

The Influence of Competence and Organizational Support of Chinese Higher Vocational Teachers on Job Performance

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Abstract

This paper studies the impact of the relationship between Chinese higher vocational teachers' competence and organizational support on their job performance, and constructs the relevant theoretical dimensions and scales for evaluation and measurement. Through interviews and questionnaires, various dimensions of the impact on the three related variables are collected and established. These studies can strengthen the training of professional competence, organizational management and communication ability of Chinese higher vocational teachers, and provide effective management basis for administrators of Chinese higher vocational colleges.

Keywords: Competence, Organizational Support, Chinese Higher Vocational Teachers, Job Performance

1. Introduction

Performance, competency and organizational support, have been studied extensively in the field of education. Murphy (1990) defines performance as a set of behaviours which are related to the goals of the organization or organizational units in which a person works. In the same theme, McLagan (1980) defines competency as the ability of a person to have superior performance in a certain role or position. Eisenberger (1986) through the organizational support theory proposed that competency should be based on the motivation and needs perspective of employees, which have major bearings on performance. He concluded that the sense of value in organizational support is the employees' realization of the support, care and recognition from the organization which will lead to them becoming more motivated and working harder.

Theoretical framework and hypotheses development

In this paper, the relationship between the competence, organizational support and performance of higher vocational teachers is shown in Figure 1.

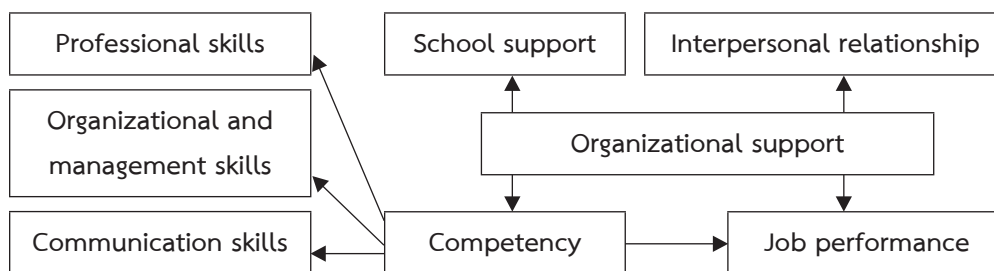


Figure 1: Theoretical Framework

Definitions of Relevant Variables

The concept of work performance

In 1990, Murphy promotes performance as a set of behaviours related to the goals of the organization or organizational unit in which a person works. These sets of behaviours will have some bearing towards performance outcome. This notion is supported by Cambell (1990) who pointed out that job performance refers to the behaviour of an individual member of an organization when fulfilling their designated roles. It was also observed that similarly, other experts and scholars point out that behaviour is categorically, what people do when they work. Thus, it can be posited that performance is behavioural elements that have positive or negative effects on individual or organizational efficiency. In summary, it can be clearly agreed that organizational goals can definitely be hindered by performance issues which is influenced by the state or condition of the individual. It is well understood on why some scholars also prefer to state that the concept of performance should include both behaviour and result. This is due to the comprehension that excellent performance depends not only on the result of doing something, but also on the behaviour or quality of doing it.

The concept of competence

There are many definitions of competence, and different scholars have different concept and explanation of the definition. McLagan (1980) believes that the so-called ability refers to the ability of a person to have superior performance in a certain role or position. In 1990, McLagan revised this definition and pointed out that competency should include the ability that has an important influence on the production of excellent results. This revision now links competency directly to positive performance. Spencer (1993) supported this and strongly mentioned that competency refers to the ability to combine outstanding performance in a certain job with the underlying, deep-level characteristics of the individual which can be distinguished by the average person which again points to sets of behaviour. This set of behaviours can be influenced by motivation, traits, self-image, attitude or values, knowledge in a certain field, cognitive or behavioural skills—anything that can be reliably measured or counted, and these characteristics can be significantly distinguished, in terms of excellent or ordinary performance. Competency is of similar concept in terms of achieving it. Furthermore, Cormier and Hackney (1999) from the perspective of training believes that competency refers to “the knowledge, skills, and attitudes that a person needs to successfully complete organizational goals”, but may only be achieved with the earlier mentioned potential characteristics.

The concept of organizational support

The concept of organizational support is very central to production and employee's performance. Eisenberger (1986) forwarded organizational support should be view from the employees' perspective of their motivation and needs. It is also realized that the behaviour of employees in the organization is subject to organizational norms and other constraints. The reason why they contribute to the organization is because they expect to be rewarded by the organization. Therefore, the relationship between employees and the organization is always based on the "expectations" and "needs" of both parties. Eisenberger thus concluded that meeting the needs of employees will enable them to view the organizations favourably in terms of fulfilling their social and emotional expectations. It can hence be determined that there are clear links between organizational support, employees' expectations and performance.

2. Research Hypothesis

Assumptions on the impact of competency work performance

To highlight a baseline to discuss the competency characteristics model of communications industry in China, Shi (2006) employed behavioural event interviews to compare the general and the excellent group to delve into the notion of competency in work performance. These researchers believe that in addition to a small number of benchmark competency characteristics, the competency model of senior managers should highlight the earmarking competency characteristics such as influence, organizational commitment, information seeking, desire for achievement, team leadership, interpersonal insight, initiative, customer service awareness, self-confidence and development of other relevant ones. Furthermore, a similar behavioural based method was also applied by several other researchers including Chen (2001) who used the method of behavioural incident interviews and scale surveys to construct a human resource manager competency model that included benchmark and discriminative competence, confidentiality, computer competencies. As a consequence, the employment of the behavioral based method of analysis is realized to be reliable for competency and performance-based evaluation in a research, Hence, based on previous studies and methodological conclusions, this study aims to undertake the following hypotheses:

H₁A: There is positive correlation between the competences of higher vocational teachers with job performance.

H₂A: There is positive correlation between professional skills of higher vocational teachers with job performance.

H₃A: There is positive correlation between higher vocational teachers' class management ability with job performance.

H₄A: There is positive correlation between communication and coordination ability of higher vocational teachers with job performance.

To measure these hypotheses, this study will look to several methods and techniques. Firstly, the study will look to method employed by Yao and Wang (2004) which is a combination of questionnaire surveys and semi-structured interviews to explore the competency model which they

used to measure the excellence of project managers in IT companies. Their research results indicated that the characteristics can be classified into five factors: personality charm, adaptability, overall view, ability to handle interpersonal relationships, and character. Similarly, another researcher, Pan (2005) used the behavioural event interview method to compare excellent group and ordinary groups' characteristics.

There are some differences in terms of focused and realized characteristics from the competency model of corporate managers revealed by western studies as theirs are divided more by sections rather than actual characteristics such as; business negotiation power, technical expertise, risk awareness and control, and time management capabilities. However, it can be concluded that the behavioural based models have been frequently applied to determine variables that impacts competency and performance.

Research hypothesis on the impact of organizational support on job performance

Other experts and scholars believe that organizational support should not only include the connotation proposed by Eisenberger (1986), but also instrumental support. These are support such as information support, personnel training, material equipment support, and etc, which are required by employees at work. Rhoades and Eisenberger (1987) posited that due to the importance of predictive effect of organizational support, the outcome variables of organizational support should include organizational commitment, work participation, work-related emotions, performance, fatigue, organizational loyalty, withdrawal behavior, etc.

Ling et al. (2003) added that the concept of organizational support should be in three dimensions namely: work support, caring for the interests of employees, and recognition of employee values. This is due to the realization that when employees' expectations are met or exceeded, the view on organizational support will be more obvious and favourable and hence motivate employees to perform better (Huang et al. 2007). This is further strengthened by the research by Li et al. (2014) that highlighted the importance of social perspective in staff retention. The research by Ling et al. (2003) study showed that the sense of organizational support of Chinese employees includes three dimensions: work support, value recognition and interest care. The questionnaire employed to evaluate the sense of organizational support of Chinese employees in this research was also found to be reliable. It was observed that the retest reliability and internal consistency reliability of the scale were 0.87 and 0.96, respectively, which denotes high stability. Based on the previous studies and methodological conclusions, this research puts forward the following hypotheses:

H₁B: Organizational support has a positive correlation with work performance.

H₂B: The school support has a positive correlation with work performance.

H₃B: There is positive correlation between interpersonal relationship and work performance.

Organizational supports to the hypothesis of work performance research

Wang et al. (2008) the researchers, using confirmatory factor analysis methods, through a study of 87 executives of a bank in a city in southern China and their 168 subordinates, tested the structural differences between task and contextual performance. It shows that task performance and situational performance can be distinguished structurally, and the two have different construct

domains, which supports the two-factor performance model of task performance and situational performance. Liao (2007) extrapolated the research results of Wang et al. (2008) into the study of the work performance of primary and middle school teachers. The results show that the two projects under the original work dedication dimension are classified under the task performance dimension. At the same time, the study found an indirect path from task performance to work dedication, to interpersonal promotion in work performance, and thus forwarding the view that the two dimensions are not independent. Furthermore, Liu, and Xu (2006) pointed out that the performance of employees is not determined by a single factor, but by personal factors, including the individual needs structure, personality, ability and attitude of employees, as well as organizational and work factors. Based on previous studies and methodological conclusions, this article puts forward the following hypotheses:

H₁C: Organizational support has a significant mediating effect in the influence of competence on job performance

H₂C: School support has a significant mediating effect in the influence of competence on job performance

H₃C: Interpersonal relationship has a significant mediating effect in the influence of competence on job performance

3. Research Methodology

This research selects five teachers who have served as first-line teachers in Heilongjiang vocational colleges and have outstanding personal performance to conduct experience interviews. The content of the interviews mainly focuses on: The abilities required by vocational teachers, the cooperation and assistance to the school, and the cooperation of the school leadership and assistance. A summary of list the competencies required by higher vocational teachers is also provided. In addition, the items in the competency questionnaire were designed according to the key behaviour event interview method and the literature review method, and from these the dimensions of the questionnaire items were analysed and determined. Finally, in the statistical analysis methods, confirmatory factor analysis and hierarchical regression analysis are used to conduct reliability and validity testing and hypothesis verification, and draw conclusions.

The target population in this article are teachers in all higher vocational colleges in Heilongjiang. According to statistics from the Ministry of Education of the People's Republic of China, in 2018, there were 498,000 full-time teachers in higher vocational education across the country. From October 15, 2019 to June 30, 2020, 500 questionnaires were randomly distributed, and 417 valid questionnaire samples were collected. The scoring uses the Likert five-point scale method. From "very low", "low", "normal", "high", to "very high", score 1-5 points respectively. Among the participants, the proportion of men was 50.1% and the proportion of women was 49.9%. In terms of academic qualifications, the proportions of college, undergraduate, master, and doctorate are 25.2%, 24.9%, 24.5%, and 25.4%, respectively.

Analysis of the reliability of the questionnaire

The data collected from the questionnaire were processed and analysed, and the results showed that Cronbach's Alpha coefficient values for all dimensions in the scale were all greater than 0.8, indicating good internal consistency of the questionnaire. Therefore, the reliability of the results of this survey was excellent. Since there are too many dimensions involved, the values of the relevant dimensions in Table 2 do not fluctuate much, so we use a range to represent the values of one variable to another to reduce the length of the table.

Table 1: Descriptive Analysis

Items		Frequency	Percentage	Effective Percentage	Cumulative Percentage
Gender	Male	209	50.1	50.1	50.1
	Female	208	49.9	49.9	100.0
Education	Junior College	105	25.2	25.2	25.2
	Undergraduate	104	24.9	24.9	50.1
	Master's Degree	102	24.5	24.5	74.6
	PhD	106	25.4	25.4	100.0
Job Title	Teaching Assistant	92	22.1	22.1	22.1
	Lecturer	117	28.1	28.1	50.1
	Associate Professor	104	24.9	24.9	75.1
	Professor	104	24.9	24.9	100.0
Working Years	Within a year	108	25.9	25.9	25.9
	1-5 Years	108	25.9	25.9	51.8
	6-10 Years	101	24.2	24.2	76.0
	10 Years and above	100	24.0	24.0	100.0
Total		417	100.0	100.0	

Table 2: Analysis of the reliability of the questionnaire

	Tick mean with deleted items	Item deleted scale variance	Corrected term total correlation	Items deleted Cronbach's Alpha Value	Cronbach's Alpha
Professional Skills 1	11.23	23.915	.831	.925	.939
Professional Skills 2/3/4	11.24-11.33	23.662-24.718	.829-.839	.924-.926	
Professional Skills 5	11.28	24.407	.848	.922	
Class Management Ability 1	12.23	31.256	.916	.964	.971
Class Management Ability 2/3/4	12.19-12.24	31.027-31.583	.906-.922	.963-.965	
Class Management Ability 5	12.21	31.156	.921	.963	
Communication & Coordination Skills 1	11.54	24.797	.814	.920	.933
Communication & Coordination Skills 2/3/4	11.56-11.60	24.467-24.723	.812-.835	.916-.920	
Communication & Coordination Skills 5	11.56	24.636	.822	.918	
School Support 1	18.90	61.706	.452	.959	.939
School Support 2/3/4/5/6	18.61-18.63	53.418-54.450	.839-.872	.923-.926	
School Support 7	18.62	53.486	.863	.923	
Interpersonal Relationship 1	14.12	37.946	.847	.923	.938
Interpersonal Relationship 2/3/4/5	14.02-14.07	37.791-38.259	.839-.855	.922-.924	
Interpersonal Relationship 6	13.86	41.272	.660	.945	
Work Performance 1	21.94	64.944	.874	.964	.969
Work Performance 2/3/4	21.89-21.92	65.210-64.570	.875-.893	.963-.964	
Work Performance 5/6/7	21.93-21.96	64.962-64.410	.869-.877	.964-.965	
Work Performance 8	21.96	65.563	.870	.965	
Total Table					.918

It can be seen from the table 2 that the total correlation between each item of the questionnaire and the total question is greater than 0.3, indicating that most of the items in the questionnaire have a strong correlation with the total question. This also indicates that the questionnaire design is discriminatory. The Cronbach's Alpha value of each dimension is 0.939, 0.971, 0.933 and 0.939, 0.938, 0.969, which means that are all greater than 0.9. This indicates that the questionnaire has good internal consistency, stability and reliability which indicates that the questionnaire design is reasonable. The deleted Cronbach's Alpha value of each item is greater than 0.9, indicating the high credibility of the questionnaire.

Questionnaire Validity Analysis

Table 3: Questionnaire Validity Analysis: KMO and Bartlett's Test

The Kaiser-Meyer-Olkin measure of sample adequacy		.935
Approximate Chi-Square		15297.826
Bartlett Sphericity Test	df	630
Sig.		.000

The table indicates that the KMO value of this sample is 0.935, which is greater than 0.9. According to Kaiser's KMO metric, when the KMO value is greater than 0.9, it indicates that the

correlation between various variables is strong. This meets the conditions for a sound performing factor analysis; in the table, the Bartlett approximate chi-square value of the sphericity test is 15297.826, and the significance level sig value is close to 0, less than 0.05 This indicates that the scale validity structure is good.

The relationship between competence and school support to work performance

Table 4: Competency-School Support-Performance Analysis

Regression Equation		Fitting Index			Co-Efficient Significant Test	
Dependent Variable	Independent Variable	R	R ²	F	B	t
Work performance	Capability	.423 ^a	.179	90.209**	.423	9.498**
	School Support	.269 ^a	.073	32.475**	.269	5.699**
Work Performance	Capability	.471 ^a	.222	58.973**	.364	8.095**
	School Support				.216	4.792**

As can be seen from Table 4, this hierarchical regression analysis involves three models altogether. The independent variable of Model 1 is capability, and the dependent variable is work performance. The independent variable of Model 2 is capability, and the dependent variable is school support. The independent variable of Model 3 is capability and school support, and the dependent variable is work performance. The regression coefficient of the independent variable is positive and significant, indicating that the independent variable has a significant positive influence on the dependent variable. Therefore, hypothesis H_{2B} and H_{2C} are verified.

4. Results and discussion

The relationship between competence and interpersonal to work performance.

Table 5: Competency - Interpersonal Relationship - Job Performance Analysis

Regression Equation		Fitting Index			Coefficient Significant Test	
Dependent Variable	Independent Variable	R	R ²	F	B	t
Work Performance	Capability	.423 ^a	.179	90.209**	.423	9.498**
	Interpersonal Relationship	.209 ^a	.044	18.889**	.209	4.346**
Work Performance	Capability	.457 ^a	.209	54.702**	.385	8.621**
	Interpersonal Relationship				.178	3.993**

As can be seen from Table 5, this hierarchical regression analysis involves a total of three models. The independent variable of Model 1 is capability, and the dependent variable is work

performance. The independent variable of Model 2 is capability, and the dependent variable is interpersonal relationship. The independent variable of Model 3 is capability and interpersonal relationship, and the dependent variable is work performance. The regression coefficient of the independent variable is positive and significant, indicating that the independent variable has a significant positive influence on the dependent variable. Therefore, hypothesis H_{3b} and H_{3C} are verified.

This paper studies the relationship between job stress and job performance from the perspective of higher vocational teachers' management, and demonstrates the moderating effect of optimism on the relationship between job stress and job performance through empirical data. The specific conclusions are as follows. There is a significant positive correlation between competency, organizational support and job performance of Chinese higher vocational teachers. In both industrialized and developing countries, economic growth is increasingly linked to the skills needed to raise Labour productivity and living standards.

The influence of different dimensions of work stress on task performance is relatively uniform. Specifically, work-family conflict stress and role stress have negative effects on various dimensions of job performance. Optimism plays a moderating role in job stress and job performance. From the conclusion of the study, the work-family conflict stress and role stress of higher vocational teachers cannot enhance the job performance of higher vocational teachers. The greater the work pressure, the lower the job performance. Therefore, higher vocational schools can relieve some of the pressure of higher vocational teachers at an appropriate time. o as to achieve the effect of enhancing the overall working ability.

5. References

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