. Secondly, Int_1, as organization identity and knowledge management capability have a significant positive influence, reveals the interaction between organization identity and knowledge management capability on work effectiveness. Moreover, the coefficient of the interaction item is positive. This

indicates that the adjustment variable plays a strengthening role; that is, knowledge management capability strengthens the positive impact of organizational recognition on work effectiveness. This may mean that in the case of a low level of knowledge management capability, the positive impact of organizational recognition on work effectiveness may be weakened. With a high level of knowledge management capability, the degree of positive impact of organizational recognition on work effectiveness may be enhanced, so hypothesis 8 is accepted.

The results of the study's hypotheses are summarised in Table 5.

Table 5. Summary of study hypothesis results.

Mediator hypothesis	H1	Organizational commitment mediates the positive relationship between teachers' conscientiousness and work effectiveness.	Accepted
	H2	Organizational commitment mediates the positive relationship between teachers' agreeableness and work effectiveness.	Accepted
	H3	Organizational commitment mediates the positive relationship between teachers' emotional stability and work effectiveness.	Accepted
	H4	Organizational identification mediates the positive relationship between teachers' conscientiousness and work effectiveness.	Accepted
	H5	Organizational identification mediates the positive relationship between teachers' agreeableness and work effectiveness.	Accepted
	H6	Organizational identification mediates the positive relationship between teachers' emotional stability and work effectiveness.	Accepted
Regulate the hypothesis	H7	Knowledge management capability positively moderates the relationship between organizational commitment and work effectiveness, such that the relationship is stronger when teachers report higher knowledge management capability.	Accepted
	H8	Knowledge management capability positively moderates the relationship between organizational identification and work effectiveness, such that the relationship is stronger when teachers report higher knowledge management capability.	Accepted

The results of the hypotheses are supported. Teacher agreeableness, teacher conscientiousness, and teacher emotional stability have significant positive effects on organizational commitment, organizational identification, and work effectiveness, and organizational commitment and organizational identification further have significant positive effects on work effectiveness.

DISCUSSION

A moderated mediation model was explored in this study among Chinese university teachers. The results revealed that organizational commitment and organizational identification partially mediated the relationships between conscientiousness, agreeableness, emotional stability and work effectiveness. Furthermore, the knowledge

management capability (KMC) helped develop positive relationships between organizational commitment, organizational identification and work effectiveness. The findings are explained in the following discussion, in light of other empirical studies and the context of higher education.

The mediating role of organizational commitment

As a result of the findings, organizational commitment was found to partially mediate the relationship between conscientiousness, agreeableness, emotional stability and work effectiveness. The indirect effects were statistically significant for conscientiousness (IE = 0.019, 95% CI [0.002, 0.045]), agreeableness (IE = 0.017, 95% CI [0.003, 0.040]), and emotional stability (IE = 0.015, 95% CI [0.001, 0.039]). The results show partial, not complete, mediation, as the direct effects were still present. Therefore, teachers' personality traits seem to affect their work effectiveness not only directly, but also indirectly, through their psychological bonding with the university.

The partial mediation for the effects of conscientiousness, agreeableness, and emotional stability on work effectiveness by organizational commitment was found to be similar to the results of previous research in the personality–performance field. Barrick and Mount's (1991) meta-analysis confirmed conscientiousness as a strong predictor of performance in the workplace in a variety of occupations. The results also show that personality traits are not always manifested through the individual's own performance or behavior, but also through the psychological connection of the teachers with the university in the current higher education system. Therefore, teachers with positive attitudes who are conscientious and agreeable are more likely to maintain effective teaching, research and service performance if they are committed to their institution.

This interpretation is confirmed by recent empirical research with teachers. Van Waeyenberg et al. (2022) reported that affective organizational commitment played an important role as an intervening variable between the performance-management practices and teacher performance. They found that, beyond formal management practices, teachers' job effectiveness is affected by the level of emotional involvement in their organisation. In addition, Chen et al. (2025) found that psychological contract conditions were related to organisational identification and organisational commitment among university teachers. These results together suggest that individual aspects can have an impact on work outcomes in an important way that is mediated by organizational relationships and psychological bonds.

From the obtained results, it seems that conscientiousness, agreeableness, and emotional stability have a greater impact on work effectiveness if teachers are

also committed to their university. Universities need to establish a conducive environment to boost affective commitment, such as fair performance assessments, clear promotion policies, career-progressing paths, proper research assistance and significant involvement in departmental decision-making.

The mediating role of organizational identification

The results also showed that both conscientiousness and agreeableness, as well as emotional stability, were partially mediated by organizational identification with regard to the relationship between these personality traits and work effectiveness. The indirect effects were significant for conscientiousness (IE = 0.023, 95% CI [0.005, 0.048]), agreeableness (IE = 0.018, 95% CI [0.004, 0.042]), and emotional stability (IE = 0.023, 95% CI [0.004, 0.049]). The findings point to a link between teachers' personality and their work effectiveness through their self-concept as part of and proud of their universities.

Additionally, the mediating role of organizational identification is consistent with the meta-analysis of Lee et al. (2015) which found that organizational identification was systematically related to other key employee attitudes and work behaviors. The present study found that the teachers with emotional stability, conscientious and agreeable personalities were more likely to identify with their university and the identification was positively correlated with their work effectiveness. The result indicates that teachers with a positive sense of being a part of the university might be more inclined to invest effort in helping the university achieve its institutional objectives, such as enhancing teaching, collaborating in research, providing student services, and providing academic service.

This is in line with social identity theory (Tajfel and Turner, 1979). Teachers' self-concept becomes intertwined with university and institutional goals and accomplishments if they identify strongly with the university. This makes them more likely to exhibit actions that are beneficial to the institution, like assisting colleagues, working on curriculum enhancement, transferring knowledge and taking part in university development exercises.

This interpretation is supported by recent empirical evidence in educational settings. Yılmaz and Kaya (2022) concluded that there was a positive relationship between organizational identification and meaningful work for teachers and that organizational identification was a significant predictor of meaningful work. Likewise, Kazmi and Javaid (2022) analyzed data collected from 175 faculty members from four universities, and they reported that the relationship between organizational identification and employee performance was positive and that organizational identification was a mediating variable in the relationships between supervisor support, job

satisfaction and employee performance. The studies mentioned above indicate that organizational identification is not only a positive attitude, but a psychological process by which positive organizational conditions can influence positive work outcomes.

The current study builds on this evidence by demonstrating that personality characteristics also relate to work effectiveness for Chinese university teachers, and that there is a link between organizational identification and personality characteristics. Universities may improve identification through articulating a clear institutional mission, acknowledging teachers' contributions, implementing a fair and transparent process, and engaging faculty in both academic and strategic decision-making. This might be especially crucial if a positive academic climate allows educators to see institutional success as related to their own professional identity and success.

The moderating effect of knowledge management capability on organizational commitment and work effectiveness

The results indicate that the organizational commitment-work effectiveness relationship was positively moderated by KMC. The interaction between organizational commitment and KMC was significant ($b = 0.208$, $p < .001$), showing that the positive relationship between organizational commitment and work effectiveness was stronger at higher levels of KMC.

The current research builds on the existing body of knowledge about knowledge management by focusing on KMC as a boundary condition, instead of a direct predictor or mediator. The status quo empirical study has revealed that the knowledge-management capabilities, particularly knowledge sharing and knowledge application, can be useful for gaining outcomes related to performance (Idrees et al., 2022). Evidence, however, regarding the extent to which KMC enhances the impact of organizational commitment on teachers' work effectiveness is still limited. The present results thus complement this by demonstrating that knowledgeable teachers who manage knowledge well are more successful in transferring their motivational energies into effective teaching, research and service.

The moderating effect of knowledge management capability on organizational identification and work effectiveness

Additionally, KMC also acted as a mediator between organizational identification and work effectiveness. Organizational identification had a positive influence on the work effectiveness of teachers with higher KMC. The result implies that identification with the university is most

effective if teachers have the ability to mobilize and apply knowledge in their daily work.

Organizational identification could inspire teachers to engage in activities that are beneficial to the university, such as the sharing of knowledge, assisting colleagues, and being involved in improvement efforts. But that is not sufficient for teachers to ensure that the motivation translates to good outcomes. Teachers must be able to find information when needed, share knowledge, use knowledge in solving teaching and research problems, and create new practices. High KMC, therefore, helps in identifying an organisation to bring about more concrete gains in productivity.

The result aligns with the empirical findings that meaningful work and positive employee outcomes are related to organizational identification in educational organizations (Kazmi and Javaid, 2022; Yılmaz and Kaya, 2022). The current context of higher education also calls for the inclusion of digital tools, the updating of course material, research and the crossing of disciplinary boundaries: all of which are relevant to it. Here, it may be particularly useful to have a high level of identification in conjunction with good knowledge management.

Contributions of the present study to the moderating findings are to be interpreted. The model showed that knowledge management capability did not buffer but reinforced the positive relationships of organizational commitment and organizational identification with work effectiveness. That is, the greater the capability of teachers to acquire, organize, share, apply and develop knowledge, the stronger the correlation with commitment and identification with work effectiveness. The finding suggests that positive psychological attachment to a university has a higher chance of yielding effective outcomes of work when teachers also have the capability to mobilize knowledge in their teaching, research and service. The present results do not simply replicate the literature, but rather extend it due to the lack of empirical research on this specific moderating mechanism among Chinese university teachers.

On a practical level, universities should establish an organization culture that supports knowledge sharing as a part of academic citizenship, not added to one's workload. Mentoring and collaborative curriculum development can be recognized by institutions, peer-learning groups can be formed, digital knowledge-sharing systems can be developed within institutions, and the reuse of effective teaching and research practices can be rewarded based on documentation. These actions could enhance the positive effects of organizational identification and facilitate the transformation of organizational attachment into increased teachers' work effectiveness.

LIMITATIONS AND FUTURE RESEARCH

There are some limitations in this study. First, its cross-

sectional design does not allow for causal inferences or for examining how the personality, organizational commitment, organizational identification, knowledge management capability, and work effectiveness of teachers change over time. Longitudinal or multi-wave studies are needed to see if these correlations vary depending on the career stage (e.g., early versus development versus mature career) of the teacher.

Second, most of the data in the study came from self-reported questionnaires, potentially raising the likelihood of common method bias. Future research should integrate teacher self-reports and evaluations, supervisor evaluations, student evaluations, teaching observation, teaching output, publications, or other objective measures of the effectiveness of the job.

Third, the study was restricted to teachers of Chinese universities. Replication in Chinese contexts of regions, institution types, disciplines, and so on is required to evaluate the generalizability of findings. The relationships between organizational commitment, organizational identification, knowledge management capability and work effectiveness may also be explored in cross-cultural research to determine whether cultural values, institutional norms, and educational systems affect them.

Lastly, the extension of future studies should explore other organizational factors that may influence teachers' effectiveness in their work. These can be the conditions in the organization's work environment, such as perceived organizational support, leadership practices, psychological safety, digital infrastructure, management systems, and conditions in education policies. Considering these variables as antecedents, mediators and/or moderators can offer a more complete understanding of how universities can enhance teachers' sustainable work effectiveness.

CONTRIBUTIONS AND PRACTICAL RECOMMENDATIONS

Theoretical contributions

The findings of this study can be used as a foundation for further research in higher-education management and organizational-behavior studies that combines teachers' personality traits, organizational commitment, organizational identification, knowledge management capability, and work effectiveness within a single moderated mediation model. The factors have been studied in isolation in the past. In the present study, it has been found that conscientiousness, agreeableness and emotional stability are related to work effectiveness via organizational commitment and organizational identification.

The study also makes a contribution in the sense that it identifies knowledge management capability as a moderating condition. The results indicate that the more

capable the teachers are in acquiring, sharing, applying, and developing knowledge and information, the stronger is the job effectiveness-existent relationship between organizational commitment and organizational identification. This will give a more comprehensive picture of teacher effectiveness in the setting of Chinese higher education.

Practical recommendations

Based on the results, it is possible to draw some implications and implications for universities and education administrators. First, universities should offer professional-development opportunities to enhance conscientious work practices, the skill of collaboration, emotional resilience, and knowledge-management capability. These qualities can be part of fair, transparent and job-relevant assessment and development practices in recruitment and staff-development processes, but should not be the sole basis for employment decisions using personality measures.

Second, Universities should build organizational commitment and organizational identification by expressing the clear values of the University, valuating the contribution of teachers, discussing the academic affairs of the University with teachers, and making the promotion and performance management process clear. They can enhance teachers' sense of belonging and commitment to the university's aims.

Thirdly, universities need to invest in knowledge-management systems and practices. Teachers can utilize knowledge more effectively in teaching, research, student support and institutional service through access to teaching and research materials, mentoring programmes, communities of practice, digital knowledge sharing platforms, and incentives to collaborate.

Finally, administration decisions about teaching can be made based on these findings. The policy measures of professional development, equal opportunity in employment, supportive leadership and knowledge-sharing infrastructure could be utilized to improve the work effectiveness of teachers and facilitate sustainable development in higher education.

CONCLUSION

In this study, a moderated mediation model was studied on the relationship between work effectiveness and Chinese university teachers. The results revealed that conscientiousness, agreeableness and emotional stability were positively related to work effectiveness via organizational commitment and organizational identification. Both organizational commitment and organizational identification partially mediated the relationships between teachers' personality traits and work

effectiveness.

The study also revealed that the knowledge management capability mediated the relationship between organizational commitment and work effectiveness and the organizational identification and work effectiveness. The results suggest that teachers' psychological connection with their universities is more strongly related to the work effectiveness of teachers when they can acquire, share, utilize, and build knowledge more easily.

The study is important for higher-education and organizational-behavior studies, as it has incorporated personality traits, organizational commitment, organizational identification and knowledge management capability in a single model. From a practical perspective, universities can contribute to the effectiveness of teachers' work by building their organizational commitment and organizational identification and providing investment and support for knowledge sharing systems, knowledge upgrading and training, mentoring and providing convenient teaching and research resources. The results have certain limitations in terms of establishing causal relationships because of the cross-sectional nature of the design; however, they are helpful in designing teacher-support and knowledge-management practices in Chinese higher education.

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