

Impact of Organisational Support and Justice on Voice Behaviour of Higher Education Teachers of China: Psychological Ownership as a Mediator

Ma Nisha^{1,2}, Zabedah Othman^{3*}, Mohamed Amirul Izzat⁴

¹ School of Business & Technology, ALFA University College, Subang Jaya, 47600, Malaysia

² Guangzhou Huashang College, Guangzhou, 511300, China

³ School of Business & Technology, ALFA University College, Subang Jaya, 47600, Malaysia

⁴ SATS Ltd, 819659, Singapore

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.100800004>

Received: 12 August 2026; Accepted: 18 August 2026; Published: 24 August 2026

ABSTRACT

Voice behaviour is a comparatively less explored area when it comes to organisational impact. This study was aimed towards exploring teacher's voice behaviour and how determinants like organisational support and justice have an effect on it. Moreover, a mediating effect of psychological ownership was also explored which could have impact on the voice behaviour. A cross-sectional study with survey data analysis was the primary method of study. The sample was chosen from higher education teachers in China and 501 valid responses were collected. The result suggested that support and justice both have significant effect on voice behaviour. Psychological ownership on the other hand has a partial mediation effect on the voice behaviour. The empirical finding suggested that to increase voice behaviour among teachers, it is important to have organisational support and justice in an organisational environment.

Keywords: Voice Behaviour, Teacher, Psychological ownership, Organisational Support, and Organisational Justice

INTRODUCTION

Rapid economic expansion and global integration have made the business and organisation environment extremely competitive. To stay competitive, organisations use their employees thought process and suggestions to promote organisational effectiveness. In the context of educational organisations, teachers are those employees whose thought processes and suggestions are valued. Zhang et al. (2020) referred to this as having voice behaviour or a teacher's communication of ideas. Among the various types of citizens behaviours that teachers can exhibit, voice behaviour has garnered attention among the researchers. Voice behaviour is associated with improving the organisational status quo and it is quite an essential aspect contributing to the improving organisational functioning (Van Dyne and Lepine, 1998). Through the help of offering helpful suggestions to promote, student learning, and school administration, teachers' voice behaviour play a significant role in educational institutional reform (Zhang et al. 2020). Despite, being promoted as a catalyst that promotes school academic innovation and efficiency (Wang & Pan, 2014), organisational voice behaviour has been found to be jeopardized in various organisations. For instance, Yao et al. (2022) study found that organisational silence is significantly pervasive among primary school teachers in China. On the other hand, having a robust system that allows employee voice behaviour is quite essential for an organisation to innovate (Mowbray et al. 2021). Thus, educational administrators are required to examine the elements influencing teachers' voice behaviour to reduce the phenomenon of organisational silence. In this regard, aspect of organisational support and organisational

justice becomes essential that can address this voice behaviour. Contextually, organisational support is the aspect when a company recognizes the contributions made by its employees. It is about being concerned about employee welfare (Guan et al., 2014). When employees believe they have support from the organisation, they feel empowered and valued, which in turn motivates them to share their thoughts and opinions. Conversely, views of justice in fairness, resource allocation, decision-making procedures, and interpersonal treatment are all part of organisational justice. Supporting teachers with fair system where their voice behaviour is not suppressed is essential for organisational performance. Adding another layer to this dynamic concept of voice behaviour, psychological ownership has implemented many times with organisational employees. Zhang et al. (2021) it is the feeling of ownership significantly influencing employees' attitudes and behaviours. However, there are limited literatures that addresses psychological ownership from teacher's perspective regarding voice behaviour. Teachers having a psychological sense of ownership over their school are more likely to take the initiative, feel accountable for the results, and use their voice behaviour. Teachers are more likely to put their effort into organisational innovation and improvement when they have a psychological problem. This study aims to discuss whether perceived organisational support and organisational justice influence the voice behaviour of higher education teachers in China. Moreover, psychological ownership as a mediating factor needs more detailed exploration. Regarding such an issue, the following objectives have been fulfilled through this study.

- To address the effect of organisational support on the voice behaviour of teachers of higher education in China
- To evaluate the impact of organisational justice on the voice behaviour of teachers of higher education institutions
- To investigate the mediating role of psychological ownership between organisational support, organisational justice, and voice behaviours of teachers.

THEORETICAL FRAMEWORK AND HYPOTHESES

• Higher Education Teaching Staff in China

Chinese higher education teachers balance political socialization as well as academic freedom in a complex and important role where the Chinese government has implemented several teacher development policies to build a highly qualified and professional teaching force to sustain higher education (Ma et al., 2022). China is the second-largest system of higher education globally and teaching assistants make up about two-thirds of academic staff in the country (Chandrakar & Bentao, 2018). Xiaoxin (2017), stated that the academic staff face a complex situation as they have to balance their role in political socialization and their pursuit of academic freedom. This adds complexity to their responsibilities as they have to navigate between following state policies and expanding academic autonomy. As stated by Wen and Wang (2023) in their research, the past pandemic has complicated the teaching landscape because of the swift transition to online education which required the teaching staff to adopt for new tools and technologies for smooth functioning. In China, the top-down approach to educational reform requires teaching staff to have a deeper understanding of global trends and the implementation of new policies to successfully implement changes and facilitate institutional improvements (Liu, 2017). In a country like China, the role of higher education teaching staff is constantly changing and developing, necessitating ongoing growth and adjustment to meet both domestic and global educational benchmarks.

• Perceived Organisational Support (POS) and Voice Behaviour (VB)

The extent to which organisation employees perceives that their organisation values their contributions and well-being is called perceived organisational support (POS) and this relationship between employer and employee goes beyond economic transactions to include socio-emotional exchanges like approval, respect, and support, according to social exchange theory (Prasad & Jha, 2023). Cui et al. (2022) have talked about perceived organisation support i.e. POS is observed to enhance employee engagement which promotes voice behaviours among front-line employees. Researchers conducted in China and Nigeria indicates that POS influences the voice behaviours that are prohibitive among employees (Chen et al., 2022; Akhimien & Kadiri, 2022). According to Zhou and Liu (2023), in Chinese universities, POS proved to enhance the voice behaviour when it is backed by a high level of digitalization of an organisation. Similarly, research conducted by Akhimien and Kadiri (2022), argued that POS from employees, supervisors, and colleagues is found to be significantly related with voice

behaviours in Nigerian public sector organisations. In the Malaysian banking sector, POS has similarly been found to function as a significant mediating mechanism, particularly linking Generation Y employees' social and learning needs to their intention to remain with the organisation (Othman et al., 2019; Othman et al., 2020), lending further cross-sector support to the broader premise that POS shapes employees' subsequent workplace attitudes and behaviours, although it is worth noting that these two studies concern intention-to-stay outcomes rather than voice behaviour specifically, and are cited here as corroborating evidence of POS's general behavioural influence rather than as direct voice-behaviour findings. However, a study conducted by Du and Wang (2021), supports the positive association of POS and voice behaviour with the help of the theory of conservation of resources. POS support highly influences the VB in organisations as organisations plays very important role in encouraging the impact of VB and it is concluded that VB is a risky dimension of organisational citizenship behaviour (Bergeron & Thompson, 2020). As stated by Amran (2022), this POS and organisational citizenship behaviour directly affect the performance of an employee and contributing to the growth of an organisation. Thus, considering the relational aspect between POS and VB observed in previous literatures, the following hypothesis can be tested:

H1: Perceived Organisational support positively impacted the voice behaviour of higher education teaching staff in China.

- **Organisational Justice (OJ) and Voice Behaviour (VB)**

Perception of fairness in an organisation among employees, encompassing the evaluation of events, actions, and decisions against a standard of fairness constitutes organisational justice (Wiseman & Stillwell, 2022). As stated by Cachón-Alonso and Elovainio (2022), it is a multidimensional concept which includes distributive justice, procedural justice, interpersonal justice and informational justice. A study conducted by Das and Mohanty (2023), showed that employees perceive fairness in organisational processes, distributions, and interactions as employees are more likely to engage in voice behaviour resulting in the contribution of organisational goals and performance. In the research conducted by Lee and Hwang (2021), procedural justice is found to positively affect employee voice behaviour. Similarly, psychological ownership and organisational justice has also certain relationship to voice behaviour. Organisational justice moderates the relationship between psychological empowerment and voice behaviour (Wei et al., 2020). In the study conducted by Alvi et al. (2019), OJ has shown a direct and significant effect on employee voice behaviour. This study also suggested that that employee voice partially mediates the relationship between organisational justice and organisational performance. As stated by Um-E-Rubbab et al. (2022), team voice has a direct effect on promotive voice behaviour and prohibitive voice behaviour. So, concluding these insights from the literature with respect to OJ and VB, the hypothesis drawn is as follows:

H2: Organisational justice positively impacted the voice behaviour of higher education teaching staff in China.

- **Perceived Organisational Support (POS) and Psychological Ownership (PO)**

Psychological ownership can be referred to as a state of mind where an individual feels a sense certain responsibility towards a target whether it can be a physical object, digital good, organisation, or even a concept such as government benefits (Cedeño, 2022). A Chinese enterprise found that POS enhances self-efficacy, a sense of belonging, and a sense of responsibility which are the dimensions of psychological ownership and affect the turnover rate negatively (Oh et al., 2023). POS positively influences psychological ownership, which in turn, enhances employees' sense of belonging, responsibility, and self-identification as these are dimensions studied by Alves et al. (2023). In social service organisations, decent work and social support, both elements of POS, increased psychological ownership among young adult social workers (He et al., 2022). According to Jing and Yan (2022), POS in peer colleagues also affects PO, and organisational culture strengthens this relationship. Additionally, POS has shown impacting positively on extra-role behaviour, with knowledge hiding behaviour mediating this relationship, indicating that higher POS reduces negative behaviours and fosters a sense of ownership which is a dimension of POS (Shirui, 2022). Bilgetürk and Baykal (2021), conducted a study to analyse the relationship between POS and PO where POS is positively leading PO gradually resulting in reducing employee turnover within the organisation. However, psychological enhancement which is closely related to PO is empowered by POS and are more likely to feel a sense of ownership in their work and the organisation (Yoon et al., 2020). Thus, concluding the impact of PO on POS from the past research, the hypothesis can be:

H3: Perceived organisational support positively impacted psychological ownership of higher education teaching staff in China

- **Organisational Justice (OJ) and Psychological Ownership (PO)**

In the Indian IT sector, it is observed that organisational justice significantly predicts psychological ownership which ultimately leads to enhanced employee readiness to change (K & Rajendrababu, 2023). Similarly, a study conducted on Korean companies explained all forms of organisational justice that have a positive influence on psychological ownership (Kim, 2022). Kwak et al. (2022) surveyed the construction sector and observed that there is significant positive correlation between organisational justice and psychological ownership and this has a directly impact on job satisfaction of employees within the organisations. However, when the research was done on Punjab police in India, OJ came up to enhance the embeddedness within organisations through PO which ultimately reduces work behaviour (Mehmood et al., 2022). Moreover, Studies done by the Iraqi Ministry of Transport also confirmed that organisational justice significantly influences the development of psychological ownership among employees (Saleh et al., 2022). A similar type of study is done in the restaurant industry where perceived organisational justice has shown a positive effect on psychological ownership and affective commitment change (Park & Lee, 2022). In addition to this, a study was conducted on multinational corporations in Pakistan that revealed that OJ positively influences PO which enhances the knowledge sharing behaviour majorly when POS is high. Overall, these studies underscore the impact of OJ on PO and the hypothesis framed can be:

H4: Organisational justice positively impacted psychological ownership of higher education teaching staff in China

- **Psychological ownership and Voice Behaviours**

Psychological ownership has been showing a constant and positive impact on voice behaviours across various behaviours and contexts like a study on managers revealed that promotive psychological ownership positively influences voice endorsement by fostering openness to group change (Duan et al., 2023). Delyara and Suhariadi (2021), in their study, stated about the positive and a direct relationship between PO and VB in state-owned companies. Observing about the context of Chinese hotel employees, psychological ownership significantly influences voice behaviour and creativity, mediated by leader-member exchange relationships (Yoon, 2022). Ozbozkurt et al. (2022), argued that PO also significantly impacts green organisational behaviour, which is a form of voice behaviour aimed at promoting sustainability in organisational culture. Lastly, transformational leadership enhances voice behaviour through the mediation of PO, with traditionality moderating this effect (Zhou & Long, 2013). Overall, these findings underscore the critical role of PO in fostering voice behaviour across various contexts and organisational settings and conclude the hypothesis as follows:

H5: Psychological ownership positively impacted the voice behaviour of higher education teaching staff in China

- **Mediating Role of Psychological Ownership (PO)**

Psychological ownership indeed plays a significant role as a mediator in much research in the context of organisational readiness to change, PO mediates the relationship between organisational ownership and readiness to change where it highlights the importance in fostering resilience and adaptability among employees during crises like past pandemics (Purwanto & Ellitan, 2023). Similarly, in knowledge sharing, it is observed that psychological ownership mediates the effect of social capital on knowledge sharing through perceived supervisory support, indicating that lower psychological ownership strengthens this indirect effect (Oh et al., 2023). However, PO has double outcomes which leads to both organisational citizenship behaviour and workplace aggressive behaviour which is mediated by organisational-based self-esteem and psychological entitlement respectively (Kim & Chung, 2023). Yuan et al. (2023) explained that when digital enterprises were analysed the role of PO as a mediator for measuring organisational flexibility. Additionally, when researching the tourism sector, destination brand psychological ownership mediates the relationship between social media brand engagement and residents of the local area in terms of voice behaviour, underscoring its role in brand-building activities (Amani, 2022). PO is mostly found to mediate a relationship between organisational support with various outcomes like turnover intentions and organisational resilience (Mustafa & Sim, 2022). This

mediating role of PO is further backed by Jing and Yan (2022), stating that it enhances organisational readiness to change and employee performance, particularly when employees feel supported and valued in their current organisation. PO is also observed to mediate the relationship between OJ with other positive outcomes of the employee such as organisational citizenship behaviour and innovative behaviour, further supporting its role as a crucial mediator (K & Ranjit, 2021; Pan et al., 2022). When studying the higher education systems where job resources and organisational support are crucial, fostering psychological ownership can significantly enhance teaching staff's engagement and promotive voice behaviour, ultimately contributing to the institution's overall performance and adaptability (Harms, 2022; Liang et al., 2021). Stating all the literature above where PO is a mediating variable, the hypothesis drawn can be:

H6: Psychological ownership positively mediates the relationship between Organisational support and voice behaviour of higher education teaching staff in China.

H7: Psychological ownership positively mediates the relationship between Organisational Justice and voice behaviour of higher education teaching staff in China.

Conceptual Framework:

The above literature combines these dependent and independent variables with the mediator described in the diagram below:

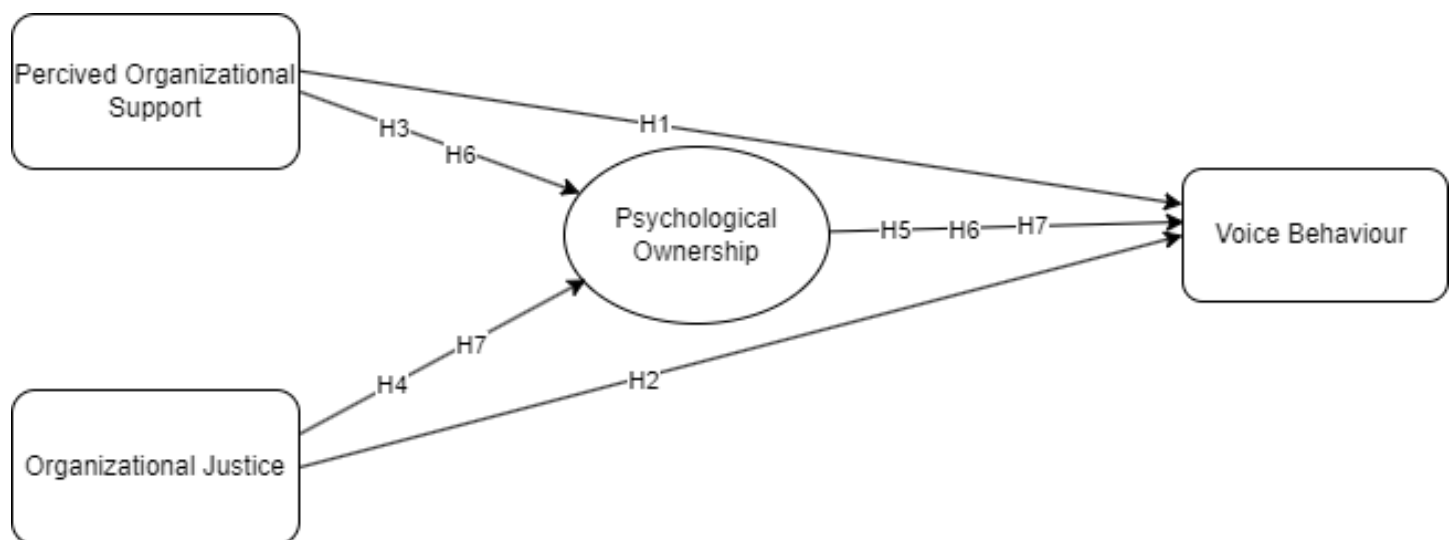


Figure 1 Conceptual framework

Research Gap

Previous research has primarily concentrated on corporate environments or educational institutions located in the West, which has resulted in a lack of specific examination of how these factors interact among teachers working in higher education in China. There is still a significant research gap regarding the dynamics of organisational support, organisational justice, and voice behaviour in the context of higher education in China, even though there is a substantial body of literature on these topics in a variety of fields available. A specialized examination is required to gain an understanding of the ways in which organisational support and justice specifically influence the voice behaviours of Chinese higher education teachers as this Chinese higher education system is characterized by its distinctive cultural, institutional, and systemic characteristics. These higher education systems have a different kind of operations under different dynamics as compared to other private sectors. Teachers in institutions will face different challenges and opportunities that will drive the voice behaviours. The existing literature does not address these higher education sector issues, mainly in the context of China. In addition to this, psychological ownership is recognized as a mediating factor in various behavioural studies of the organisations, its role between organisational support, organisational justice, and voice behaviour within the academic context of China is underexplored. So, there is a need to analyse and understand as how psychological ownership can mediate the relationship between organisational support and organisational justice with voice

behaviour in higher education in China with distinct cultural and organisational values and structures respectively. A more comprehensive understanding of the factors that influence the voice behaviour of higher education teachers in China will be contributed to by addressing these gaps, which will contribute to the overall understanding. It is possible to use this information to inform policy and administrative practices that are aimed at improving organisational support, justice, and psychological ownership, which will ultimately result in the creation of an academic environment that is more engaging and productive.

RESEARCH METHODOLOGY

• Sample Study and Data Collection

The sample of the research includes the teachers or professors of higher education institutions mainly from Guangzhou city and some parts of Guangdong province. The questionnaire was developed for this research to collect data and the five-pointer Likert scale (1-Strongly disagree; 5- Strongly agree) was used to know the level of agreement and disagreement of the respondents. As the participants had language constraints, the questionnaire was converted into Chinese language in a double-blind before the measurement. The translated sentences that showed significant deviations from the original scale were then subjected to a closer inspection, and the appropriate corrections were made. Then the request was made to evaluate and scrutinize items by professionals in the relevant field. A preliminary study was carried out with few teachers which were available readily prior to the formal research to find out if they had any questions about the scale items and based on feedback the scale was revised in terms of language and expressions.

The study is empirical as collection of data is done at one point of time. The close-ended questionnaire is divided into two sections, the first part of the scale provides the general information about demographic features such as age, gender, education level, and organisational tenure and the second part of the questionnaire is about organisational support, organisational justice, psychological ownership, and voice behaviour measuring on the scale of 1 to 5. A purposive sampling technique is done as units are selected according to the need of the study and a total of 501 valid responses are left after the cleaning of incomplete data, representing 93% rate of response.

Out of 501 total participants, 291 were women and 210 were men. 27.8% of the sample represents the age ranging from 31- 40 years old whereas 36.2% represents the age of 41- 50 years old. Most of the sample is either postgraduate or has a doctoral degree. The organisational tenure of the participants is less than one year (7.8%), 1–5 years (41.6%), 6–10 years (35.6%), 11–15 years (9.5%), and more than 15 years (5.5%).

• Measurement Scales

Perceived organisational support was measured from the items taken from the scale developed by Eisenberger et al. (1986). Respondents were asked to answer a set of items for POS on a Likert scale (1- strongly disagree; 5- strongly agree). Examples of the statements are ‘The organisation cares about my general satisfaction at work’, ‘The organisation is willing to help me when I need a special favour’, and ‘The organisation takes pride in my accomplishments at work.’ Organisational Justice was measured from the scale developed by Colquitt (2001), that includes the items of procedural justice, distributive justice, interpersonal justice, and informational justice. Respondents were made to answer the questions of the Likert scale covering these dimensions of OJ. The measurement scale for voice behaviour is taken from the scale developed by Liang et al. (2012), where they evaluated promotive voice and prohibitive voice simultaneously. For example, ‘I proactively voice out constructive suggestions that help the unit reach its goals and many other items are evaluated on the scale of five-pointer Likert scale. Psychological Ownership is measured by its four dimensions that are self-efficacy, accountability, belongingness, and self-identity (Avey et al., 2009). The scale was formed considering these dimensions and respondents were made to answer the question on the Likert scale of five-pointer. The reliability of the survey was 0.784, which is good as the ideal should be > 0.70 (Tavakol & Dennick, 2011).

FINDINGS

This chapter of the research will delve into the outcomes of the data with the help of tables which will explain the effect of variables on each other.

Table 1 Direct effect data analysis outcome

Direct effects					95% Confidence Interval	
	Estimate	Std. Error	z-value	p	Lower	Upper
POS → VB	0.181	0.052	3.479	< .001	0.079	0.283
OJ → VB	0.271	0.053	5.147	< .001	0.168	0.375

The above table represents the direct effects of Perceived Organisational Support (POS) and Organisational Justice (OJ) on the Voice Behaviour (VB) of higher education teachers in China, and this analysis is based on the estimates, standard errors, z-values, p-values, and 95% confidence intervals for each predictor. The estimate of 0.181 suggests that the VB of teachers in Chinese higher education increases with POS. The positive z-value of 3.479 and highly significant p-value (less than 0.001) indicate a statistically significant relationship. The statistically significant positive effect of POS on VB is reinforced by the confidence interval (0.079 to 0.283), and teacher expression of voice increases with organisational support. Similarly, OJ and VB are strongly and positively correlated (0.271). The statistical significance of this relationship is confirmed by the high z-value of 5.147 and p-value (less than 0.001). The confidence interval (0.168 to 0.375) is totally above zero, indicating that OJ perceptions significantly increase VB, suggesting that teachers are more likely to express their opinions and improve the organisation when they perceive fairness in organisational processes and treatment.

Table 2 Indirect effect data analysis outcome

Indirect effects					95% Confidence Interval	
	Estimate	Std. Error	z-value	p	Lower	Upper
POS → PO → VB	0.048	0.023	2.057	0.04	0.002	0.094
OJ → PO → VB	0.068	0.032	2.113	0.035	0.005	0.132

The above table presents the indirect effects of Perceived Organisational Support (POS) and Organisational Justice (OJ) on Voice Behaviour (VB) through the mediator Psychological Ownership (PO) among higher education teachers in China and includes various details such as estimates, standard errors, z-values, p-values, and 95% confidence intervals for each indirect effect. The indirect effect estimate of 0.048 suggests PO mediates POS and VB positively. The z-value of 2.057 and p-value of 0.040, below the significance threshold of 0.05, indicate that this effect is statistically significant. The confidence interval (0.002 to 0.094) does not include zero, confirming statistical significance with positive mediation effects. Thus, PO significantly mediates POS and VB among Chinese higher education teachers. Similarly, PO also positively mediates OJ and VB, according to the indirect effect estimate of 0.068. This mediation effect appears statistically significant due to its z-value of 2.113 and p-value of 0.035, which is below 0.05. The confidence interval (0.005 to 0.132) excludes zero, confirming this positive indirect effect. This suggests that OJ boosts PO and VB in Chinese higher education teachers. This table of the indirect effects can be concluded as PO significantly mediates the relationships between both POS and OJ with VB.

Table 3 Data analysis total effects results

Total effects							95% Confidence Interval	
			Estimate	Std. Error	z-value	p	Lower	Upper
POS	→	VB	0.288	0.066	4.386	< .001	0.160	0.417
OJ	→	VB	0.428	0.063	6.821	< .001	0.305	0.552

The above table presents the total effects of POS and OJ on VB among higher education teachers in China where the total effect includes both direct and indirect effects of these predictors on voice behaviour. The combined effects of POS and VB are positive, as shown by the 0.288 total effect estimate. The z-value of 4.386 and p-value of 0.001 indicate a statistically significant relationship. The confidence interval (0.160 to 0.417) excludes zero,

confirming this positive effect. However, the total effect estimates of 0.428 shows a strong positive relationship between OJ and VB. A high z-value of 6.821 and highly significant p-value (less than 0.001) confirm this relationship is statistically significant. The positive total effect of OJ on VB is supported by the confidence interval (0.305 to 0.552). These numbers conclude that both POS and OJ significantly and positively influence the VB of higher education teachers in China directly and indirectly through PO.

Table 4 Path coefficients

Path coefficients								
			Estimate	Std. Error	z-value	p	Hypotheses	Decisions
PO	→	VB	0.123	0.057	2.163	0.031	H5	Accepted
POS	→	VB	0.240	0.069	3.479	< .001	H1	Accepted
OJ	→	VB	0.360	0.070	5.147	< .001	H2	Accepted
POS	→	PO	0.391	0.059	6.673	< .001	H3	Accepted
OJ	→	PO	0.555	0.056	9.902	< .001	H4	Accepted
POS→	PO→	VB	0.048	0.023	2.057	0.040	H6	Accepted
OJ→	PO→	VB	0.068	0.032	2.113	0.035	H7	Accepted

This table is the sum total of the direct and indirect effects of the mediation model. As all the hypotheses p-values are less than 0.05, it is concluded these are accepted and all the variable have significant impact on VB both directly and with mediation as well.

Table 5 Mediation model effects

R-Squared	
	R ²
VB	0.328
PO	0.379

The predictors in the model POS, OJ, and PO explain 32.8% of VB of teachers of higher education, according to the R-squared value of 0.328. This suggests that these factors collectively affect teachers' voice behaviour, but still, 67.2% of the variance is left unexplained. Moreover, the model predictors, POS and OJ, explain 37.9% of PO among higher education teachers, according to the R-squared value of 0.379. These variables do not explain 62.1% of PO variance, suggesting that there can be other variables that may be involved.

DISCUSSION

The direct effect of POS on VB was found to be significant, explaining that higher levels of POS positively influence the propensity of teachers of higher education to engage in VB and this result is aligned with previous research indicating that when employees feel supported by their organisation, they are more likely to contribute ideas and express concerns (Rhoades & Eisenberger, 2002). In addition to this Maan et al. (2020), observed similar findings as POS as an independent variable influences and empowers employees psychologically. Similarly, OJ was shown to have a strong direct effect on VB, as this is consistent with earlier findings that fair and equitable treatment and resource distribution within business organisations foster an environment within organisations where employees feel valued and respected, thus encouraging them to speak up (Colquitt et al., 2001). PO was confirmed as mediating variable by Duan et al. (2023) and Yuan et al. (2023) in their research, and it is also confirmed as the significant mediator in the relationship between both POS and VB, and OJ and VB. In context of POS impacting PO, previous pieces of literature have also shown similar types of results, alike a significant impact in terms of teachers of higher education of China, and similar results were studied and found that all the dimensions of POS are positively impacting PO (Oh et al., 2023). Kwak et al. (2022), observed a correlation between OJ and PO which directly affects the job satisfaction of employees within the organisations and it is aligned with this research on higher education. The total effects of POS and OJ on VB further underscore the importance of these factors in influencing VB. The R-squared values reveal that 32.8% of the variance in voice behaviour and 37.9% of the variance in psychological ownership are explained by the model, while these

percentages indicate a substantial impact, they also suggest that other factors not included in this study play a significant role in determining voice behaviour and psychological ownership among teachers.

Theoretical Implications

This study contributes to the theoretical understanding of PO as a mediation of POS, OJ, and VB and states that psychological ownership is important in organisational outcomes, but this study shows how organisational support and justice foster this sense of ownership among higher education teachers in China. The study integrates these constructs to explain how supportive and fair organisational environments can improve the proactive behaviour of teachers. Organisational support and justice theories are integrated and extended by showing their combined effect on PO and VB. According to organisational support theory, employees who feel supported are more likely to develop a liking towards the company and according to organisational justice theory which emphasizes fairness' impact on employees' attitudes and behaviours, proves that both support and justice are crucial for fostering psychological ownership, which in turn promotes voice behaviour. The study also contributes to the literature on voice behaviour by identifying psychological ownership as a key mediating mechanism, and demonstrate about the fact, that organisational support and justice enhance voice behaviour through increased psychological ownership, the study provides a nuanced understanding of how these factors interact to promote proactive behaviours among teachers.

Practical Implications

This findings of this study have significant implication for the higher education institutes that are trying to aim in enhancing voice behaviour among teaching staff. For instance, the empirical findings suggest that higher education institutions should focus on providing resources, professional development opportunities, and recognition programs to make teachers feel valued and supported. Similarly, through the help of investment in these particular areas higher institutions can foster a sense of ownership and encourage teachers to engage more actively in organisational decision-making and problem-solving processes. Secondly, fair treatment plays are important which can be inferred from the present findings. It has a crucial role in promoting psychological ownership which ultimately leads to impact on voice behaviour. Therefore, higher education institutions should implement transparent decision-making processes and equitable resource distribution. They should also care for respectful interpersonal interactions therefore creating a positive and sustainable environment for development. Moreover, training programs for administrators and faculty on fair practices and policies can be helpful in reinforcing a culture of justice within the institution. At the same time, institutions can also try to enhance the ownership among teachers by involving them in the process of making decisions where they can recognize their contributions leading to increased motivation, job satisfaction, and proactive behaviours ultimately benefiting the organisation as a whole. Finally, voice behaviours can be enhanced by fostering supportive environments that enhance psychological ownership in higher education institutions. This supportive environment can be fostered via policy frameworks. Hence policies that allows employees to freely expressing ideas, suggestions, and concerns collectively forms voice behaviours should be encouraged more. The implications of the research emphasize the need for supportive and fair workplaces to promote psychological ownership and voice behaviour in higher education teachers. Practically, higher education institutions can leverage these insights to enhance teacher engagement and proactive behaviours, ultimately contributing to a more dynamic and effective educational environment.

CONCLUSION

The empirical findings of this study have suggested that both organisational support and justice have significant role in promoting voice behaviour. The conceptual model of the study explains the relationship between perceived organisational support and organisational justice. These two aspects have positive association with voice behaviour. Also voice behaviour through the mediating effect of psychological ownership within the teachers of higher education in China has also been examined. The findings suggest that organisational and organisational justice impact voice behaviour therefore emphasizes the critical role of both organisational support and justice in promoting proactive and constructive behaviours among teachers. Organisational support and justice both contributes to a more dynamic and effective educational environment. Similarly, psychological ownership among teachers is essential in leading to greater engagement in behaviours that contribute positively

to the growth of an organisation. The empirical results have extended the research social exchange and organisational support, laying the foundation for the connections between these relationships. In other words, higher education institutions can increase teachers' sense of ownership and promote proactive behaviours that advance the success of the institution by creating supportive and just environments. These observations provide insightful advice for organisational procedures meant to raise organisational efficacy and teacher engagement in the educational field. Hence, this study makes a vital contribution in the fields of organisational support, organisational justice, psychological ownership, and voice behaviours.

LIMITATIONS AND FUTURE SCOPE

The cross-sectional design of this study makes causal inferences between the dependent and independent variables, so longitudinal studies are needed to examine how these relationships evolve over time and to establish causality more definitively. The study limits the generalizability of the findings to other organisational culture and contexts as this study is focused on higher education teachers in China. In addition to this, similar types of studies can be done in different countries and educational systems that would probably enhance the applicability of the findings. The scope of the variables was limited as other potentially significant factors were left out of this study like organisation trust, organisational culture, leadership styles, and many more. Future research should consider a broader range of variables to provide a more comprehensive understanding of the factors influencing these outcomes. The scale of the study was generalized in nature which may not cover the full context of higher education. However, future studies can be done by developing and refining measures for capturing better nuances of these constructs in educational settings. The sample size of the respondents was limited as it was restricted to minimal geographical areas. Although the study included a sample of higher education teachers, the sample size might not be large enough to generalize the findings broadly, also the sample might not represent the diversity within the population of higher education teachers in China, such as variations in institution type, geographic location, and academic discipline. Future research should aim to include larger and more diverse samples to increase the robustness and generalizability of the findings.

REFERENCE

1. Akhimien, O. G., & Kadiri, A. P. (2022a). Perceived Organisational Support and Voice Behavioural Performance in Public Organisations in Nigeria. *Journal of Entrepreneurship and Business*, 10(2), 123–143. <https://doi.org/10.17687/jeb.v10i2.940>
2. Alves, D., Duarte, A. P., Rosa, M., & Da Silva, S. (2023). Do they need us? Linking functional indispensability and voice behaviour: The role of psychological ownership, job insecurity and organisational ambidexterity. *Economic and Industrial Democracy*, 0143831X2311578. <https://doi.org/10.1177/0143831x231157866>
3. Alvi, A. K., Lashari, R. H., Rehman, S. U., Kaur, P., & Jawaid, A. (2019). The Impact of Organisational Justice on Organisational Performance in View Point of Employee Voice. *European Online Journal of Natural and Social Sciences*, 8(4), 624–641. <https://european-science.com/eojnss/article/view/5913>
4. Amani, D. (2022). It's mine, that's why I speak: Destination brand psychological ownership as a mediator of the link between social media brand engagement and local residents' voice behaviour. *Cogent Business & Management*, 9(1). <https://doi.org/10.1080/23311975.2022.2031432>
5. Amran, A. (2022). The Role of Perceived Organisational Support and Organisational Citizenship Behaviour in Building Employee Performance. *Journal of International Conference Proceedings*, 5(3), 160–170. <https://doi.org/10.32535/jicp.v5i3.1817>
6. Avey, J. B., Avolio, B. J., Crossley, C. D., & Luthans, F. (2009). Psychological ownership: theoretical extensions, measurement and relation to work outcomes. *Journal of Organisational Behaviour*, 30(2), 173–191. <https://doi.org/10.1002/job.583>
7. Bergeron, D. M., & Thompson, P. S. (2020). Speaking Up at Work: The Role of Perceived Organisational Support in Explaining the Relationship Between Perceptions of Organisational Politics and Voice Behaviour. *Journal of Applied Behavioural Science*, 56(2), 195–215. <https://doi.org/10.1177/0021886319900332>
8. Bilgetürk, M., & Baykal, E. (2021). How does Perceived Organisational Support Affect Psychological Capital? The Mediating Role of Authentic Leadership. *Organizacija*, 54(1), 82–95. <https://doi.org/10.2478/orga-2021-0006>

9. Cachón-Alonso, L., & Elovainio, M. (2022). Organisational Justice and Health: Reviewing Two Decades of Studies. *Journal of Theoretical Social Psychology*, 2022, 1–13. <https://doi.org/10.1155/2022/3218883>
10. Cedeño, M. (2022). Toward a method of psychological ownership mapping. *Proceedings of DRS*. <https://doi.org/10.21606/drs.2022.601>
11. Chandrakar, C. L., & Bentao, Y. (2018). From Learning Theory to Academic Organisation: The Institutionalisation of Higher Education Teaching Assistant Position in China. *International Journal of Higher Education*, 7(3), 124. <https://doi.org/10.5430/ijhe.v7n3p124>
12. Chen, X., Ren, K., & Shen, Y. (2022). The effect of perceived organisational support on the prohibitive voice behaviour of knowledgeable talents during the COVID-19 pandemic: Exploring moderating role of the digitalization level. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1020263>
13. Colquitt, J. A. (2001). On the dimensionality of organisational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386–400. <https://doi.org/10.1037/0021-9010.86.3.386>
14. Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organisational justice research. *Journal of Applied Psychology*, 86(3), 425–445. <https://doi.org/10.1037/0021-9010.86.3.425>
15. Cui, Q., Zhang, Y., & Duan, Y. (2022). Can Organisational Support Pull the Voice of Front-line Employees? A Moderated Mediation Model. *Proceedings - Academy of Management*, 2022(1). <https://doi.org/10.5465/ambpp.2022.16667abstract>
16. Das, L. D. L., & Mohanty, S. (2023). Impact of Organisational Justice on Organisational Citizenship Behaviour: empirical evidence from Higher Educational Institutions. *Journal of Evolutionary Studies in Business*, 8(2), 32–49. <https://doi.org/10.1344/jesb2023.8.2.36704>
17. Delyara, D. A., & Suhariadi, F. (2021). Pengaruh Psychological Ownership terhadap Voice Behaviour. *Fenomena*, 29(2). <https://doi.org/10.30996/fn.v29i2.4750>
18. Du, Y., & Wang, Z. (2021). How Does Emotional Labor Influence Voice Behaviour? The Roles of Work Engagement and Perceived Organisational Support. *Sustainability*, 13(19), 10524. <https://doi.org/10.3390/su131910524>
19. Duan, J., Wang, X., Xu, Y., & Shi, L. (2023). Why and How Manager Promotive and Preventive Psychological Ownership Influence Voice Endorsement. *British Journal of Management*, 35(1), 487–502. <https://doi.org/10.1111/1467-8551.12724>
20. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organisational support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
21. Guan, X., Sun, T., Hou, Y., Zhao, L., Luan, Y. Z., & Fan, L. H. (2014). The relationship between job performance and perceived organisational support in faculty members at Chinese universities: a questionnaire survey. *BMC medical education*, 14, 1-10. <http://dx.doi.org/10.1186/1472-6920-14-50>
22. Harms, S. (2022). The Multi-Level Nature of Psychological Ownership: Exploring its Antecedents and Consequences. *Proceedings - Academy of Management*, 2022(1). <https://doi.org/10.5465/ambpp.2022.14888abstract>
23. He, K., Oláh, J., & Hasan, M. (2022). THE INFLUENCE OF PSYCHOLOGICAL OWNERSHIP AND SOCIAL SUPPORT ON ORGANISATIONAL RESILIENCE: THE MEDIATING ROLE OF ORGANISATIONAL IDENTITY. *Journal of Business Economics and Management*, 23(3), 650–667. <https://doi.org/10.3846/jbem.2022.16571>
24. Jing, J., & Yan, J. (2022a). Study on the Effect of Employees' Perceived Organisational Support, Psychological Ownership, and Turnover Intention: A Case of China's Employee. *International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health*, 19(10), 6016. <https://doi.org/10.3390/ijerph19106016>
25. K, J., & Rajendrababu, G. (2023). Testing the Effect of Psychological Ownership and Organisational Justice on Employees' Readiness to Change: Empirical Evidence from Indian IT Industry. 14(1), 107–122. <https://doi.org/10.1177/0976030x221119568>
26. K, J., & Ranjit, G. (2021). Organisational justice and organisational citizenship behaviour: the mediating role of psychological ownership. *Journal of Organisational Effectiveness*, 9(1), 1–19. <https://doi.org/10.1108/joepp-01-2021-0012>
27. Kim, A. J., & Chung, M. H. (2023). Psychological Ownership and Ambivalent Employee Behaviours: A Moderated Mediation Model. *SAGE Open*, 13(1), 215824402311625. <https://doi.org/10.1177/21582440231162535>

28. Kim, B. (2022). A Study on the Relationship between Organisational Justice and Innovative Behaviour with the Mediating Role of Psychological Ownership. *Korea International Trade Research Institute*, 18(5), 233–251. <https://doi.org/10.16980/jiyc.22.5.202210.233>
29. Kwak, K. H., Hwang, C. G., Sim, M. S., & Park, J. G. (2022). The relationship between organisational definition of construction company workers and job satisfaction through psychological ownership. *Ayureubedahak Yeon-gu*, 13, 63–81. <https://doi.org/10.52251/kja.2022.13.63>
30. Lee, W. J., & Hwang, I. (2021). Sustainable Information Security Behaviour Management: An Empirical Approach for the Causes of Employees' Voice Behaviour. *Sustainability*, 13(11), 6077. <https://doi.org/10.3390/su13116077>
31. Liang, J., Farh, C. I. C., & Farh, J. L. (2012). Psychological Antecedents of Promotive and Prohibitive Voice: A Two-Wave Examination. *Academy of Management Journal* / *the Academy of Management Journal*, 55(1), 71–92. <https://doi.org/10.5465/amj.2010.0176>
32. Liang, K., Su, X., & Wong, V. (2021). Person-Organisation Value Congruence Mediates the Relationship between Job Resources and Collective Psychological Ownership: The Case of Social Workers in China. *Journal of Social Service Research*, 47(5), 649–658. <https://doi.org/10.1080/01488376.2020.1869669>
33. Liu, X. (2017). Research of the Construction of Bilingual Teaching Staffs in Chinese Colleges and Universities. *Advances in Computer Science Research*. <https://doi.org/10.2991/emcm-16.2017.209>
34. Ma, G., Shi, W., & Hou, P. (2022). Exploring University Teacher Construction for Higher Education Sustainability in China: Perspective from Policy Instruments. *Sustainability*, 15(1), 362. <https://doi.org/10.3390/su15010362>
35. Maan, A. T., Abid, G., Butt, T. H., Ashfaq, F., & Ahmed, S. (2020). Perceived organisational support and job satisfaction: a moderated mediation model of proactive personality and psychological empowerment. *Future Business Journal*, 6(1). <https://doi.org/10.1186/s43093-020-00027-8>
36. Mehmood, S. A., Malik, A. R., Nadarajah, D., & Akhtar, M. S. (2022). A moderated mediation model of counterproductive work behaviour, organisational justice, organisational embeddedness and psychological ownership. *Personnel Review*, 52(1), 183–199. <https://doi.org/10.1108/pr-05-2021-0330>
37. Mowbray, P. K., Wilkinson, A., & Tse, H. H. (2021). High-performance work systems and employee voice behaviour: an integrated model and research agenda. *Personnel review*, 50(6), 1530–1543. <https://doi.org/10.1108/PR-12-2019-0692>
38. Mustafa, M. J., & Sim, M. S. C. (2022). Training's influence on task performance and citizenship behaviour: does psychological ownership matter? *Human Resource Development International*, 26(4), 405–430. <https://doi.org/10.1080/13678868.2022.2124586>
39. Othman, Z., Kartar Singh, J. S., & Abdullah Hashim, R. (2019). Generation Y employees in the banking sector in Malaysia: Social needs, intention to stay and perceived organisational support. *Asia Proceedings of Social Sciences*, 4(1), 68–70.
40. Othman, Z., Mohamed, R., Kartar Singh, J. S., & Mohd Sujang, F. A. (2020). Learning needs as an intervention for Gen Y employees' intention to stay and the mediating role of perceived organisational support. *Global Business and Management Research: An International Journal*, 12(3), 87–103.
41. Oh, J., Han, S. H., Wang, J., & Yoon, S. W. (2023a). The influence of social capital on knowledge sharing: the moderated mediator of perceived supervisor support and psychological ownership. *Leadership & Organisation Development Journal*, 44(4), 520–542. <https://doi.org/10.1108/loj-02-2023-0054>
42. Ozbozkurt, O. B., Ince, M., & Yesilkus, F. (2022). DOES PSYCHOLOGICAL OWNERSHIP AFFECT GREEN ORGANISATIONAL BEHAVIOUR? *People : International Journal of Social Sciences*, 8(1), 138–157. <https://doi.org/10.20319/pijss.2022.81.138157>
43. Pan, X., Cao, J., Li, J., & Wang, Y. (2022). *Relationship among Teachers' Perception of Organisational Justice, Job Burnout and Organisational Citizenship Behaviour*. <https://doi.org/10.20944/preprints202208.0545.v1>
44. Park, S. H., & Lee, H. R. (2022). The Effects of Food Company Employees' Perception of Organisational Justice on Psychological Ownership and Affective Commitment to Change: Focused on Moderating Effects of LMX. *Gwan'gwang Le'jeo Yeon'gu/Gwangwang Rejeo Yeongu*, 34(3), 407–429. <https://doi.org/10.31336/jtlr.2022.3.34.3.407>
45. Prasad, S., & Jha, U. K. (2023). A Study on the Relationship Between Perceived Organisational Support and Organisational Commitment Among Managerial Staff in Private Banks in Cochin. *International Journal for Research in Applied Science and Engineering Technology*, 11(2), 15–21.

<https://doi.org/10.22214/ijraset.2023.48966>

46. Purwanto, N. M., & Ellitan, N. L. (2023). The mediating role of psychological capital on organisational psychological ownership-organisational readiness for change relationship. *World Journal of Advanced Research and Reviews*, 19(1), 610–619. <https://doi.org/10.30574/wjarr.2023.19.1.1398>
47. Rhoades, L., & Eisenberger, R. (2002). Perceived organisational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>
48. Saleh, K. M., Taher, M. H., & Sattar, H. S. A. (2022). the ROLE OF ORGANISATIONAL JUSTICE IN DEVELOPING PSYCHOLOGICAL OWNERSHIP OF WORKERS. *International Journal of Research in Social Sciences and Humanities(Online)/International Journal of Research in Social Sciences and Humanities*, 12(04), 1043–1061. <https://doi.org/10.37648/ijrssh.v12i04.055>
49. Shirui, H. (2022). The Impact of Peer Colleague Support on Social Workers' Collective Psychological Ownership: The Moderating Effect of Organisational Culture. *Academic Journal of Humanities & Social Sciences*, 5(11). <https://doi.org/10.25236/ajhss.2022.051113>
50. Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International journal of medical education*, 2, 53. https://doi.org/10.5116%2Fijme.4dfb.8dfd_
51. Um-E-Rubbab, N., Irshad, M., & Naqvi, S. M. M. R. (2022). Impact of team voice on employee voice behaviour: role of felt obligation for constructive change and supervisor expectations for voice. *Evidence-based HRM*, 11(3), 335–351. <https://doi.org/10.1108/ebhrm-10-2021-0225>
52. Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviours: Evidence of construct and predictive validity. *Academy of Management journal*, 41(1), 108–119.
53. Wang, Y., & Pan, Q. (2014). Generation mechanism of teachers' organisational silence: mediating role of organisational trust and psychological empowerment. *Educ. Res*, 35, 106–115.
54. Wei, X., Hisrich, R. D., & Peng, X. (2020). Chinese employees' psychological empowerment and voice behaviour: Organisational justice as a moderator. *Social Behaviour and Personality*, 48(6), 1–12. <https://doi.org/10.2224/sbp.8792>
55. Wen, J., & Wang, T. (2023). Higher Education in China should Increase the Proportion of Practical Teaching. *Journal of Education, Teaching and Social Studies*, 5(1), p137. <https://doi.org/10.22158/jetss.v5n1p137>
56. Wiseman, J., & Stillwell, A. (2022). Organisational Justice: Typology, Antecedents and Consequences. *Encyclopedia*, 2(3), 1287–1295. <https://doi.org/10.3390/encyclopedia2030086>
57. Xiaoxin, D. (2017). Role split phenomenon of academic staff in Chinese higher education: a case study of Fudan University. *Higher Education*, 75(6), 997–1013. <https://doi.org/10.1007/s10734-017-0180-7>
58. Yao, J.-H., Xiang, X.-T., Shen, L., 2022. The impact of teachers' organisational silence on job performance: a serial mediation effect of psychological empowerment and organisational affective commitment. *Asia Pacific Journal of Education* 1–19. <https://doi.org/10.1080/02188791.2022.2031869>
59. Yoon, S. (2022). The Effect of Leader-Member Exchange perceived by Chinese Hotel Employees on Psychological Ownership, Voice Behaviour and Individual Creativity. *Gwan 'gwang Yeon 'gu*, 37(5), 107–128. <https://doi.org/10.21719/ijtms.37.5.6>
60. Yoon, S. K., Kim, J. H., Park, J. E., Kim, C. J., & Song, J. H. (2020). Creativity and knowledge creation: the moderated mediating effect of perceived organisational support on psychological ownership. *European Journal of Training and Development*, 44(6/7), 743–760. <https://doi.org/10.1108/ejtd-10-2019-0182>
61. Yuan, D., Song, Z., Du, J., & Li, J. (2023). Analysis of the Impact of Personal Psychological Knowledge Ownership on Knowledge Sharing Among Employees in Chinese Digital Creative Enterprises: a Moderated Mediating Variable. *Journal of the Knowledge Economy*. <https://doi.org/10.1007/s13132-023-01355-0>
62. Zhang, S., Bowers, A.J., Mao, Y., 2020. Authentic leadership and teachers' voice behaviour: The mediating role of psychological empowerment and moderating role of interpersonal trust. *Educational Management Administration & Leadership* 49, 768–785. <https://doi.org/10.1177/1741143220915925>
63. Zhang, Y., Liu, G., Zhang, L., Xu, S., & Cheung, M. W. L. (2021). Psychological ownership: A meta-analysis and comparison of multiple forms of attachment in the workplace. *Journal of Management*, 47(3), 745–770. <https://doi.org/10.1177/0149206320917195>
64. Zhou, H., & Liu, Q. (2023). The curvilinear impact of perceived organisational politics on employee voice behaviour: Mediating role of territoriality. *Journal of Management & Organisation*, 1–17.

<https://doi.org/10.1017/jmo.2023.10>

65. Zhou, H., & Long, L. R. (2013). The Influence of Transformational Leadership on Voice Behaviour: Mediating Effect of Psychological Ownership for the Organisation and Moderating Effect of Traditionality. *Acta Psychologica Sinica*, 44(3), 388–399. <https://doi.org/10.3724/sp.j.1041.2012.00388>