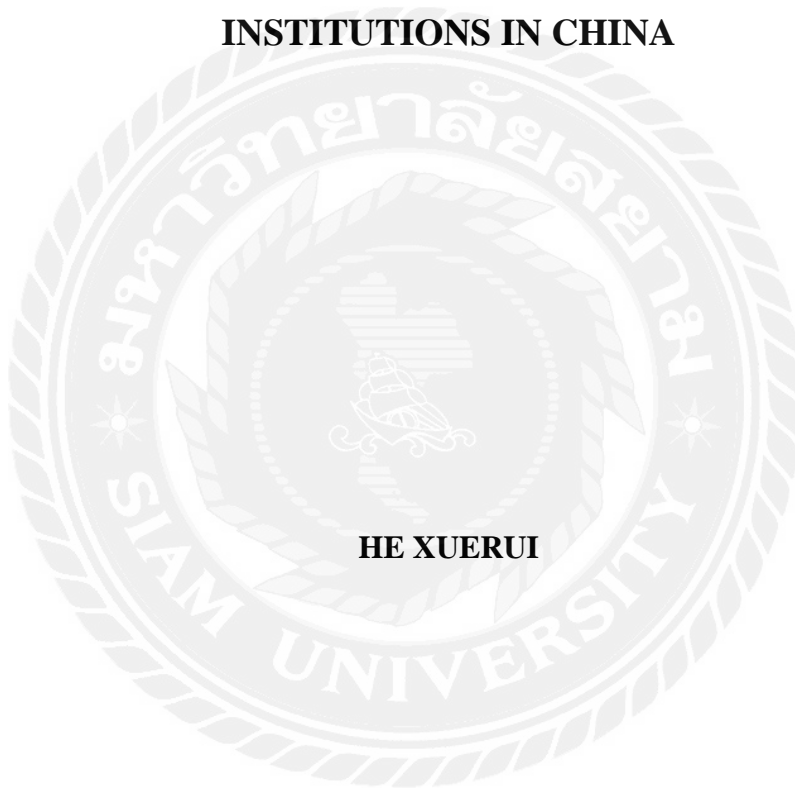




**A MODEL OF HUMAN RESOURCE MANAGEMENT  
PRACTICES AFFECTING JOB PERFORMANCE OF TEACHING  
STAFF IN PROFESSIONAL HIGHER EDUCATION  
INSTITUTIONS IN CHINA**



**HE XUERUI**

**A dissertation submitted in partial fulfillment of the requirements for the degree of  
Doctor of Philosophy in Management  
The Graduate School, Siam University**

**2025**

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## DECLARATION

I, He Xuerui, hereby certify that the work embodied in this dissertation entitled "A Model of Human Resource Management Practices Affecting Job Performance of Teaching Staff in Professional Higher Education Institutions in China" is result of original research and has not been submitted for a higher degree to any other universities or institutions.

He Xuerui

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03 / 26 / 2025





**Dissertation Approval**  
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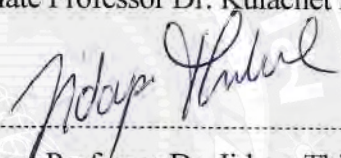
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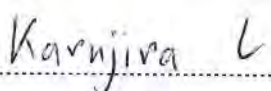
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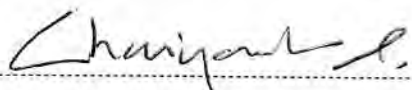
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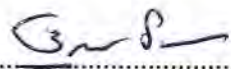
**ABSTRACT**


**Title** : A Model of Human Resource Management Practices Affecting Job Performance of Teaching Staff in Professional Higher Education Institutions in China

**By** : He Xuerui

**Degree** : Doctor of Philosophy

**Major** : Management

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This study aimed: 1) to examine the impact of human resource management (HRM) practices on the job performance of teaching staff in professional higher education institutions (HEIs) in China; and 2) to provide recommendations for teaching staff, HEIs, and government authorities. The research employed the Resource-Based View (RBV) and ERG theory to analyze the influence of HRM practices on job performance, mediated by work engagement in professional HEIs in China. A mixed-methods approach was adopted. The research utilized quantitative analysis of 343 valid questionnaire responses and qualitative insights from interviews with 15 key informants. The findings revealed that HRM practices and work engagement significantly and positively impact job performance, with work engagement mediating between HRM practices and job performance.

The results suggest that integrating ERG theory into HRM practices from an RBV perspective provides a strategic and comprehensive approach to enhancing teaching staff performance in professional HEIs. Recommendations include establishing development funds, exchange programs, achievement mapping initiatives, personalized benefits packages, and engaging third-party agencies for performance evaluation. These measures are proposed to support the sustainable development and competitiveness of professional HEIs in China.

**Keyword:** HRM practices, job performance, work engagement, resource-based view, professional HEIs

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As I conclude this chapter of my life and look forward to the future, I carry with me the gratitude for all those who have helped me along the way. This dissertation is not just my achievement but a testament to the power of community, support, and the collective effort that goes into academic success.

He Xuerui

12 January 2025



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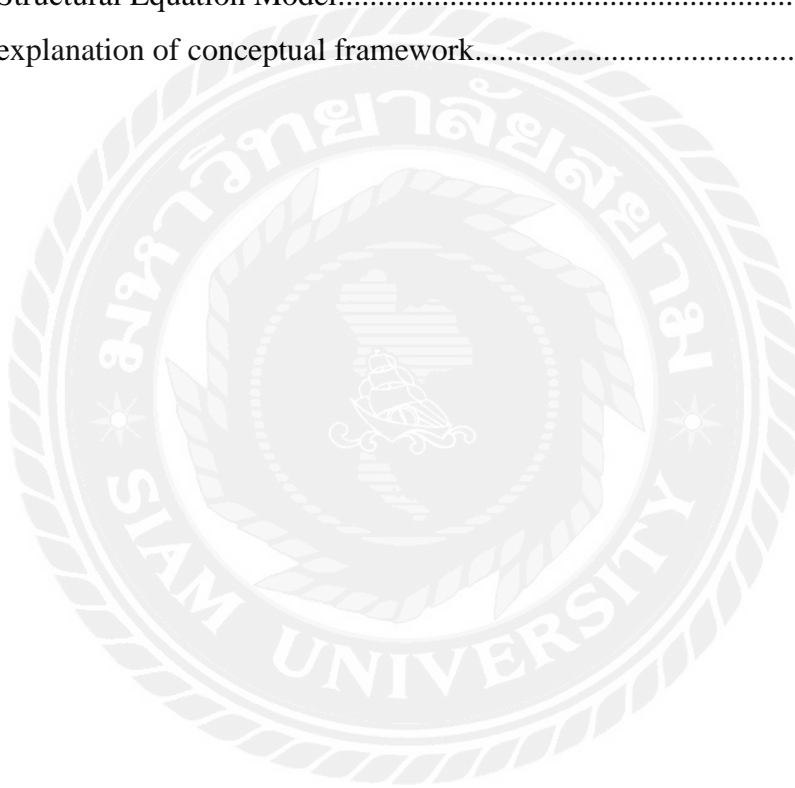


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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the problem

Higher education acts as an engine, powerhouse, driver, dynamo, booster, accelerator or lever for regional growth and prosperity (Arbo & Benneworth, 2007). It not only plays a major role in shaping a democratic, civilized, inclusive society, and serves the needs of an adaptable, sustainable, knowledge-based economy at local, regional, and national levels but also inspires and enables individuals to develop their capabilities to the highest potential levels throughout life. There are four types of higher education institutions (HEIs) in China: Academic higher education institutions, Professional higher education institutions, Vocational higher education institutions and Adult higher education institutions, as shown in Table 1.1.

**Table 1.1**

*Higher education institutions in China*

Types	Classification of higher education institutions	Number of institutions	Degree	Length of schooling (Year)
1	Academic higher education institutions	1,239	Undergraduate and postgraduate	4 - 5
2	Professional higher education institutions	32	Undergraduate and Diploma	4 or 3
3	Vocational higher education institutions	1,489	Diploma	3
4	Adult higher education institutions	253	Certificate	Flexible
Total		3,013		

Source: Ministry of education of PRC (2023).

Academic higher education institutions refer to comprehensive universities, colleges, and research institutions, have a higher level of teaching and scientific research, offer courses in a variety of disciplines and professional fields such as education, engineering, agriculture, and medicine and focus on theoretical courses and provide a wealth of academic resources and research opportunities.

Professional higher education institutions cultivate high-level technical skills talents with theoretic foundation for production, construction, and service. They provide both high-quality theoretical and practical courses, of which the proportion of the latter is not less than 50% of all courses (Vocational Education Law of the PRC, 2022). The purpose is to train and promote the accumulation and innovation of high-level technical skills, and enhance the ability to serve regional development and industrial transformation and upgrading.

Vocational higher education institutions refer to colleges providing vocational training and practical skills. They typically offer practical courses related to production, construction, and service. The purpose is to train people with certain higher education knowledge, professional skills, and technical knowledge.

Adult higher education institutions provide continuing education opportunities for adults who have been out of school for some time, but wish to continue their education or acquire new vocational skills. They have flexible learning arrangements to accommodate the work and family responsibilities of adult students.

As a strategic resource, HRM practices play a crucial role to increase teaching staff's job performance, and contributing to institutional success, if they can meet the existence, relatedness, and growth needs of teaching staff in professional higher education institutions in China. However, academic higher education institutions and vocational higher education institutions are facing difficulties over the past decades.

As for academic higher education institutions, the graduated students do not meet the recruitment standard because the courses they have studied are too theoretical, and the practical courses are few. According to Education Ministry of China (2023), it is found that a minimum of practical courses for academic higher education institutions will be 20% while Professional Higher Education institutions will be 50%. Furthermore, Sun (2021)

developed an analysis and found that employers generally believe that institutions should make efforts to strengthen and improve students' practice ability.

As for vocational higher education institutions, the challenges and dilemmas can be described into four aspects. Firstly, vocational higher education is treated as second class education and has a low perception to the public. Secondly, Xiong (2011) said that the institutions did not provide enough time for students to develop their skill for practical courses during their study. Thirdly, the experience of teaching staff is not practical to the current time and technologies. Moreover, the fund to pay for the staff during serving the public is quite limited. For example, 50% of all vocational institutions received less than \$US 14,000 fund. Fourthly, vocational higher education institutions tend to focus on imparting knowledge rather than on developing practical skills. To solve this problem, part-time teaching staff will be hired to share their experience with students and help students to develop skill. However, institutes do not have enough budget to get experienced, competent, and committed part-time teaching staff.

To solve the problems that still exist with academic higher education institutions and vocational higher education institutions as mentioned above, it is necessary to cultivate high-quality technical skilled talents with certain theoretical literacy to meet the needs of economic development. The State Council of China consequently issued the Implementation Plan for National Vocational Education Reform in February 2019 and transformed 15 vocational higher education institutions to become the first batch of pilot professional higher education institutions. Currently, China has approved 33 professional higher education institutions.

Chinese Vocational Education Law (2022) stipulates that professional higher educational institutions must make efforts to carry through the goals of professional construction, curriculum construction, teaching method reform, teaching material construction, digital teaching resources construction, certificate examination, teaching team construction and institution-enterprise dual education. Some fruits have been achieved. For example, Quanzhou Vocational and Technical University (2023) took the lead in establishing the Rural Revitalization College to carry out 49 training courses to train 4,484 local people in 4 counties (districts), 17 towns and villages.

## 1.2 Significance of the problem

Professional higher education institutions in China have achieved great development under the policy support of the government. However, it is found that they are still facing some problems as follows.

Firstly, teaching task performance pressure. Song (2023) said task performance in professional higher education institutions can be divided into teaching, research, and guiding students. Darling-Hammond (2000) stated the quality of teaching and guiding students can be measured by social acceptance, highlighting the importance of effective teaching for improving educational outcomes. When evaluating teachers, institutions focus on evaluating the quantity, quality, timeliness, cost, social benefits and students' satisfaction. However, the fact is only 1% of parents would consider this kind of institutions for their children according to Mycos' report (2021). Furthermore, more and more professors are escaping from teaching. A national report on China's undergraduate education (2017) showed that 58.8% of full and associate professors did not undertake teaching 1; and more than 60% of assistant professors were teaching with reluctance according to a broad survey (Mei, 2014). Worse still, Liu (2019) stated that those professors that love teaching begin to keep away from teaching.

One reason is the insufficient number of teaching staff for professional higher education institutions. The Ministry of Education of PRC (2022) announced that the standard ratio of students to teaching staff of professional higher education institutions should be 18:1. However, the ratio of many professional higher education institutions is far higher than the national standard. For example, the ratio of Guizhou Healthcare Vocational University is 27:1 while the ratio of Jiangxi University of Software Professional Technology is 31:1.

The other reason is ineffective training. The State Council (2019) released Implementation Plan to reform professional higher education institutions and stipulated teaching staff in professional higher education institutions to serve the public for at least 1 month/year and a total of 6 months within 5 years. However, it is found that only 11 out of 33 professional higher education institutions have a full record and report on the training hours. Shi (2022) found that in the actual operation, many institutions often select 1 or 2 old teaching staff to get professional training in enterprises, and ask them to transfer the knowledge to other teaching staff. However, the training program is uninteresting and



ineffective. Therefore, other teaching staff is not willing to participate in the training program. Zhang (2023) found that the current training did not encourage the enthusiasm and initiative of teaching staff. Dai and Chen (2023) found that the dilemma of "hot schools and cold enterprises" often occurs. The cooperation between companies and institutions do not work well. Chen et al. (2023) conducted a survey on professional higher education institutions in Guangxi province and found that enterprises did not provide appropriate training for teaching staff since they can merely provide on-the-job training modules with lecture sharing and field visits.

Secondly, high research task pressure. Mingers and Lipitakis (2010) said the research performance of teaching staff is often closely related to the quantity and quality of their papers. Whether teaching staff can successfully obtain research funds is also one of the important factors to evaluate task performance (Bornmann and Marx, 2014). Academic honors and awards are also important indicators to evaluate their research task performance (Glänzel and Schuber2003). Furthermore, the research task performance lead directly the professional title promotion. However, findings from Liu et al. (2022) provided empirical support for the current societal concerns regarding promotion pressure among teaching staff. They found that for those promoted from assistant to associate professor, the mean time for promotion was 14.155 years, with a median of 11 years. The results also indicated that males had a higher chance of promotion than females, and faculty members with doctoral degrees had a higher likelihood of promotion than those without.

Zhang and Wang (2020) mentioned that the salary of teaching staff in professional higher education institutions is lower than that of academic HEIs. Moreover, teaching staff in professional higher education institutions get less opportunity to get promotion to the same position. Those are closely related with growth needs based on the ERG theory. Dai and Yan (2020) surveyed teaching staff in professional higher education institutions and found that up to 98.75% of the teaching staff suffered from mild to severe occupational stress. Zhou et al. (2021) surveyed teaching staff in a professional higher education institution and found that 83.7% of the teaching staff absorbed pressure, 68% mentioned the highest pressure was on the promotion, and 63.3% said that they cannot focus on research because teaching and

administrative tasks take up too much time. Bi et al. (2022) found that teaching staff in professional higher education institutions have extreme job burnout.

Thirdly, negative extra-role behavior. On the one hand, teaching staff spare less time with students. Teaching is known as "conscience work", and truly good teaching staff must complete tasks that go beyond the requirements of formal duties. However, the unfair salary distribution system and the lack of incentive methods lead to the unwillingness to show organizational citizenship behavior (Lu, 2018). Guo (2016) found that the awareness of group responsibility of ordinary teaching staff is obviously lower than that of middle-level leaders in professional higher education institutions. The student-teacher relationship is the key point for OCB of teaching staff. Xia (2015) found through the questionnaire survey that students are eager to have more interaction with teachers and hope that teaching staff can share their rich life experiences and guide them to solve the puzzles they encounter in study and life.

On the other hand, low cognition of career. Qing (2019) said that young teaching staff in professional higher education institutions have such phenomena as declining career loyalty, low sense of professional identity, weak sense of value, early period of job burnout, and frequent turnover of personnel. Zhou (2010) found by empirical research that taking on extra work, such as non-duty work, overtime work, was considered by teaching staff as the least important. If it has nothing to do with their own job, teaching staff would weigh whether it is worthwhile to do. If not, they would be usually negative about their work. Avci (2016) found that high level of organizational citizenship behaviors in the school will affect education activities in positive way, contribute in generating a healthy school climate and influence students' success in positive way too.

Fourthly, need to improve adaptive ability. The teaching staff will be transferred to other positions if they cannot complete the performance, or even fired, in accordance with the requirements from "Notice on Further Strengthening the construction of Professional and Vocational college teaching staff's Teaching Innovation Team" issued by Ministry of Education in 2022. Teaching staff are facing growing challenges. Hao and Tang (2022) said that teaching staff in professional higher education institutions still have some adaptability problems, such as outdated and inefficient education form, closed and isolated working state, fuzzy and out-of-focus knowledge value, and many more. Xu (2023) said that due to the

reform of the education system, professional higher vocational institutions teaching staff need to update their educational concepts and teaching methods to meet the needs of the new era. On the other hand, due to the particularity of modern education, they need to learn and update professional knowledge to keep pace with the development of the industry. A news (2024) reported that school-enterprise cooperation is important for current professional higher education institutions, but it is difficult for ordinary teaching staff to meet the standards.

Therefore, as explained above, it is indispensable for professional higher education institutions in China to find efficient ways to enhance teaching staff's job performance. This can not only enrich the theoretical research in the field of job performance, but also provide a new perspective for the practice of human resource management in professional higher education institutions, and provide references for the professional development and self-diagnosis of teaching staff.

### **1.3 Research Question**

How human resource management practices affect teaching staff's job performance via work engagement in professional higher education institutions in China?

### **1.4 Objective**

The aims of this research project are:

1) to determine on the affecting role of human resource management practices on teaching staff's job performance in professional higher education institutions in China.

2) to investigate suggestions to teaching staff, professional higher education institutions and government, and take references for other higher education institutions in China.

### **1.5 Limitation of the study**

In this study, the limitation would be classified as follows:

### 1) Limitation of area

This study is limited to teaching staff of professional higher education institutions in China.

### 2) Limitation of population

For the quantitative method: the population will be 32 professional higher education institutions and at least 290 valid questionnaires will be got back.

For the qualitative method: 15 people will get interviewed: 10 professional HEIs teaching staff, 3 experts in the field of job performance, and 2 officers from education department of government in China (one is from education department, the other is from human resource and social security department).

### 3) Limitation of Content

This research would use the Theory of Resource-based View to explain the relationships among human resource management practices, work engagement, and job performance. Furthermore, ERG Theory, Work Engagement Model, and Goal Setting Theory will be used to analyze human resource management practices, work engagement, and job performance.

### 4) Limitation of time

This research will be conducted from August 2023 to October 2024.

## 1.6 Expected results

1) Findings developed in this dissertation will provide a guideline for teaching staff to do self-management in professional higher education institutions in China.

2) Findings spelt out in this dissertation will be helpful for leaders in professional higher education institutions in China to manage well, which might be a reference for other institutions in China.

3) This study attempts to provide suggestions for government for developing policies.

## 1.7 Definition

**Professional higher education institutions** mean institutions that conduct undergraduate degree and cultivate high-level technical skills talents with theoretic foundation for production, construction, and service to provide specific professionally vocational skills and practical application knowledge.

**Teaching staff** mean the full-time and part-time staff engaging in teaching and scientific research including assistant lecturers, lecturers, associate professors, and professors.

**Human resource management practices** refer to the strategic and operational activities designed to manage teaching staff by professional higher education institutions, which encompass a wide range of activities and functions aimed at developing, managing, and retaining teaching staff to achieve the institutions' goals and objectives.

**Work Engagement** means a kind of fulfilling, pleasant work-related emotion and cognitive state of mind or a positive behavior that leads to positive work-related outcomes, which shows teaching staff' vigor, dedication, and absorption within their work.

**Job performance** means a mix of behavior and results of the work carried out by teaching staff, characterized by task performance, organizational citizenship behavior, and adaptive performance to achieve the goals of teaching, scientific research, practical operation and other related tasks ted tasks by teaching staff in professional higher education institutions.

## **CHAPTER 2**

### **LITERATURE REVIEW**

Theories and concepts related to this research were collected from textbooks, articles, journals, and websites. The details of this chapter will be separated into sections as follows:

- 2.1 Introduction to the Education System in China
- 2.2 Theory of Resource-Based View
- 2.3 Theories and concepts related to Human Resource Management
- 2.4 Theories and concepts related to Work Engagement
- 2.5 Theories and concepts related to Job Performance
- 2.6 Related Literature
- 2.7 Conceptual Framework, Operational Definition, Hypothesis, and Explanation of Hypothesis

Human Resource Management practices (HRMP) have influence on “work engagement” and “job performance”. Minbaeva and Muratbekova-Touron (2013); Harris and Brewster (2002) agreed that human resource management practices can be defined as the management of people within employer-employee relations that usually involves maximizing employees’ performance.

Wang (2015) said that human resource management practices refer to the activities that affect the behavior, attitude and performance of employees through various technologies and methods, policies, measures, and systems, and use human resources through effective means to achieve organizational goals. Albrecht et al. (2015) offered organizations clear guidelines for how HRM practices can be used to facilitate and improve employee engagement and result in positive outcomes that will help organizations achieve a competitive advantage.

Work engagement has an influence on “job performance”. Work engagement means a kind of positive, pleasant work-related emotion and cognitive state of mind which shows workers’ vigor, dedication, and absorption. Job performance means a mix of behavior and results of the work characterized by task performance, organizational citizenship behavior, and adaptive performance. Bakker & Demerouti (2008); Yalabik et al. (2013); Wang et al. (2015); Horrey et. al (2017) agreed that work engagement and job performance are closely

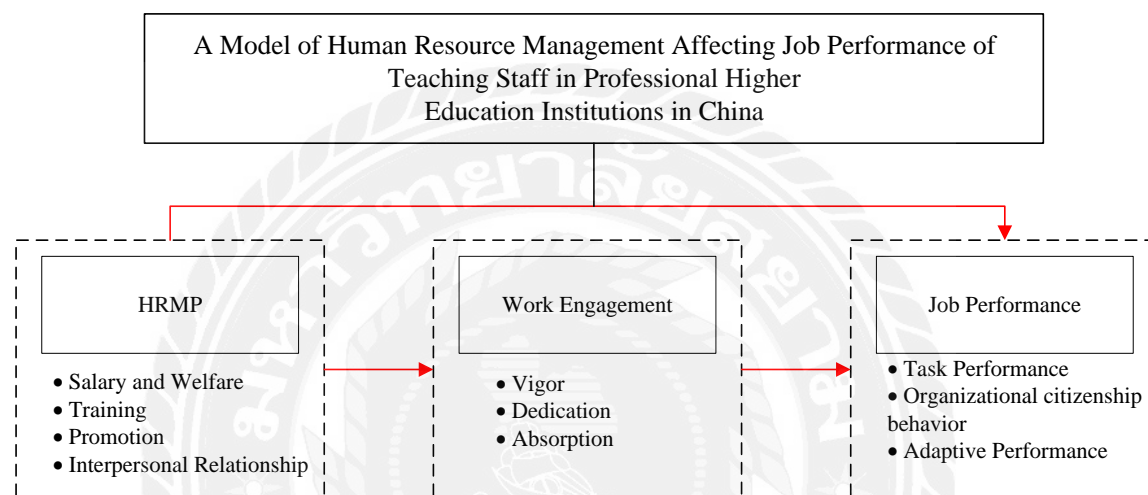


related. Castro-Sanchez et al. (2019) said that work engagement is associated with better job performance and less life stress. Eguchi et al. (2020); Li and Khattak (2023) mentioned that higher work engagement was significantly associated with better work performance.

Therefore, theories are related to this study can be classified into 3 groups: HRMP, work engagement, and job performance, as the following Figure 2.1.

**Figure 2.1**

*Brief introduction of literature review*



Source: Researcher (2024).

## 2.1 Introduction to the Education System in China

The value of education lies in its social function and contribution. Education is the most internal and essential driving force for the development of human society. Higher education, the highest level of education, is the frontier of management study area. It not only supports individual career development and personal growth but also plays a critical role in societal prosperity and advancement. The Higher education institutions in China are divided into academic higher education institutions, professional higher education institutions, vocational higher education institutions, and adult higher education institutions. According to the statistics of Ministry of Education in PRC (2023), China has 3,013 institutions of higher education 1,239 academic higher education institutions, 32 professional higher education institutions, 1,489 vocational higher education institutions, and 253 adult higher education institutions. Among these, professional higher education

institutions have been developed based on vocational higher education institutions since 2019.

### **2.1.1 Professional Higher Education Institutions in China**

Vocational higher education institutions have different system in different countries. For instance, in the USA, the institutions can be separated into community colleges, technical colleges, regional vocational colleges, and industrial management colleges. In the UK, the institutions are centered on the curriculum. They are universities, multi-technical colleges, tertiary colleges, sixth-form colleges, colleges of agriculture, art and design, urban technical colleges, and other continuing education institutions. There is also higher specialized schools, short-term universities, and specialized schools in Japan (Xu, et al., 2020).

In China, the development of professional higher education institutions is based on vocational higher education institutions. They are called in Chinese by four different abbreviation names: Zhijiaobenke, Gaozhibenke, Benkegaozhi, and Jishubenke. The official English name is professional higher education institutions (professional HEIs). The total number of professional HEIs is 33 and the first 15 professional higher education institutions were established in 2019. Fang (2019) stated that professional HEIs were institutions to provide training on high-level technical skills and talents for production, construction, management, and service. Xu et al. (2020) explained that they are the upgrading of vocational higher education institutions, that conduct undergraduate degree education, and cultivate high-level technical and skillful talents with a theoretic foundation for production, construction, service, and many more. Xie (2020) described that they are new types of institutions directly arising from the pressure of economic and social development and industrial transformation and upgrading in China. Based on the sources from Ministry of Education in PRC, Professional HEIs are different from academic and vocational HEIs as shown in table 2.1, according to data of Ministry of education of PRC (2023).

**Table 2.1***Differences among Academic HEIs, Professional HEIs and Vocational HEIs*

No.	HEIs Content	Academic HEIs	Professional HEIs	Vocational HEIs
1	Length of schooling	4 years	4 years or 3 years	3 years
2	Majors	Theoretical majors	Practical majors, such as Health, foreign languages. Some institution-enterprise cooperation major	Practical majors; Some institution-enterprise cooperation major
3	Degree	Bachelor/Master/PH.D. Professional Master degree	Professional bachelor	No degree
4	Enrollment scope	All Chinese students	Some: for all Chinese students Some: preserved for local students.	Some: for all Chinese students Some: preserved for local students
5	Courses	Theoretical courses >80%	Practical courses > 50%	Practical courses > 50%
6	Management team	Department of Higher Education, Ministry of Education, PRC Provincial Department of Education	Department of Vocational and Adult Education, Ministry of Education, PRC Division of Vocational Education/Division of Private Education and Continuing Education, Provincial Department of Education	Department of Vocational and Adult Education, Ministry of Education, PRC Division of Vocational Education/Division of Private Education and Continuing Education, Provincial Department of Education
7	Teaching staff qualification	No working experience required	At least 3 years of working experience	At least 3 years of working experience
8	Teaching staff social service	No relevant	6 months with 5 years	1 month per year for 5 years

### **2.1.2 Teaching Staff in Professional Higher Education Institutions in China**

The professional titles of higher education institutions in China are divided into four levels: assistant lecturer, lecturer, associate professor and professor. Assistant lecturers have a duty to serve other lecturers to develop courses based on curriculum and a responsibility to teach one or more courses. After two years, they can be promoted to lectures with a requirement that they need to publish an academic paper to a journal. Lecturers are teaching staff who has mastered the theoretical and practical knowledge, and skills. They have certain research ability along with using a foreign language rather fluently, and have published papers in public journals. Associate professors refer to these teaching staff who has been a lecturer for more than 5 years, or has been a lecturer for more than 2 years serve with Ph.D. degree, and has solid theoretical foundation and rich practical experience of the subject. They are rather proficient in a foreign language with teaching achievements. They have published papers, monographs and textbooks. They can apply to be advisors for postgraduate students. Professors have to not only master and skillfully use the existing methods of the subject, but also have made significant contributions to the development of the subject in the institutions. Generally speaking, assistant lecturers and lecturers take on more courses. In principle, only professors and associate professors are eligible to become advisors for master and Ph.D. students.

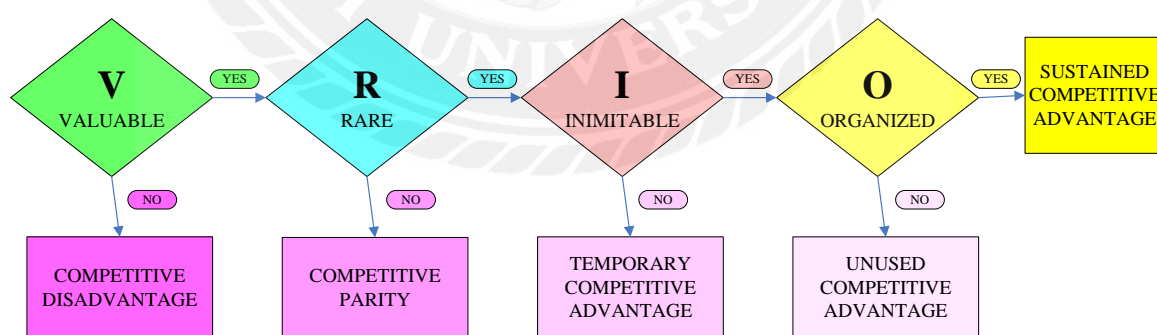
The researcher of this paper conducted a search in Chinese National Knowledge Infrastructure (CNKI), and retrieved 124 articles on professional higher education institutions. The articles mainly focus on major construction, curriculum model, practical teaching, talent training, evaluation index system, development strategy and teacher team construction, and many more. Among these, there are only six articles on teaching staff, which focus on teaching staff's general development in professional higher education (Xiang & Bao, 2023; Ding, 2023), the optimization of the construction path of "double-qualified" teaching staff (Dai, 2022), construction of training system for teaching staff (Liu et al., 2021), competence standards of teaching staff (Xu & Wu, 2022), and the theory, mechanism and path of the construction of "double-qualified" teaching staff (Dou & Song, 2023).

## 2.2 Theory of Resource-Based View

The Resource-Based View (RBV) is a theoretical framework in strategic management that suggests that a firm's competitive advantage and performance are primarily determined by the unique bundle of resources and capabilities it possesses, rather than its external environment. The concept of resource-based view originated from Penrose (1959) who proposed that "a company is a collection of resources" in his book *Theory of Corporate Growth*. Wernerfelt (1984) lays the foundation for the RBV by proposing that a firm's competitive advantage stems from its ability to control and deploy valuable resources that are rare, imperfectly imitable, and non-substitutable. Barney (1991) outlines the RBV framework and argues that a firm's unique bundle of resources and capabilities can lead to sustained competitive advantage. He introduces the VRIO framework (Value, Rarity, Inimitability, and Organization) as a tool for assessing the potential of a firm's resources and capabilities to generate sustained competitive advantage. He argues that resources must meet the criteria of value, rarity, inimitability, and organization to provide a firm with a sustainable competitive advantage, as the Figure 2.2. Mahoney and Pandian (1992) examine the RBV in the context of broader debates in strategic management theory and discusses its implications for understanding firm behavior and performance.

**Figure 2.2**

*VRIO framework*



Source: RJ Messineo (2024).

Teece (1997) proposed the concept of dynamic capabilities. Winter (2003) and Eisenhardt (2000) pointed out that dynamic ability is different from general ability, and it is more purpose-based and targeted. General ability evolves into dynamic ability after learning knowledge and absorbing experience, and dynamic ability is also a set of adaptive

routines or behaviors. It is formed in the process of enterprises responding to the changing external environment. For their own sustainable development, enterprises need to efficiently develop and use internal and external strategic resources.

Researchers have classified different resources as tangible and intangible (Kamasak, R., 2017; Silva, R., & Oliveira, C. 2020). Teaching staff are widely recognized as one of the most critical resources for institutions. They play a central role in delivering high-quality education, conducting research, and shaping the academic environment. Basile (2010) said that teaching staff, as an intellectual capital, are the intangible assets of professional development schools. Nunes-Silva et al. (2019) stated teaching staff are a kind of intangible resource, and verified how the association between human capital (titling of teaching staff) and intellectual capital (production of intangible assets) occurs in graduate programs in higher education institutions. Labunska and Sobakar (2021) analyzed the production, availability and use of intangible resources, including teaching staff, and explored innovative activities based on the activities of higher education institutions. Bhatnagar and Biswas (2010) extended the resource-based view of the firm to employment engagement, and explored linkages with performance.

The Resource-Based View (RBV), when applied to Human Resource Management (HRM) practices, offers a strategic perspective on how organizations can achieve sustained competitive advantage through the effective management of their human resources. According to RBV, an organization's internal resources-especially its human capital-can be a key source of performance advantage if they are valuable, rare, inimitable, and non-substitutable (the VRIN framework). HRM practices, when aligned with this view, directly impact job performance by enhancing the value of employees as strategic assets.

For this research, human resource management practices and work engagement of teaching staff can be explained as the resources, which could help to improve job performance and enhance the competitive advantage of professional higher education institutions in China. Therefore, the Resource-Based View (RBV) can provide a new research perspective and frame for human resource management in professional higher education institutions in China.



## **2.3 Theories and Concepts related to Human Resource Management Practices**

### **2.3.1 Meaning of Human Resource Management Practices**

Human resource management practices, also named human resource management activities, are various measures and projects planned by enterprises according to corporate strategies to manage human resources, which was analyzed first by Huselid (1995), Teseema and Soeters (2006). The former said HRM practices could be shown from eleven factors, while the latter mentioned eight, both of whom focused on recruitment and selection practices, placement practices, training practices, compensation practices, employee performance evaluation practices, promotion practices, grievance procedure and pension or social security could affect employee performance.

Minbaeva and Muratbekova-Touron (2013); Harris and Brewster (2002) agreed that human resource management practices can be defined as the management of people within employer-employee relations that usually involves maximizing employees' performance. In order to survive and grow, organizations need some human resourcing process that inevitably affects their performance. It involves both the management of the organization's workforce and the development of policies and practices to ensure a productive and harmonious work environment.

Ivancevich and Konopaske (2013) employed explanation of Pfeffer (1998), who proposed seven HRM practices that are expected to enhance organizational performance. They are employment security, selective hiring of new personnel, self-managed teams and decentralization of decision making as the basic principles of organizational design, comparatively high compensation contingent on organizational performance, extensive training, reduced status distinctions and barriers (dress, language, office arrangements, and wage differences across levels), and extensive sharing of financial and performance information throughout the organization.

Wang (2015) said that human resource management practices refer to the activities that affect the behavior, attitude and performance of employees through various technologies and methods, policies, measures, and systems, and use human resources through effective means to achieve organizational goals. Jaskiene (2015); Quresh et al (2010) concluded that the HRM practices related to selection, training, performance appraisal system, compensation system, and employee participation. DeCenzo et al. (2016);

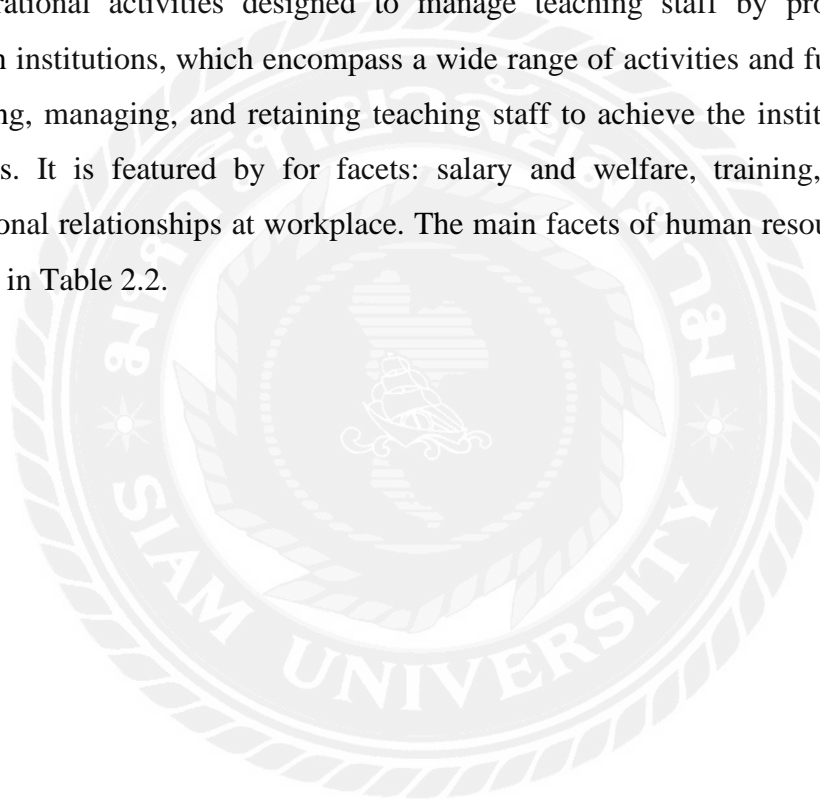
Ahmad and Schroeder (2003) mentioned that HRM practices involve employee selection based on organizational culture, behavior, attitude, necessary technical skills, compensation, and employee empowerment to foster team work.

Wu (2017) agreed that HRM practices consist of total compensation system, training and promotion of managers and workers, colleagues' relationship, participation in the decision-making, and the like. They are essential to both development of employees and organizations. Saad, G. B., & Abbas, M. (2018) who stated that organizational culture has an effect on teaching staff's job performance. Mathis et al. (2017) conducted that number of HRM practices could be tested in connection with employee performance. Stewart and Brown (2019); Mudor and Tooksoon (2011) mentioned that HRM practices, such as compensation system, training and promotion, interpersonal relationship (with another name of team work), and human resource planning, have positive and significant influence on business performance. Bratton et al. (2021); Lee (2007) stated that HRM practices on business performance, namely training and development, teamwork, compensation/incentive, HR planning, performance appraisal, colleague's relationship and employee security, can help to improve firm's business performance including employee's productivity, product quality and firm's flexibility. Garcia et al. (2023) mentioned that the HRM practice involves the gender quality and organizational culture, along with visible factors such as wages, training, and promotion, and other supporting human resources.

There are many contents in human resource management practices. When related with teaching staff, Fullan and Mascal (2000) said factors of human resource management practices concern the recruitment, preparation, hiring, assessment and professional development. Zhenyu (2022) agreed that the key dimensions of HRM practices of teaching staff are performance appraisal, recruitment, reward and training towards teachers' motivation. When talking about human resource management practices of teaching staff in Chinese higher education institutions, Wang (2015) said that the HRM practices consist of workers' wages, training, selection, space for advancement, working culture (such as interpersonal relationship, work insecurity), participation in the decision-making, and so on. Zhong (2017) adopted a perspective of that it consists of recruitment and selection, compensation, training and development, colleagues' relationship, participation, work security, empowerment, and many more. Yu (2022) employed the perspective of Ivancevich

and Konopaske (2013) and concluded that human resource management practice was a comprehensive management process involving all employees in an organization. He stated that human resource management practices were crucial to the success of an organization. For HRM practices of teaching staff in Chinese higher education institutions, it covers recruitment, training, employee welfare, promotion, and other aspects with the intension to maximize the potential of employees and improve the performance and competitiveness of the organization.

In summary, Human Resource Management Practices (HRMP) refer to the strategic and operational activities designed to manage teaching staff by professional higher education institutions, which encompass a wide range of activities and functions aimed at developing, managing, and retaining teaching staff to achieve the institutions' goals and objectives. It is featured by four facets: salary and welfare, training, promotion, and interpersonal relationships at workplace. The main facets of human resource management are listed in Table 2.2.



**Table 2.2***Crosscutting of Human Resource Management Practices*

ERG Theory	Existence Needs	Growth Needs		Relatedness Needs						
Factors of human resource management  Authors (year)	Salary and Welfare	Training	Promotion	Interpersonal relationship	Allocation	Recruitment and selection	Security	Planning	Gender quality	Participation
Garcia et al. (2023)	✓	✓	✓						✓	✓
Yu (2022)	✓	✓	✓	✓		✓		✓		✓
Zhenyu (2022)	✓	✓	✓	✓		✓				
Bratton et al. (2021)	✓	✓	✓	✓			✓			
Stewart & Brown (2019)	✓	✓	✓	✓	✓		✓			✓
Zhong (2017)	✓	✓	✓	✓	✓	✓	✓			✓
Mathis et al. (2017)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wu (2017)	✓	✓	✓	✓	✓				✓	✓
DeCenzo et al. (2016);	✓	✓		✓		✓				

Wang (2015)	✓	✓	✓	✓		✓	✓		✓	✓
Jaskiene (2015);	✓	✓				✓				✓
Ivancevich and Konopaske (2013)	✓	✓	✓	✓	✓	✓	✓	✓		✓

**Table 2.2 (continued)***Crosscutting of Human Resource Management Practices (continued)*

<b>ERG Theory</b>	Existence Needs	Growth Needs		Relatedness Needs						
Factors of human resource management										
Authors (year)	Salary and Welfare	Training	Promotion	Interpersonal relationship	Allocation	Recruitment and selection	Security	Planning	Gender quality	Participation
Mudor and Tooksoon (2011)	✓	✓	✓	✓	✓		✓			✓
Quresh et al (2010)	✓	✓				✓				✓
Lee (2007)	✓	✓	✓	✓			✓			
Teseema and Soeters (2006)	✓	✓	✓		✓	✓	✓	✓		

Ahmad and Schroeder (2003)	✓	✓		✓		✓				
Fullan and Mascall (2000)	✓	✓	✓		✓	✓				
Pfeffer (1998)	✓	✓		✓			✓			
Huselid (1995)	✓	✓	✓		✓	✓	✓	✓		
Total	20	20	17	14	9	13	11	5	4	11

Note: ERG theory will be explained in 2.3.2.

Source: Researcher (2024).

Team (2023) said that salary is a consistent payment by an employer to an employee based on a specific position's work and services. Bureau of Labor Statistics (2022) defined salary as a fixed and regular compensation paid by an employer to an employee in exchange for the performance of their job duties. Employers usually pay it every month, but some businesses pay salaries weekly, fortnightly, monthly, bi-monthly, or even annually. The amount and frequency are parts of the employment contract, and can change during the time working with the organization, for instance, if a worker gets a promotion or if weekly working hours decrease. Many large employers link their salary ranges to hierarchy and time worked for the company.

The word welfare means “well in its still familiar sense and fare, primarily understood as a journey or arrival but later also as a supply of food” (Williams, 1976). Welfare can be related both to the individual and to the collective, and involves material as well as immaterial needs (George & Page 1995). Team (2023) mentioned that companies can supplement income with welfare, such as paid vacations, public holidays, healthcare insurance, travel bonuses, and other expense allowances and benefits, in line with Greve (2008) and Heathwood (2010), who agreed that welfare should be provided by governments or organizations.

In summary, salary and welfare refer to benefits, monetary or non-monetary, provided by professional higher education institutions to teaching staff for their



contributions to the work, including salaries, bonuses, medical benefits, pensions, paid vacation, sick leave, disability benefits, and many more.

Demir et al. (2013) agreed that training focuses on identifying, assuring and helping develop through planned learning, the key competencies that enable individuals to perform current jobs. This is in line with Cano-Urbina (2016), who agreed that training refers to the systematic and organized process of developing the knowledge, skills, and competencies required for a specific job or occupation. Yin (2018) shared the similar view, who stated that training is concerned with extending and developing employees' capabilities and enabling an individual to acquire abilities for better performance in their jobs and given tasks. She divided it into academic education training and non-academic education training. They agreed that training can take various forms, including short-term training and long-term training, onsite training and e-learning, classroom instruction, hands-on practice, workshops, e-learning, hands-on practice, and theoretical study, on-the-job training, and many more.

In summary, training refers to systematic and targeted activities organized by professional higher education institutions, aimed at improving the ability of teaching staff with both a solid theoretical basis and superb professional skills, which can be measured by short-term training and long-term training.

Noor et al. (2015) agreed that promotion refers to the process of an employee moving into a higher-ranking or more responsible role within an organization, which enjoyed the similar view with Haryono et al. (2020) and Yuliza et al. (2021). They agreed promotion typically involves an increase in job title, responsibilities, compensation, a higher level of authority, and a wider range of opportunities. Xie and Yang (2021) said promotion can take three forms. One is vertical promotion. It involves moving upward within the organization's hierarchical structure, such as from an entry-level position to a managerial role or from a middle management role to an executive position. The second is lateral promotion, in which an employee moves to a different role at the same level within the organization. It provides new challenges and opportunities without necessarily involving a change in rank. The last is in-place promotion. It occurs when an employee retains their current job title but assumes increased responsibilities and potentially higher pay.

In summary, promotion means the process of teaching staff moving into a higher-ranking or more responsible role based on their performance, skills, experience, and potential in professional higher education institutions. It typically involves a promotion of professional title, responsibilities, and often a higher level of authority, which is seen as a reward for teaching staff's achievements and contributions to the institutions.

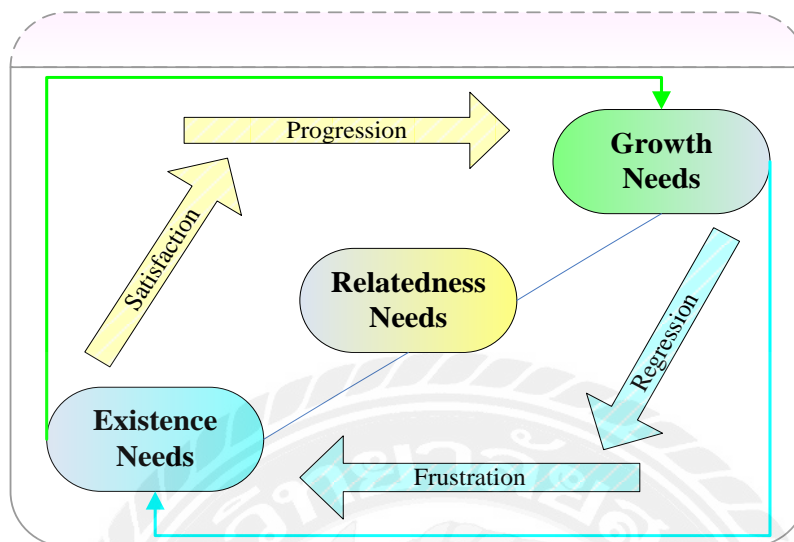
Reich and Hershcovis (2011) define an interpersonal relationship as an individual's subjective experience of repeated interaction or connection with another individual. A relationship develops from the recurrence of these interactions or connections. Jalagat (2016) stated that interpersonal relationship involves relationships among all persons in an organization, between employees and their leaders, and between colleagues. Kleptsova and Balabanov (2016) defined negative, indifferent, and positive interpersonal relationships. According to the researchers' comparative and descriptive position, the negative type of interpersonal relationship corresponds to inhumane or egoistic interpersonal relationships, the indifferent type corresponds to neutral interpersonal relationships, and the positive type corresponds to humane interpersonal relationships.

In summary, interpersonal relationship means a subjective experience of social connection and interaction between teaching staff and leaders, between teaching staff and administrative staff, among all teaching staff in professional higher education institutions, which can influence personal growth and development.

### **2.3.2 Theories and Concepts Related to Human Resource Management Practices**

#### **2.3.2.1 ERG theory**

Alderfer's ERG theory suggests that there are three groups of core needs: existence (E), relatedness (R), and growth (G)—hence the acronym ERG. These groups align with Maslow's levels of physiological needs, social needs, and self-actualization needs, respectively. Alderfer suggests that one may be motivated by needs on several levels at the same time, one may go to work to make a living, at the same time one may be motivated by good relation with subordinates. In short, when employee experiences frustration one level, they focus on the needs at lower-level needs. The ERG theory Model can be showed as the following Figure 2.3.

**Figure 2.3***ERG Theory Model*

Source: Bharti, et al. (2021).

Existence needs concern the basic material requirements for living. For teaching staff in professional higher education institutions in China, it refers to factor of salary and welfare for human resource management practices. It is in line with what Maslow categorized as physiological needs and safety-related needs. Salary provides the financial means to fulfill basic survival needs such as food, shelter, and clothing. Welfare benefits, such as health insurance and retirement plans, contribute to an individual's physical security and stability, addressing essential needs for well-being and protection from potential risks. Therefore, salary and welfare are indeed categorized as Existence Needs under Alderfer's ERG theory because they fulfill the basic material and physiological requirements for survival and security.

Relatedness needs have to do with the importance of maintaining interpersonal relationships. For this study, it is based in the relationship among colleagues, and the relationship between teaching staff and leaders in professional higher education institutions. It aligns with Maslow's levels of love/belonging-related needs and esteem-related needs. In ERG theory, interpersonal relationships are at the heart of relatedness needs. These needs are fulfilled through both professional and personal relationships that allow individuals to feel connected and supported within their social environment.

Growth needs describe the intrinsic desire for personal development. These needs align with the other portion of Maslow's esteem-related needs and self-actualization needs. For this dissertation, it can be explained as training and promotion requirements of teaching staff in professional higher education institutions in China. Alderfer (1969) states that people can pursue multiple needs at the same time, not just a single hierarchy of needs. Training opportunities allow individuals to acquire new skills and knowledge, which contribute to their personal and professional development. By enhancing their competencies, employees can grow in their roles and prepare for higher levels of responsibility. Therefore, training directly addresses growth needs by enabling continuous self-improvement and learning. Promotion reflects recognition of an individual's growth and achievements. It provides new challenges and opportunities for further development. Promotion often comes with increased responsibilities, which allows individuals to further develop their capabilities and reach higher levels of achievement and satisfaction. Hence, promotion also aligns with growth needs, as it represents progression and self-actualization in one's career.

The ERG theory stating that when employees' existence needs are met, they are more likely to feel secure and stable. This foundational security allows employees to focus on their work without worrying about their basic survival needs, which can enhance their level of engagement. The theory stated that when growth needs are fulfilled, employees often experience a sense of purpose and achievement, driving higher levels of engagement.

For professional higher education institutions in China, offering competitive salaries, health insurance, retirement benefits, and performance-based bonuses ensures teaching staff feel secure in their financial and material well-being, because those are closely related to existence needs. Interpersonal relationships can help teaching staff to enhance a sense of community and devote to work better. Providing ongoing professional development opportunities, skill-based training programs, and clear career paths, internal promotions, and succession planning give teaching staff the opportunity to advance within the institutions, which motivates them to perform better and achieve their career goals.

### **2.3.2.2 Influence role of Human resource management practice on the work engagement and job performance**

As the important resources from the perspective of the Resource-Based View (RBV), human resource management practices (HRMP) have influence role on work engagement and job performance.

There exists an influence role of salary and welfare, training, promotion, and interpersonal relationship on the work engagement, of which most key analyses are listed as follows:

Good salary and benefits can also bring psychological rewards (Song et al. 2023). Hoole and Hotz (2016); Didit and Nikmah (2020) said that the significant correlation between total rewards and work engagement implies that total rewards are important motivators for employees in the workplace. Fair compensation and rich benefit plans can inspire employees to be more motivated and hard working. When employees feel they are justly rewarded for their efforts, they are more likely to engage in their work. Song et al. (2023) developed a theoretical model to examine whether, how, and when perceptions of the HR system strength impact employee proactive behavior. Employees who feel fair and reasonable compensation will have a stronger sense of belonging to the organization and thus increase their commitment to work.

Some guidelines were offered to organizations for how HRM practices can be used to facilitate and improve employee engagement and result in positive outcomes that will help organizations achieve a competitive advantage (Albrecht et al. 2015). The new skills that employees acquire through training can make them better adapted to the new working environment. Adapting to new technologies and methods often results in increased employee productivity and engagement. Saks (2022) mentioned that a system of caring HRM practices (job design, training, and development, flexible work arrangements, work-life balance, participation in decision-making, health and safety, career development, and health and wellness programs) will result in organizational climate of care and concern for employees that employees will respond to by caring for the organization which they will enact with higher levels of engagement.

Promotion is usually related to career development (Saks and Gruman, 2017; Krishnaveni and Monica, 2018). Employees hope to get higher level positions and more generous pay through promotion, and this expectation can motivate them to work harder and improve their work commitment. Pham (2021) mentioned that human resource

management practices have a positive and significant influence on proactive behavior, which directly influences work engagement. Good interpersonal relationship is usually accompanied by good communication and transparency. Especially good relationship between superiors and subordinates means that leaders can provide timely feedback and recognition. This can reduce misunderstandings and increase understanding of the organization's goals, thereby increasing employees' work engagement. Warshawsky et al. (2012); Ali et al. (2018) agreed that there was a statistically significant relation between interpersonal relationships and work engagement and proactive work behavior. Bae et al. (2019) stated a strong relationship between work engagement and interpersonal relationships. Habib et al. (2020) agreed that by adopting the interpersonal leadership style, a leader can enhance the work engagement of his or her followers. Ferinia and Hutagalung (2017) revealed a positive relationship on interpersonal relationships towards employee engagement. However, Memon, M. A. et, al. (2016) said people are not willing to be engaged more in work if training satisfaction is low.

There are an influence role of salary and welfare, training, promotion, and interpersonal relationship on the job performance of employees, with the concepts are as follows:

Farndale and Sanders (2017) hold a similar opinion to Griffeth et al. (2000), who examine the impact of HRM practices on employee-level performance, for example, task performance, absenteeism, and turnover, and many more. There is a significant positive correlation between employees' salary satisfaction and job performance, and suggested that firms pay attention to employees' salary satisfaction and job engagement so as to enhance job performance (Ruihong, 2023). Puspitasari and Darwin (2021) agreed that welfare level had an effect on employee performance through work engagement. Evangeline and Thavakumar (2015) indicated that compensation is significantly and positively associated with Job performance whereas promotion practices were found to be insignificantly associated with Employee Job performance. Yuliza et al. (2021) found that compensation and job promotion are affecting employee performance significantly and simultaneously.

Training can enhance teaching staff's sense of efficacy and improve their organizational citizenship behavior (Desimone, 2009). Anam and Lodhi (2013) concluded that a training program is an effort by the employer to provide opportunities for the

employees to acquire job-interrelated skills, attitudes, and information, which would be a continuous process in improving the current and future performance of employees. Aragón et al. (2014) said that learning-oriented training enhances performance. Lin and Hsu (2017); Thevanes and Dirojan (2018); Park et al. (2018) mentioned that supervisor support for training directly affected the job performance of employees. Beydoun and Saleh (2023) said that training is the most crucial determinant in the business environment since training improves the performance of both the organizations and their employees.

Hassan, S. (2016) stated that HRM practices in compensation, career planning, training, and employee involvement have a positive impact on employee performance. Elnaga and Imran (2013) concluded that training played a vital role in the building of competencies of new as well as current employees to perform their jobs in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job-related area, which is for adaptive performance achievement. Training programs are the stimulant that workers require to improve their performance and capabilities, which consequently increases organizational productivity. Haryono et al. (2020) agreed that training and promotion had a positive and significant effect on work motivation; meanwhile, training, promotion, and work motivation had a positive and significant effect on job performance.

Peter (2014); Munch and Schaur (2018) studied the positive impact of promotion to employees' performance. Ratemo et al. (2021) concluded that if job promotion was well executed, the performance of the staff would be enhanced. So, organizations should adhere strictly to its promotion policy, ensure promotion process is fair and that employees are promoted based on merit. Muhammad et al. (2018) indicated that there was a significant relationship between interpersonal relationship and job performance. They argued that organizations should make efforts to enhance social interaction among employees in the work setting such as acquisition of good and effective communication skills and good interpersonal relationship among employees since it can improve job performance in the workplace.

Navajas-Romero et al. (2022) said that sustainable human resource management has a mediating role between work engagement and teamwork performance. Wu (2014) explained that various kinds of interpersonal interaction and support within an organization

can have a positive impact on an individual's adaptive behavior. Darwish (2013) mentioned in his book *Strategic HRM and Performance: Theory and Practice* that if an organization wishes to survive and compete in the present-day knowledge-based global economy, they have to acquire, manage, and develop world-class human resources competencies and practices.

In conclusion, Human resource management practice has an influence on Work Engagement and Job Performance. As for teaching staff, a study showed that the compensation practices in relation to the employees' performance are significantly positively correlated whereas the performance evaluation and promotion practices have insignificant relationship with the performance of university teachers in AJK Pakistan (Ahmad & Shahzad, 2011). Waseem et al. (2013) examined the impact of HRM practices i.e. training & development and performance management on performance of teachers of private schools, and Wang (2015) found that HRM practices are significant predictors of teaching staff's performance. Thus, for academics and practitioners, HRM practices in educational sector will affect teachers' performance to increase the excellence of teachers as well as the overall quality of education.

## **2.4 Theories and Concepts related to Work Engagement**

### **2.4.1 Meaning of Work Engagement**

Engagement in the workplace has been referred to as personal engagement (Kahn, 1990; May et al., 2004), work engagement (Schaufeli and Bakker, 2004; Hakanen et al., 2006; Koyuncu et al., 2006; Llorens et al., 2006; Richardsen et al., 2006; Salanova et al., 2010; Mauno et al., 2007), employee engagement (Harter et al., 2002), or job engagement (Rich et al., 2010).

However, the term work engagement is the most common term that is found in the academic literature. Work engagement is an important concept closely related to job performance and satisfaction. Different scholars have different definitions of work engagement.

One opinion on meaning of work engagement is related with motivation. Zhong et al. (2016) agreed that work engagement is a kind of motivation, which refers to how an individual applies and continuously expresses his or her experience and resources in the



work. They believed that work engagement is a three-dimensional concept, namely: physical, cognitive and emotional dimension. Kuok and Taormina (2017); Bakker and Albrecht (2018) agreed that work engagement is a positive, affective-motivational state of high energy combined with high levels of dedication and a strong focus on work, and a willingness to invest oneself and expend one's discretionary effort to help the employer succeed, which can be measured by cognitive, emotional, and physical work engagement.

Toth et al. (2020); Houle et al. (2022) agreed with the definition of Kahn (1990), who said that work engagement is a positive psychological state with physical, cognitive, and emotional dimensions. They considered engagement as a known predictor of organizational performance and personal outcomes. Furthermore, Tang (2021) said that employees would feel energetic, efficient with great challenges, rather than full of pressure in their work, and he measured work engagement by physical, cognitive, and emotional aspects.

Schaufeli (2002; 2004; 2018) believed that work engagement referred to the ability of individuals to devote themselves to work tasks with dedication, absorption, vigor and fulfilling. Yang (2018); Yao (2017); Luo (2015) agreed that work engagement can be divided into vigor, dedication and absorption, but they agreed that physical involvement can reflect the degree of a worker's engagement at the same time. Li (2015) said cognitive dimension is closely related with physical dimension, for the former is the foundation of the latter.

Reed (2016) found that as an employee's level of involvement in the goal setting process increases, engagement scores increase among vigor, dedication, and absorption. Among the three levels of engagement, dedication had the strongest correlation with level of involvement in the goal setting process. Gera et al. (2019); Andrianto and Alsada (2019); Dunlop and Scheepers (2023) studied the framework of work engagement from the view of vigor, dedication and absorption. Song (2020) agreed the opinion of Schaufeli (2018), but Chen (2020) said that efficacy was another factor of work engagement. Jaya and Ariyanto (2021) found that vigor, dedication and absorption had an effect on employees' job performance. Bailey (2022) concluded that work engagement is an experiential motivational structure, while work engagement involves the application of overall resources. Guo (2022) said that work engagement usually refers to the degree of energy, time, attention

and motivation that an individual puts into their work. This commitment can include the degree of focus on the task, the degree of commitment to the goal of the work, and the effort and resources devoted to completing the work.

Truss et al. (2013) defined work engagement as a state of being positively present during the performance of work by willingly contributing intellectual effort, experiencing positive emotions and meaningful connections to others. They agreed that work engagement is characterized by intellectual engagement, affective engagement, and social engagement. It can be measured by working conditions, identifies groups at risk, issues of concern, monitors progress and trends.

Yin (2018) said that work engagement, with another name of job engagement, is a positive, fulfilling, work-related state of an individual, the perfect link between individual characteristics, job factors and job performance and the important path of an organization creating competitive advantages. Schaufeli and De Witte (2017) defined work engagement as a relatively enduring state of mind referring to the simultaneous investment of personal energies in the experience or performance of work and an important indicator of job performance, with a similar opinion.

There is also an opinion that work engagement is the opposite of job burnout. Bakker et al. (2014) mentioned that whereas burnout refers to a state of exhaustion and cynicism toward work, engagement is defined as a positive motivational state of vigor, dedication, and absorption. Chen (2015); Leiter and Maslach (2017) concluded that work engagement is characterized by energy, involvement and efficacy, in an opposite direction to the three dimensions of burnout, namely exhaustion, cynicism and reduced accomplishment. Work engagement and burnout are intrinsically related and, therefore, can be measured using the same tool. They showed that energy and exhaustion, involvement and cynicism, efficacy and reduced accomplishment are three pairs of concepts. The implication is that the sense of work engagement can be measured by the reverse score of the three dimensions of the burnout scale. That is, the lower the score of the exhaustion, cynicism and reduced accomplishment, the higher the score of the energy, involvement and efficacy.

In summary, work engagement means a kind of fulfilling, pleasant work-related emotion and cognitive state of mind or a positive behavior of teaching staff in professional higher education institutions that lead to positive work-related outcomes, which shows their

vigor, dedication, and absorption within their work. The main facets of work engagement are listed in the following table 2.3.

**Table 2.3**

*Crosscutting of Work Engagement*

Factors of Work Engagement	Vigor	Dedication	Absorption	Fulfilling	Being physical	Being re-cognitive	Being emotional	Energy	Involvement	Efficacy
Authors (year)										
Dunlop & Scheepers (2023)	✓	✓	✓							
Guo (2022)	✓	✓	✓	✓						
Houle et al. (2022)					✓	✓	✓			
Jaya & Ariyanto (2021)	✓	✓	✓							
Tang (2021)					✓	✓	✓			
Toth et al. (2020);					✓	✓	✓			
Cheni (2020)	✓	✓	✓		✓					✓
Song (2020)	✓	✓	✓		✓				✓	

Andrianto & Alsada (2019)	✓	✓	✓							
Geraet al. (2019);	✓	✓	✓							
Schaufeli (2018; 2004; 2002)	✓	✓	✓	✓						
Yang (2018)	✓	✓	✓		✓					
Leiter & Maslach (2017)								✓	✓	✓
Yao (2017)	✓	✓	✓		✓					✓

**Table 2.3 (continued)***Crosscutting of Work Engagement (continued)*

Factors of Work Engagement Authors (year)	Vigor	Dedication	Absorption	Fulfilling	Being physical	Being re-cognitive	Being emotional	Energy	Involvement	Efficacy
Jiang (2016)	✓	✓	✓				✓			
Reed (2016)	✓	✓	✓							
Zhong et al. (2016)					✓	✓	✓			
Chen (2015).	✓	✓	✓					✓	✓	✓
Li (2015)	✓	✓	✓	✓	✓	✓				
Luo (2015)	✓	✓	✓		✓					
Bakker et al. (2014)	✓	✓	✓							

<b>Total</b>	16	16	16	3	10	5	4	2	3	4
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Source: Researcher (2024).

Reed (2016) agreed that vigor at work can be defined as the high energy and positive attitude displayed in the workplace environment. Andrianto and Alsada (2019) use “physical strength” and “vitality” to replace energy, while said vigor concluded the willingness to give the best in a job, and perseverance when facing a problem, sharing the same opinion with Schaufeli et al. (2017). That is in line with the view of Daniel et al. (2022) who agreed that vigor is not just a passion and a dynamism for a task, but also a willingness to face and overcome challenges, and a desire to learn and grow. Joe Robinson (2020) said that vigor is a kind of discretionary effort, or a type of energy available to the self. Cortés-Denia et al. (2023) said that vigor refers to individuals' feelings that they possess physical strength, emotional energy, and cognitive liveliness, and represents a moderate-intensity affect experienced at work.

In summary, while related to teaching staff in professional higher education institutions, vigor can be considered as a mixed condition of physical force and mental or intellectual energy. In the context of physical activity, vigor implies robustness, vitality, and an overall state of being strong and healthy. When applied to mental or intellectual pursuits, vigor conveys a sense of enthusiasm, intensity, and effectiveness.

Kuntsi, V. (2014) said that dedication is presumed to be the prerequisite of vigor and absorption. Taskov and Mitreva (2015) agreed that dedication goes beyond mere commitment and implies a wholehearted devotion to the pursuit of organizational goals and values. Schaufeli et al. (2017) said that dedication refers to a sense of significance, enthusiasm, inspiration, pride, and challenges. McBeath and Hopkins (2019) assessed that dedication is not a static trait but a dynamic force that responds to leadership practices, organizational climate, and individual aspirations. Joe Robinson (2020) said that dedication is a kind of feeling valued, because employees have opportunities to contribute and make a difference. They feel a sense of significance, and as a result, derive meaning from what they do, and that intrinsic reward makes them want to do more.

In summary, dedication means being strongly involved in one's work, and experiencing a sense of significance, enthusiasm, inspiration, pride and challenge. As for the teaching staff in professional higher education institutions, it encompasses a

multifaceted commitment to excellence in teaching, learning, and service within the academic community. It is characterized by a passion, a commitment to student success, continuous professional development, ethical conduct, and a supportive and inclusive approach to education.

Schaufeli et al. (2017) said that absorption is characterized by full concentration and happily doing the work. Gera et al. (2019) concluded that absorption refers to focusing attention and energy on a specific task, activity or goal, eliminating distractions and external distractions, and giving full attention to what is being done. Dunlop and Scheepers (2023) mentioned that work absorption is the extent to which a person's energy and attention is directed toward paid work as opposed to other life activities. Furthermore, Joe Robinson (2020) said that absorption is the definition of optimal experience, also known as flow. When your skills meet a challenge in the moment, there's a sense of mastery, a loss of self-consciousness, and a clear focus, not to mention a sense of competence and autonomy, and that satisfies two core psychological needs.

In summary, absorption is characterized in terms of being fully engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. As for teaching staff in professional higher education institutions, they are deeply committed to their profession and demonstrate a holistic concentration to teaching, research, professional development, and ethical conduct within the academic environment.

## **2.4.2 Concepts and Theories Related to Work Engagement**

### **2.4.2.1 Conceptual Model of Work Engagement**

Bakker and Demerouti, E. (2008) constructed the Conceptual Model of Work Engagement. In this model, work resources, such as social support from fellow workers and leaders, performance feedback, multiple skills and work autonomy, are the dynamic mechanisms of work engagement. The use of work resources can improve the sense of work engagement, which will produce a higher performance level. Work resources and personal resources are independent, but cooperate with each other to affect the sense of work engagement. In addition, when the job is more demanding, the positive impact of job resources and personal resources on work engagement will be more significant. Furthermore, work engagement will have a positive influence on job performance. Importantly, the feedback component of the model shows that how individuals who are

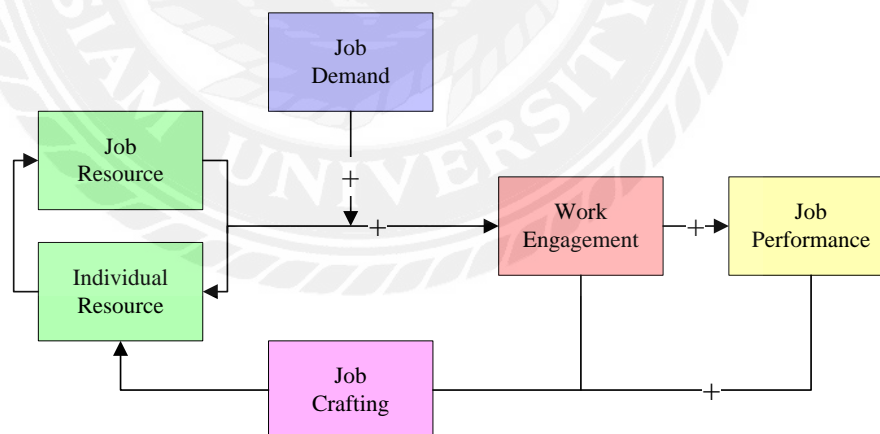
highly engaged and perform well create their own resources. That is, the spiral accumulation of resources is achieved through the work molding of job-crafting, so as to further improve the sense of work engagement, and achieve a further growth of job performance, and then the accumulation of resources and performance growth, as shown in figure 2.4.

The research findings from Kim et al. (2019) showed that there are direct effects of job and personal resources on work engagement, as well as the direct effects of work engagement on job performance and turnover intention were statistically significant. In addition, the results of the study revealed statistically significant mediating effects of work engagement, not only on the relationship between job and personal resources and job performance, but also on the relationship between job and personal resources and turnover intention.

Corbeanu and Iliescu (2023) tried to address the link between work engagement (vigor, dedication, and absorption), task performance, and contextual performance based on the Conceptual Model of Work Engagement. The findings indicate that the higher the work engagement is, the better the task performance and contextual performance are.

**Figure 2.4**

*Conceptual Model of Work Engagement*



Source: Bakker & Demerouti (2008)

#### 2.4.2.2 Influence role of work engagement on the job performance

Work engagement has an effect on job performance, of which the main opinions are stated as follows:

Work engagement and job performance are closely related (Yalabik et al., (2013); Wang et al., 2015; Horrey et. al., 2017). Costa et al. (2014) said that work engagement, both at the individual and team levels, was relevant to understand employee performance and well-being. They found that engaged employees tend to perform better because they are more focused, motivated, and committed to their work. They are more likely to go above and beyond their job requirements, resulting in higher levels of productivity and effectiveness. Castro-Sanchez et al. (2019) said that work engagement is associated with better academic performance and less life stress. Eguchi et al. (2020); Li and Khattak (2023) mentioned that higher work engagement was significantly associated with better work performance. Agu (2015) said that work engagement, organizational commitment and self-efficacy will create a positive attitude in records management personnel in organizations.

Scholars studied the influence of vigor, dedication and absorption on job performance. De Jonge and Peeters (2019) said that vitality at work is an important factor for organizations to build a healthier, more engaged, sustainable, and productive workforce. The organizational and societal relevance of vitality at work is high, particularly with regard to an aging and more diverse workforce. They studied on what might be called sustainable performance at work: maximizing work performance as well as worker health and well-being through employee vitality. Maisyuri and Ariyanto (2021) showed that vigor had a positive and significant effect on employee performance while dedication had a positive and significant effect on employee performance and absorption had a positive and significant effect on employee performance. However, Jaya and Aiyanto (2021) indicated that both vigor and dedication have a significant positive effect on employee performance. Meanwhile, absorption has no effect and is not significant.

Demerouti et al. (2014) examined the degree to which responses to performance items are influenced by the trait (task or contextual performance) and the method factors (self- or peer-ratings). Results of confirmatory factor analyses showed that while the two performance dimensions (such as traits) can be differentiated, responses to their items are influenced by the method factor.

Work engagement has an effect on dimensions of job performance. Corbeanu and Iliescu (2023) addressed the link between work engagement (vigor, dedication, and absorption), task performance, and contextual performance, of which the findings highlight



the importance of work engagement research for improving organizational performance. Bothma and Roodt (2012) said that work engagement gave appearing results as a potential predictor of task performance. Geue (2018); Monica, R. (2019) mentioned that work engagement had a significant impact on task performance. Juyumaya (2022) concluded that the psychological empowerment–work engagement relationship can predict the enhancement or decrease of task performance. Molaey et al. (2014) mentioned that the strength from the dimensions of work engagement could able to predict significantly task performance. Neuber et al. (2022) agreed that the three facets of work engagement had similar effects on performance, and work engagement is linked positively to future task performance and negatively to future absenteeism.

Bilal et al. (2015); Akbari (2022) confirmed positive relationship between employee engagement and contextual performance. Khalid et al. (2016) showed that vigor and dedication positively and significantly affect the task and contextual performance of employees. Bhardwaj and Kalia (2021) concluded that vigor, dedication and absorption variables of employee engagement contribute toward contextual performance. Vigor and absorption affect the task performance of employees. In the case of contextual performance vigor shows maximum contribution followed by absorption and dedication whereas for task performance, the maximum contribution is exhibited by absorption followed by vigor.

Jabeen and Danish (2021); Shahidan et al. (2022) agreed that employee engagement statistically impacted adaptive performance and improve it. A finding of Park et al. (2020) showed revolving relationships existed among job crafting, work engagement, and adaptive performance, which made a positive contribution to comprehending the role of adaptive performance in motivating individuals further to craft their jobs creatively. Christian et al. (2011) used meta-analytic path modeling to test the relationship between work engagement and task and contextual performance. Wang et al. (2015) studied the mediating role of work engagement on the relationship between job insecurity and job performance. Li and Qi (2015) said that work engagement mediated the relationship between supervisors' power sharing and subordinates' task performance. Shahidan et al. (2018) proposed a conceptual framework on the mediating influence of work engagement on the relationship between person-environment fit and adaptive performance. Kaya and Karatepe (2020) did a research model in which work engagement mediates the effects of servant leadership and authentic

leadership simultaneously on career satisfaction and adaptive performance. Hulshof et al. (2020) showed that job crafting was related to service-oriented task performance via work engagement. Specifically, seeking resources and seeking challenges were positively related to service-oriented task performance via work engagement, whereas reducing demands was negatively related to service-oriented task performance via work engagement.

Work engagement had a significant mediating effect among most of HRM practices and service recovery performance (Aldoghan, 2021). It could help managers and owners understand the importance of HRM practices in enhancing service recovery performance. Zaw and Takahashi (2022) revealed that work engagement mediated the positive relationship between transformational leadership and contextual performance. Jiang et al. (2022) said that work engagement mediated the job crafting on task performance or contextual performance. Nandini et al. (2022) mentioned that work engagement fully mediates the relationship between self-efficacy and a growth mindset toward active learning. Malek et al. (2023) found that work engagement had a mediating effect in relation to technology readiness index and adaptive performance.

There are several types of work engagement measurement as follows. Shirom (2005) conducted the Shirom-Melamed Vigor Measure (SMVM) based on a three-dimensional structure of physiology, emotion and cognition. It includes 5 items of physiology dimension, 4 items of emotion dimension and 5 items of cognition dimension. Maslach et al. (1997) measured job engagement using the reverse score of the Maslach Burnout Inventory (MBI). The most common version, MBI-GS (MBI-General Survey), has 16 items, including 5 items on the exhaustion dimension, 5 items on the cynicism dimension, and 5 items on the efficacy dimension (Bocéréan et al., 2019).

In summary, work engagement, including three facets (vigor, dedication and absorption) has an impact on job performance. As for teaching staff, Results of multi-level analyses largely confirmed our hypotheses, by showing that week-levels of autonomy, exchange with the supervisor, and opportunities for development (but not social support) were positively related to weekly engagement, which, in turn, was positively related to weekly job performance (Bakker & Bal 2010). Song et al. (2018) stated that the relationship between work engagement and job performance was statistically significant.

## **2.5 Theories and Concepts related to Job Performance**

### **2.5.1 Meaning of Job Performance**

Performance is a kind of action or process of carrying out or doing an action, task, or function (Oxford Languages, 2023). Job performance has been extensively and meaningfully studied in different geographical backgrounds, cultures, and disciplines in recent decades with the constant changes in organizational forms and work technologies.

Job performance can be divided into organization, team, individual, and other levels. For any organization, the pursuit of maximizing organizational benefits is always the goal of the organization, and organizational benefits are mainly achieved by the work of individuals in the organization.

Since organizations are groups of individuals working together to achieve specific goals and objectives, their productivity or success is the total number of individual employees in that organization. For a business to use human resources and enhance organizational success, an effective worker performance process is important. The performance-driven objective is supposed to be compatible with organizational policies in such a way that the entire process will shift from being event-driven to a more strategic and people-centered process (Pradhan & Jena, 2017). Performance is a multi-faceted variable, essentially the process aspect of performance, that is, behavioral commitments, can be distinguished from an expected outcome (Campbell & Wiernik, 2015).

Regarding the definition of job performance, there are several points of view.

#### **View of outputs.**

Since Frederick W. Taylor (1895) introduced the piece-rate system, people have clearly applied performance to results or outputs in practice. Bernardin and Beatty (1984) said that the results-based definition of performance emphasizes the change in the status of people or things in the organization brought about by certain behaviors of individuals. In other words, they believe that results are the best way to evaluate performance. Bernardin et al. (1995) concluded job performance as the record of results produced by specific job functions or activities within a specific period of time. Motowidlo (2003) agreed that this kind of definition considers job performance as a subordinate's performance of a job function, activity, or behavior within a certain period of time. In other words, job performance is a certain result achieved by an individual in a certain way within a certain

time, in line with the view of Yang and Ling (2001), who hold the same view that work performance is equivalent to output, or achievement.

Feng (2014) defined performance as the manifestation of work results, with an agreement of Hugo. Munsterberg (1998), focused on the individual performance of employees. Based on the output perspective, job performance is the qualitative and quantitative results of a person's completion of work tasks under the given responsibilities. This perspective reflects the organization's expectations and preferences for performance outcomes (Campbell & Wiernik, 2015). Fu (2017) agreed that this view is concerned with the results of the work done by the subordinates in a given period of time, which concerns job performance as the degree to which an action or program achieves its objectives.

More specifically, from the perspective of employees, it is a direct reflection of whether they can meet the requirements of the work task; from the perspective of the business, it is a measure of whether the level of employee productivity meets the expectations of the organization, and when the expectations are compared with the actual output, employee performance can be assessed as excellent, good, average or poor. This means that the result orientation of job performance has more objective and impartial criteria for judging because measurable results are the best basis for judging. Precisely because of this, the result orientation of job performance is questioned. In task situations that are easy to quantify, employees' job performance can be judged based on the most basic piecework method, but in task situations with high innovation and service, the work results have a certain time lag, and it is easy to make wrong judgments by relying only on immediate work performance (Atatsi et al., 2019).

Nevertheless, the outputs-oriented view of job performance can have a negative impact on organizations and individuals. Motowidlo (2003) said that outcome-based job performance does not fully reflect employees' task completion. The work situation of subordinates is often affected by some uncontrollable factors, such as personal ability, market conditions, economic factors, and many more. Therefore, judging employees' task completion only by work results cannot fully reflect individual ability level and effort level. Judging employees' task completion solely through work results may lead to wrong judgments, which will further dampen subordinates' enthusiasm and initiative. He further analyzed that too much emphasis on the results of work will lead to short-term behaviors of

subordinates for quick success, which will damage the overall goal of the organization. In addition, results-oriented work performance ignores the process of how subordinates complete their work, and organizations may assess employee performance unfairly.

Therefore, scholars began to focus on the employee's attitudes and behaviors that can help organizations achieve the expected target results, so as to enrich the concept of work performance.

### **View of behaviors.**

Campbell et al. (1990) explains in detail the concepts of performance. They said that behavior is the work done by an individual that can be observed, and performance can be seen a kind of behavior. Performance can be measured in terms of proficiency and level of contribution to an organization by an individual. They held the view that job performance should be those behaviors related to organizational goals controlled by employees. He pointed out that those behaviors must have the following three characteristics: (1) the behavior is controllable by the employee; (2) The behavior is related to the achievement of organizational objectives; (3) The behavior can be measured according to the degree to which the employee contributes to the goals of the organization. They conducted a model of eight facets for performance measurement. Their model portrayed the latent structure of performance as composed of eight factors: job-specific technical proficiency, non-job-specific technical proficiency, communication, demonstrated effort and initiative, personal discipline, facilitating peer and team performance, supervision/leadership, and management/administration. These dimensions were defined at a level of specificity that was fairly general, but specific enough to be useful for descriptive purposes. There could be more specific subfactors or higher-order factors. Another explanation of job performance was proposed: extra-role behavior and in-role behavior (Williams et al. 1991). The extra-role behavior relates to the employee's performance on specific work tasks, including completion of projects, achievement of goals, work efficiency, and many more. Extra-role behavior usually focuses on the actual behavior and performance of an employee in performing his or her job duties. This is related with the quality of the work product, the timeliness of the work completion, the degree to which the goal is achieved, and the like. The in-role behavior includes the attitudes, values, and professionalism that employees exhibit within the organization. Factors associated with in-role behavior include teamwork,

communication skills, self-management, innovation, problem solving, and so on. In-role behavior focuses on the personal and professional qualities that employees demonstrate at work, as well as their role playing and leadership styles in teams.

Borman and Motowidlo (1997) regarded job performance as a behavior related to organizational goals and believes that such behavior is beneficial to the organization under the control of the individual. They agreed that job performance could be divided into task performance and contextual performance. Rotundo and Rotman (2002) agreed that job performance is a behavior that employees can decide subjectively and is meaningful to the realization of organizational goals. They interpreted the definitions of job performance that were reviewed here as having some common features. These features include a focus on behaviors that are under the control of individuals, not results and on behaviors that contribute to the goals of the organization.

Motowidlo (2003) said that job performance is a series of behavioral events that individuals engage in over a period of time that are valuable to achieving organizational goals. This definition not only emphasizes that performance is a behavioral phenomenon but also points out that performance is related to organizational goals and has value to the organization in a certain period of time. Han (2006) said that behavior-based work performance does not focus on the output or result of performance, but considers performance to be a behavior or a process of behavior. Murphy, K. R. (2013) distinguishes the relationship between results and behaviors of job performance. He points out that performance should be evaluated based on behaviors rather than results, and defines job performance as a series of behaviors of an individual, which may either contribute to the organization or be detrimental to the organization's goals.

Performance itself is a behavior, and this behavior can act on organizational goals in different ways and processes (Campbell 2013). Campbell and Wiernik (2015) defined job performance as the things that employees do, that is, their behaviors. Specifically, the performance of work behaviors associated with increased levels of productivity. Scholars found that integrating behavioral performance into the performance appraisal process can not only leverage and develop employees' cognitive and emotional abilities (Pham et al., 2018), but also stimulate employees' innovative behavior (Garg & Dhar, 2017), individual and team work role participation behavior and organizational citizenship behavior (Hakim

& Fernandes, 2017), and a series of behavioral elements that promote organizational efficiency and improve individual performance. For this reason, the conceptual connotation of job performance can be interpreted as the behavioral requirements of employees expected by the organization, which may involve work performance within duties or additional requirements outside duties.

Cao (2018) agreed that job performance should be defined according to organizational behavior instead of solely based on the results of the organization's operation. They believed that job performance is a set of behaviors that people actually engage in that are related to organizational or individual goals, including productive performance behaviors and anti-productive performance behaviors. Furthermore, the ultimate goal is to evaluate employees' work performance based on the normative nature of behaviors from which enterprises can obtain valuable information (Motowildo et al., 2014). This also means that a series of behaviors displayed by employees at work are situational responses to serve the performance requirements of the organization, that is, if they want to achieve good results at work, there must be a positive interaction between themselves and work tasks.

There are some defects in the definition of behavior-oriented job performance. Behavior-oriented performance regards job performance as the behaviors that individuals exhibit and are consistent with organizational values. However, not all behaviors related to organizational goals belong to job performance. Therefore, a comprehensive view of job performance appears, by combining multiple orientations such as outcome, behavior, and individual competency, and the like.

#### **View of competency.**

Woodruffe (1993) mentioned that competency is an intrinsic characteristic of an individual, which has some degree of cause-effect relationship with the work situation and related performance. Competence is a concept closely related to performance. It is composed of inner values, motion, attitude, personality, self-concept and external skills, abilities, and knowledge elements, which are the deep secondary causes leading to personal performance. Competency is an individual's internal feature, which has a causal relationship with performance reference standards (Spencer et al., 1994). Tripathi and Agrawal (2014) agreed that this point of view is guided by the thinking of feed-forward control. It states that

assessment before work can indicate the relative weakness and insufficiency of the working ability. Meanwhile, it can provide a feedback-based learning mechanism through the post-service evaluation to check whether the staff has gained knowledge and ability during the work period. Therefore, it holds the same opinion of Aguinis (2013) who takes competence within the scope of performance, emphasizing the unity of ability, behavior, and outcome: behavior is the performance of mental and physical labor that puts work tasks into practice, and is not only a tool for achieving results, but also a result in itself. Dharmanegara et al. (2016) mentioned that competency can replace traditional achievement tests to effectively assess individual work results. Competency includes an individual's values, attitudes, abilities, knowledge and skills, so individual performance can be evaluated by competency.

They stated that job performance is neither the output nor the behavior, but the deep and inherent potential characteristics of individuals. It is not only related to work, but also can predict or influence work behavior and performance. This view recognizes that the performance of the worker not only includes the results, actions (Armstrong, 2009; Wayne et al. 1997), but also includes the quality and ability of the worker, such as learning, innovation, sharing of the machine and ability (Schwaninger, 2001).

However, some scholars argued that said that behavior is not competence, but its external expression form or manifestation (Xue, 2008). Not every activity is a manifestation of competence. Competence is only the stable, describable, and predictive component of high performance, which is usually associated with job responsibilities. The core assumption of competency is that a combined employee can bring qualified performance, so the identification of competence can distinguish his performance in the job.

#### **A comprehensive view.**

The evaluation of performance in an organization includes not only the behavior process but also the results. Waldman (1994) mentioned that environment and individual factors have different degrees of influence on job performance. The higher the role level of an individual in an organization, the higher the degree of freedom to decide on work, and the higher the degree of influence of individual characteristics and ability factors on his performance. Fu and Xu (2004) defined performance from the perspective of the integration of behavior and result. They believed that performance is the responsibility undertaken by subordinates based on the social division of labor and the expected result of the organization.



Mathew et al. (2012) also argued through their research that performance is not only a single behavior or result, but a synthesis of the two. Chen (2016) agreed the opinions of Sydänmaanlakka (2002) who said that individual's willingness to learn and share, ability to accept and apply knowledge, and innovation will affect work performance, considering performance from the perspective of individual factors. Ramawickrama et al. (2017) agreed the opinion of Barry and Stewart (1997), who pointed out that job performance refers to a mixture of behaviors and results. Behavior is the implementation of work tasks and is shown by people engaged in work, which is one of the conditions for achieving high performance. At the same time, the behavior itself is not only a measure of the outcome but also represents the outcome. The behavior is a result of the mental and physical effort expended to complete the work task.

Allworth and Hesketh (1999) proposed the third facet of job performance, namely adaptive performance, based on the view of Borman and Motowidlo (1997). Qian (2016) agreed the three-facets measurement model, and did the research on the process mechanism of non-ethical behaviors of leaders and colleagues affecting employees' work performance. Jundt et al. (2015) said that modern work is frequently characterized by jobs where adaptive performance is crucial for employees to succeed in light of new or altered task demands. Pan and Sun (2018) proposed a self-regulation model of Doctrine of the mean (Zhong Yong in Chinese) and employee adaptive performance, confirmed the measurement style of three-facet model for job performance. Tabiu et al. (2020) mentioned that the significance of adaptive performance, and indicated the greater the attention given to employees' training, career planning and job autonomy in the organization, higher will be their adaptive performance.

Meanwhile, there appears a view of individual learning to define performance. Pulakos et al. (2019) said that performance includes the learning process of the individual, which is the continuous learning of new knowledge and new skills and the application of them to the changing organizational environment. At the same time, personal ability and quality have certain impacts on individual performance, of which competency is one type of ability.

Zhai (2014) believed that performance is a method and ability of individuals to engage in work, and it can be divided into task performance, organizational citizenship

behaviors and adaptive performance. Whether employees can reasonably arrange time, technology and strategy depends on their own ability. Jia et al. (2017); Viswesvaran and Ones (2000) agreed that job performance could be measured by five facets: task performance, contextual performance, organizational citizenship behaviors, counterproductivity and organizational deviance. At the same time, Sharkey (2014); Neves and Story (2015); Aksu (2016) mentioned organizational deviance as a factor to observe job performance in an organization. Li (2021) held a comprehensive view of job performance. He said that job performance involves various aspects of an individual's contributions and effectiveness in the workplace. It goes beyond merely looking at task completion and takes into account a range of factors that contribute to an employee's overall performance. He mentioned that job performance can be measured by task performance, contextual performance, adaptability, innovation, teamwork and collaboration.

When study job performance in China, Sun and Jiao (2002) summarized three dimensions: task performance, personal trait performance and interpersonal relationship performance. Wang et al. (2003) adopted confirmatory factor analysis to verify the two-dimensional models of task performance and relationship performance in the Chinese context, and found that the two-dimensional model of job performance is also applicable to China, which refers to task performance and contextual performance. Wen (2005) obtained a four-dimensional structure of task performance, adaptation performance, effort performance and interpersonal performance through a questionnaire survey of middle managers. Tao and Wang (2006) developed a four-factor adaptive performance structure model under the background of management training, including stress and emergency handling, innovative problem solving, continuous learning on the job, and interpersonal and cultural adaptation, so as to provide a theoretical basis for the evaluation of cross-organizational management training effects.

All in all, the definition of performance based on the comprehensive perspective emphasizes the unity of individual ability, behavior and result. Ability is an individual's own attribute of being competent for the task. Behavior is an individual's effort to achieve a set goal. The results emphasize the individual's contribution to the organization's goals. The definition of performance from the comprehensive perspective combines the

characteristics of employees, how to do and what to do to examine work performance, which enriches and expands the connotation of work performance.

In summary, job performance means a mix of behavior and results of the work carried out by teaching staff, characterized by task performance, organizational citizenship behavior, and adaptive performance to achieve the goals of teaching, scientific research, practical operation and other related tasks ted tasks by teaching staff in professional higher education institutions. The main facets of job performance are listed in table 2.4.

**Table 2.4**

*Crosscutting of Job Performance*

Types of Job Performance Authors (year)	Task performance	Organizational citizenship behavior (OCB)	Adaptive performance	Innovative performance	Learning performance	Contextual performance	Counterproductive performance	Organizational deviance	Interpersonal relationship
Li (2021)	✓	✓	✓			✓	✓		✓
Ficapal-Cusí et al. (2020)	✓	✓	✓			✓			✓
Tabiu et al. (2020)	✓		✓						
Pulakos et al. (2019)	✓	✓	✓	✓	✓	✓			
Pan & Sun (2018)	✓	✓	✓						
Cao (2018)	✓	✓	✓		✓				
Jia et al. (2017)	✓	✓				✓	✓	✓	
Ramawickrama et al. (2017)	✓		✓						
Fu (2017)	✓	✓	✓	✓					✓
Qian (2016)	✓	✓	✓						

Chen (2016)	✓	✓	✓						✓
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**Table 2.4 (continued)***Crosscutting of Job Performance (continued)*

Types of Job Performance Authors (year)	Task performance	Organizational citizenship behavior (OCB)	Adaptive performance	Innovative performance	Learning performance	Contextual performance	Counterproductive performance	Organizational deviance	Interpersonal relationship
Campbell & Wiernik (2015)	✓	✓	✓			✓			
Feng (2014)	✓		✓	✓					✓
Zhai (2014)	✓	✓	✓						
Murphy, K. R. (2013)	✓	✓				✓			
Han (2006)	✓	✓	✓	✓					
Tao and Wang (2006)	✓		✓	✓					✓
Wen (2005)	✓								✓
Wang et al. (2003)	✓								✓
Rotundo and Rotman (2002)	✓	✓	✓						
Sun and Jiao (2002)	✓								✓
Viswesvaran & Ones (2000)	✓	✓				✓			
Borman & Motowidlo (1997)	✓					✓			

<b>Total</b>	23	16	18	5	2	8	2	1	10
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Sources: Researcher (2024).

Locke and Latham (2013) said that task performance refers to the execution and completion of a specific job or assignment by an individual or a group. It shares the similar perspective with Konstantzos et al. (2020) who agreed that task performance refers to the requirements stipulated in the job description, which refers to the content of the job and the degree of task performance, and is also closely related to individual ability, work proficiency and knowledge and skills. Furthermore, Jeffri et al. (2021) agreed them who mentioned that task performance refers to the execution of specific activities, duties, or assignments within a job or role. However, Navon and Gopher (2014) agreed that task performance refers to the effectiveness and results shown in the completion of a specific task or work process.

In summary, task performance means the ability of teaching staff to carry out specific job-related duties and responsibilities effectively and efficiently. It encompasses the teaching, research, and other activities that they engage in to complete the essential functions in their professional higher education institutions.

Organ (1988) defined organizational citizenship behavior (OCB), as “good soldier syndrome”. He said OCB is the behavior exhibited by the committed employees in the organization. This type of behavior includes punctuality, helping others, innovating, volunteering, as well as the tendency to refrain from undesirable actions such as complaining, arguing and finding fault with others. He conceptualization of OCB includes five behavior types – altruism, courtesy, sportsmanship, conscientiousness and civic virtue – all necessary for effective organizations and enhancing effectiveness of the organizations. A renewed definition from Organ (1997) for OCB is that it is s an employee voluntarily engages in that promote the effectiveness of the organization but are not explicitly rewarded by the organization. Polat (2009) considers OCB as “The informal behaviors which are displayed by workmen in organizations”. It refers to discretionary actions taken by employees that go beyond their formal job responsibilities and contribute positively to the organization's effectiveness and functioning. Tambe, S. (2014) said that organizational citizenship behavior refers to the voluntary behaviors exhibited by the employees while in the organization, as good citizens of the organization.

Dipaola & Tschannen (2001) first proposed the concept of organizational citizenship behavior in schools (SOCB). They defined it as a kind of voluntary help to students or colleagues by teaching staff who go beyond their role when doing their own work. Huang (2004) believes that teaching staff's organizational citizenship behavior is the active, positive, dutiful and altruistic behavior displayed under the conditions of non-basic job requirements. Guo and Fang (2006) defined teaching staff's organizational citizenship behavior as a voluntary behavior of virtue that is beneficial to the institutions and students, beyond the formally stipulated expectation standards.

Podsakoff et al. (2009) defined OCB in the context of teaching staff' roles within educational institutions. They explained that teaching staff' OCB encompasses voluntary behaviors that benefit their colleagues, students, and the school as a whole, beyond their contractual obligations. Bolino and Turnley (2005) provided examples of OCB specific to teaching staff, such as helping colleagues with lesson plannings.

In summary, organizational citizenship behavior (OCB) refers to the voluntary behavior of teaching staff to benefit the institutions and students, which goes beyond the expected standards of formal regulations, including three parts: organizational public welfare behavior, interpersonal altruistic behavior and teaching public welfare behavior. Organizational public welfare behavior refers to the civic behavior of teaching staff who go beyond the formal rules of the institutions and pay extra. Interpersonal altruism is the altruistic behavior of teaching staff towards colleagues in interpersonal interaction. Teaching public welfare behavior refers to teaching staff showing high sense of responsibility and making extra efforts for students during the teaching work.

Allworth and Hesketh (1997) proposed the adaptive performance firstly. Jundt et al. (2015) concluded that adaptive performance refers to the ability of individuals or teams to cope with change, uncertainty and new situations, and how effectively they adapt, learn and perform tasks in those situations. Park (2019; 2021) held the similar perspective, who agreed that adaptive performance mainly refers to the behavior of employees to cope with change, which is the proficiency of employees to adjust their behavior in the face of changes in environment, events or new occupations. Bednall and Henricks (2021) defined adaptive performance as employees' capabilities to adapt to rapidly changing work situations, which

includes elements of problem solving, coping with uncertainty, learning new tasks and procedures, and interpersonal, cultural, and physical adaptability.

In summary, adaptive performance means a teaching staff's ability to effectively adjust to changes, challenges, and new situations within the work, which involves the capacity to respond to unexpected or evolving circumstances by modifying his or her behavior, skills, or strategies to meet the demands of a changing environment.

### **2.5.2 Concepts and Theories Related to Job Performance**

Locke, et al (1981) defined the “goal” in Goal-Setting Theory (GST) as “what an individual is trying to accomplish; it is the object or aim of an action”. According to Moeller et al. (2012), goal setting is the process of establishing specific and effective targets for task performance. Locke, et al. (1981) also provided evidence that goal setting has a positive influence on task performance. Latham and Locke (2007) explained that “a specific high goal leads to even higher performance than urging people to do their best”.

There was a lack of theoretical framework to explain why and how goal-setting influences work performance before (Latham & Locke, 2007). GST served to explain human behavior in specific work situations (Locke, 1968). After a lot of experimental research done by Locke and Latham, GST was formalized in 1990 (Locke & Latham, 1990; Locke & Latham, 2002). The theory is now seen as “one of the most influential frameworks in motivational psychology” (Nebel et al., 2017).

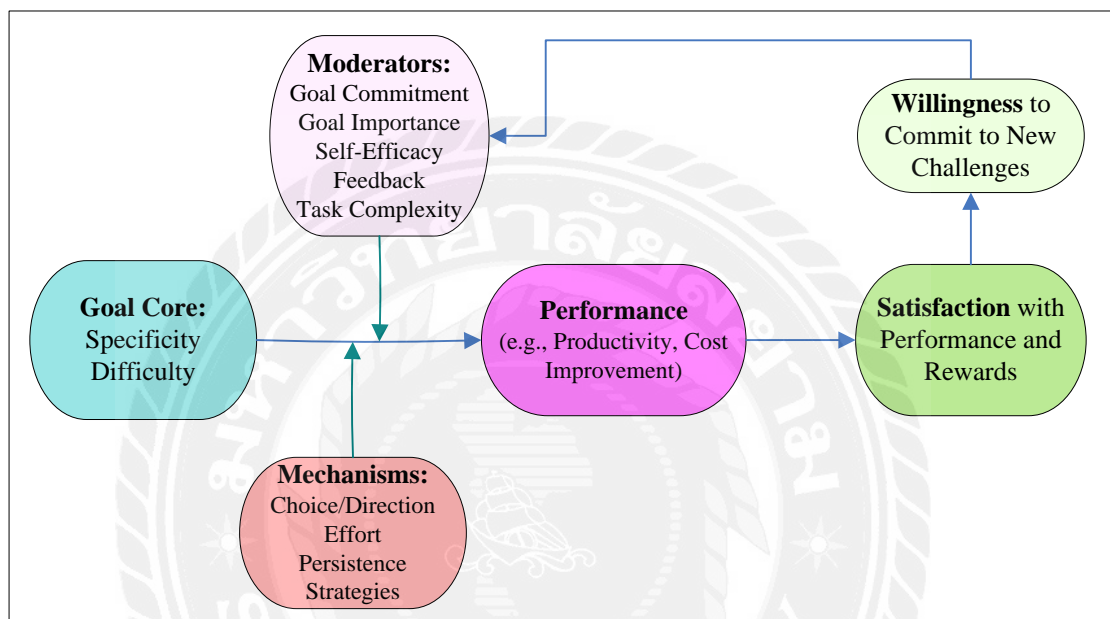
Latham and Locke (2007) pointed out in their study that, in the field of organization and human resource management, goal setting can have an impact on employees' behavior and performance in the workplace. Brown and Latham (2000) invited 36 unionized employees in a Canadian telecommunications company to test the effectiveness of three ways to increase employees' performance. Their results indicated that the employees with specific and challenging goals reached higher performance levels than those who set goals along with self-instructions to do their best. In addition, goal setting has also been popularized in the field of sports (Burton et al. 2010) and students' learning performance (Gardner et al, 2016).

The model in Figure 2.5 is adapted from Locke and Latham (2002) and consists of three parts: concepts, constructs, and a proposition. The concepts include key factors that affect peoples' performance, with moderators and mediators that might affect the goals that

are set. The constructs indicate that these concepts impact people's performance and motivation. The proposition shows that a specific and challenging goal, combined with regular feedback, can increase motivation and productivity so that people can perform better. These model aspects are described as the following figure 2.5.

**Figure 2.5**

*A Model of Goal Setting Theory*



Source: Locke and Latham (2002).

Locke (1990) pointed out that there are some significant factors that can impact an individual's performance: core goal properties (e.g., specificity, challenge), moderators (e.g. ability, feedback, goal commitment), and mediators (e.g., choice, effort). Latham (2003) pointed out in one study that individuals who have specific, challenging, but attainable goals have better performance than those who set vague goals or do not set goals. Meanwhile, individuals should possess ability and have commitment to the goal to have better performance.

For the part of moderators, Locke (1990) explains ability as whether people possess skill or knowledge to finish the task. Feedback is also needed for people to decide whether they should put forth more effort or change their strategy. Moreover, goal commitment refers to whether individuals have the determination to realize the goal. In addition to ability, feedback, and commitment, task complexity is also considered important; it indicates that



people tend to have better performance when the tasks are more straightforward. In addition, situational resources, the related resources or materials provided for individuals to achieve their goal, are also essential. Finally, self-efficacy refers to whether people are confident in doing something and that it will affect their goals and performance (Locke & Latham, 1990).

For the part of mediators, choice means that people will make an effort towards the goal-relevant activities when they choose to set specific and difficult goals. Furthermore, persistence refers to how long people will stick to the goal and if individuals are willing to spend time on achieving it. If so, they may have better performance (Locke & Latham, 1990). Finally, a specific, high goal needs a strategy to attain it.

According to the discussion above, with these important factors (e.g. specificity, challenge, ability, feedback, effort) in the concepts, people tend to have better performance and are more willing to face new challenges. Performance consists of a variety of behaviors, from test-taking to running a competitive race. To conclude, the proposition of GST is that when the concepts are optimal for an individual, better performance can result. What is optimal for each individual is a subject for research.

Konstantara and Galanakis (2022) confirmed the relationship between goal setting theory and job performance. He agreed that goal setting theory is a well-established psychological theory that explains how setting specific and challenging goals can significantly impact an individual's job performance. Locke and Latham (2019) said that the goal setting theory holds that the goal itself has an incentive effect, and the goal can transform people's needs into motivation, make people's behavior strive in a certain direction, and compare their behavior results with the established goal, timely adjustment, and correction, so as to achieve the goal. This process of transforming need into motivation, and then the motivation dominates the action to achieve the goal. Bennett et al. (2017) studied the relationship between compensation goals and firm performance, which said some of the costs of linking managerial compensation is related with specific compensation targets based on the goal setting theory.

To conclude, goal setting can play a significant role in enhancing people's motivation and performance. People who set specific, challenging goals and commit to these goals are more likely to try their best and persist in achieving the goals, which can lead to better performance and success.

It was Campbell and Wesley (1993) who first proposed the model of job performance measurement. The measurement model is divided into eight aspects: task-specific proficiency, non-task-specific proficiency, personal discipline requirements, writing and oral communication skills, leadership and supervision skills, effort level, facilitation of colleagues and groups, and management and administration. At the same year, Borman and Motowidlo (1997) conducted that job performance could be measured from task performance and contextual performance. Van Scotter and Motowidlo (1996) divided the dimension of contextual performance into two parts: work dedication and interpersonal promotion. With the rapid change of organizational environment, the two-dimensional structure of job performance cannot fully explain the problems in performance management. Therefore, Allworth and Hesketh (1997) proposed a third dimension independent of task performance dimension and scenario performance dimension, namely adaptive performance, and verified the existence of such performance through empirical research of samples.

Shu and Liang (2015) constructed a scale to evaluate subordinates' performance from the aspects of work quality, work efficiency, and the completion of work goals. Carlos and Rodrigues (2016) said that job performance can be measured by right facets: job knowledge, organizational skills, efficiency, persistent effort, cooperation, organizational consciousness, personal characteristics and interpersonal and relational skills. Viswesvaran and Ones (2017) mentioned that every measurable individual difference dimension thought to be relevant to the productivity, efficiency, or profitability of the unit or organization has been used as a measure of job performance. Absenteeism, productivity ratings, violence on the job, and teamwork ratings are some examples of the variety of measures used to measure job performance. Furthermore, Saad, G. B., & Abbas, M. (2018) explained the impact of organizational culture on job performance.

Researchers also constructed scales to measure performance from separate facets. Shu and Liang (2015) employed scale of Farh et al. (1999); Tu et al. (2011) employed Van Dyne and Lepine (1998); Xu et al. (2014) employed Gong et al. (2009); and Cui (2018) employed Lam et al. (2002) to measure task performance. Lv and Gu (2007) and Zhang and Luo (2015) developed scales to measure organizational citizenship behavior. Tao and Wang (2006) conducted scale to measure adaptive performance.

In summary, Job performance has been identified as the significant key for organizations to gain competitive advantage and superior productivity. It is a foundational element that influences the success and well-being of both individuals and organizations. Recognizing, measuring, and promoting job performance are essential for achieving strategic objectives, maintaining a positive workplace culture, and sustaining long-term success. Hutabarat, W. (2015) developed a teaching staff's Job-performance Model that can predict teaching staff's job-performance, which is affected by promotion. Regarding to teaching staff's job performance in higher education institutions, Mohamad and Jais (2016) provided meaningful management implications to the school administrators and Malaysian higher education system.

All in all, integrating of human resource management practices, work engagement, job performance, and theorr of resource-based view, the application of the Resource-Based View (RBV) to the job performance of university teachers through Human Resource Management practices is a strategic approach that highlights the value of academic staff as a key resource. University teachers, as part of a knowledge-driven workforce, play a crucial role in achieving institutional goals related to teaching quality, research output, and student success. By aligning human resource management practices with RBV principles, universities can foster higher job performance among faculty, which contributes to institutional competitiveness and academic excellence.

In the RBV framework, teaching staff are considered strategic resources when they meet the following criteria: Valuable: teaching staff contribute to the institutions' mission by delivering high-quality education, engaging in impactful research, and providing community service. Rare: Exceptional academic talent, such as renowned researchers or outstanding educators, are scarce and provide a competitive edge to the institutions. Inimitable: The expertise and reputation of experienced faculty members are difficult to replicate by competitors (other institutions). Non-substitutable: The specific knowledge, skills, and abilities of high-performing teaching staff cannot easily be replaced by technology or other resources.

By strategically applying HRM practices that align with RBV principles, institutions can enhance the job performance of their teaching staff in several key areas: 1) Teaching quality. Effective HRM practices such as continuous training in teaching methodologies,

coupled with performance evaluations, contribute to better instructional quality. This leads to improved student outcomes, higher student satisfaction, and better teaching evaluations. Recognition and incentives for teaching excellence motivate teaching staff to innovate and adopt best practices. 2) Research output. Teaching staff who receive adequate support and resources through HRM initiatives are more likely to produce high-quality research. A supportive HRM system creates a research-conducive environment that allows teaching staff to collaborate and pursue interdisciplinary research. 3) Service contributions. HRM practices that recognize and reward service to the institution community—such as mentorship and outreach programs—encourage teaching staff to actively participate in non-teaching roles. This can enhance the reputation of the institution and contribute to its mission beyond academic performance. Research Innovation: Increased research productivity and interdisciplinary collaboration, driven by well-supported faculty, result in more research grants, patents, and innovations that benefit the broader academic community.

## **2.6 Related Literature**

Cheng and Gu (2022) did research on the “Test Based on Meta-Analysis on “Does Workaholism Prefer Task Performance or Contextual Performance?” The researcher explored relationship between workaholism and job performance by meta-analysis. They had gained 94 individual effect sizes ( $n = 57,352$ ), 45 individual samples, and 37 references. Through the heterogeneity test, it was shown that the random effect model is more suitable. The main effect analysis showed that there is a significant positive correlation between workaholism, working excessively, working compulsively, and work performance, and further analysis showed that workaholism emphasizes the improvement of contextual performance. The subgroup test showed the relationship between workaholism, working excessively, working compulsively, and work performance is influenced by the measurement tools of workaholism, but not influenced by the cultural background differences and time-lag research. The above results show that workaholism have different influences on different aspects of work performance. Besides, it is worthy to consider the moderating function of the measurement tools of workaholism in the relationship between workaholism and job performance.

Pandey (2018) did identify, analyze, synthesize, and classify “Factors that Affect Job Performance at Three Levels: the micro level (the individual), the meso level (the group) and the macro level (the organization)”, which enhanced the job demands-resources (JD-R) model to job demands-resources-stressors (JD-R-S) model based on the schema of demands, resources and stressors is also developed. The demands identified are grouped into physical, cognitive and affective. Stressors adversely affecting job performance are classified at an individual level, job level and family level. Furthermore, sources are classified at an individual level, job level, organizational level and social level. The subgroups identified under demands, resources and stressors provide insights into job performance enhancement strategies, by changing, managing or optimizing them. This study helps in better understanding the factors that go on to impact job performance differentially, depending on the group to which they belong. It gives a holistic picture of factors affecting job performance, thereby integrating classifying and synthesizing the vast literature on the topic.

Campbell and Wiernik (2015) developed “The Modeling and Assessment of Work Performance”. They reviewed and summarized alternative specifications for the definition and latent structure of individual performance, and agreed that the Campbell (2012) model is offered as a synthesized description of the content of the latent structure. Issues pertaining to performance dynamics are then reviewed, along with the role played by individual adaptability to changing performance requirements. Using the synthesized model of the latent content structure and dynamics of performance as a backdrop, issues pertaining to the assessment of performance are summarized. The alternative goals of performance assessment, general measurement issues, and the construct validity of specific methods (such as ratings, simulations) are reviewed and described. Cross-cultural issues and future research needs are noted.

Korkaew and Suthinee (2012) did a study on “Factors Affecting Job Performance: A Review of Literature”, to investigate existing literature and theory in order to initially construct a conceptual framework of SEM factors affecting job performance. The results of the study revealed that organizational justice, work engagement, and public service motivation have direct effects toward job performance. Transformational leadership, however, has both direct and indirect effects toward job performance.

Call and Ployhart (2021) did research on “A Theory of Firm Value Capture from Employee Job Performance: A Multidisciplinary Perspective”. Researchers conceptually integrate strategic management theory on value creation and capture with psychological theory on employee job performance and collective performance, to propose a theory that explains how and when firms will capture value from employee job performance. Heterogeneity in value created and captured by employee job performance is affected by two broad factors: individual (such as, the type of job performance) and market (such as, labor market constraints). These insights lead to theoretical and practical advances for both micro and macro fields, suggesting that the relationship between employee job performance and firm value capture is more conditional and context-specific than previously recognized.

Ramawickrama et al. (2017) did research on “A synthesis towards the Construct of Job Performance”. Researchers found job performance is highly relevant for organizations and individuals alike. Individual Job performance is the behavioral outcome of an employee which points out that the employee is showing positive attitudes towards his or her organization. Job performance is differently defined and measured in different disciplines in different ways. The researchers defined and reviewed theoretically and empirically the concept of job performance, measurement dimensions of job performance and empirical findings for measurement dimensions of job performance with reference to the various professions in service-oriented organizations. This study reviewed literature regarding job performance and its dynamic nature, compared and analyzed dimensions (taxonomies) related to job performance, created a new definition and explained the importance of job performance adding novelty to the existing literature and provided suggestions for further studies.

Corbeanu and Iliescu (2023) addressed a study on “The Link Between Work Engagement and Job Performance”. Following a systematic literature review, researchers identified 174 unique studies. Studies had to be set in an organizational environment, include a measure of work engagement as well as an objective or subjective measure of performance, and offer information concerning the link between work engagement and job performance, irrespective of whether it was the main aim of the study. Following a random-effects model, researchers obtained meta-analytic correlations of  $r = .36$  ( $N = 33$  independent samples),  $r = .36$  ( $N = 26$  independent samples), and  $r = .38$  ( $N = 29$  independent samples)

between the three components of work engagement (vigor, dedication, and absorption), respectively, and job performance. For the overall work engagement and job performance, researchers reported a correlation of  $r = .37$  ( $N = 166$  independent samples). Furthermore, potential moderators of these relationships were examined. The findings highlight the importance of work engagement research for improving organizational performance.

Bal and De Lange (2015) did research on “From flexibility human resource management to employee engagement and perceived job performance across the lifespan: A multi-sample study”. Researcher investigated the effects of flexibility human resource management (HRM) on employee outcomes over time, as well as the role of age in these relations. Based on work adjustment theory, it was predicted that availability and use of flexibility HRM would be positively related to employee engagement, as well as higher job performance. A longitudinal study among US employees and a study among employees in 11 countries across the world showed that engagement mediated the relationships between availability of flexibility HRM and job performance. Moreover, they found partial support for the moderating role of age in the relations of flexibility HRM with the outcomes: Flexibility HRM was important for younger workers to enhance engagement, while for older workers, it enhanced their job performance. The study shows that the effectiveness of flexibility HRM depends upon employee age and the type of outcome involved, and consequently, theory on flexibility at work should take the age of employees into account.

Manzoor et al. (2019) did research on “An examination of sustainable HRM practices on job performance: An application of training as a moderator”. Researchers seeks to measure the effect of selection, participation, and employee empowerment on job performance in the publicly owned universities of Pakistan, using the descriptive survey research design. The target population was the entire teaching staff of two publicly owned universities. By using a convenient sampling technique, 130 sample participants were selected from the target population. The reliability scales were tallied by using Cronbach’s Alpha. The findings are gleaned by using regression to investigate the role of HRM practices in job performance and whether training moderated the association between HRM practices and employee performance. Through SPSS, Hayes process was used regarding the moderation effect of training between HRM practices and job performance. The main results validate that HRM practices have a significant and positive effect on employee job

performance. Specifically, the study suggests that training significantly moderates the effect of HRM practices on the performance of employees and that sustainability of HRM practices has a great impact on job performance.

Bin and Shmailan (2015) did research on the “Relationship between Job Satisfaction, Job Performance and Employee Engagement: An Explorative Study”. Researchers examined what contributes to a satisfied employee by examining a number of factors such as job fit, good communication, appreciation and clear objectives, and looked at the roles of the organization and individual in employee satisfaction. Job performance, another key success factor for organizations, was also examined. The researchers illuminated the link between employee satisfaction and performance findings, and related examples of what can be done to improve both variables were provided. Furthermore, the study discussed employee engagement which combined the above topics and much more including definitions, organizational success, and how to develop a successful employee engagement program. It provided compelling information that helped to understand the advantages of having satisfied and high performing employees as well as using the power of employee engagement to be competitive and profitable.

## **2.7 Conceptual Framework, Operational definition, Hypothesis and Explanation of Hypothesis**

### **2.7.1 Conceptual Framework**

Based on the above Resource-Based View, ERG theory, Work Engagement Theory and Goal Setting Theory and all literature review, a concept can be conducted that while setting specific work goals, professional higher education institutions ensure that adequate resources and support are provided to help teaching staff achieve these goals. This means combining goal-setting with a resource-based view to form systematic support mechanisms. At the same time, teaching staff's existence needs, relatedness needs and growth needs are comprehensively considered in the working environment, and their work input will be enhanced through clear goals, sufficient resources, demand-meeting support and positive feedback, so as to improve their overall job performance.

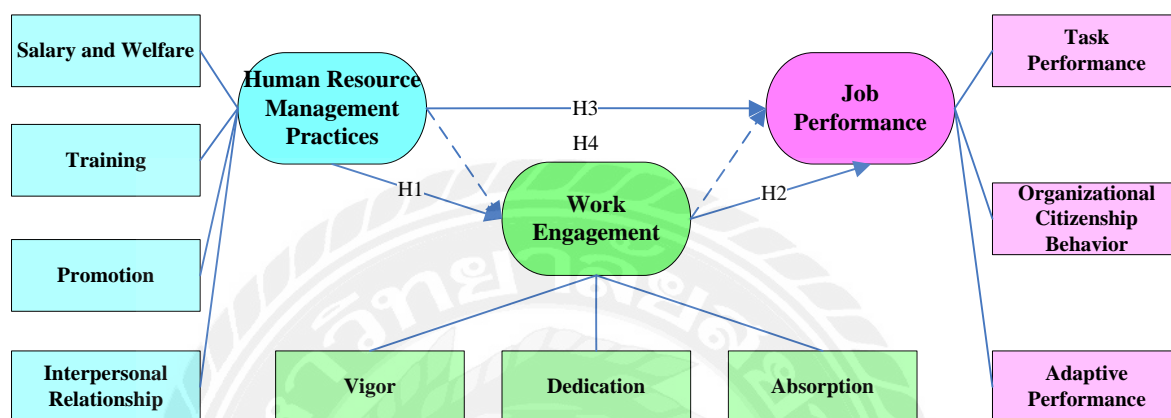
Therefore, this research proposes that human resource management has a positive impact on job engagement and job performance, and job engagement plays an intermediary



role in the relationship between human resource management and job performance. Concepts, theories, and related research are used to conduct conceptual framework as shown in Figure 2.6.

**Figure 2.6**

*Conceptual Framework*



Source: Researcher (2024).

From the above framework, three hypotheses can be listed as follows:

Hypothesis 1: Human Resource Management Practices has a direct effect on Work Engagement of teaching staff in professional higher institutions in China.

Hypothesis 2: Work Engagement has a direct effect on Job Performance of teaching staff in professional higher institutions in China.

Hypothesis 3: Human Resource Management Practices has a direct effect on Job Performance of teaching staff in professional higher institutions in China.

Hypothesis 4: Work Engagement has a mediating effect between Human Resource Management Practices and Job Performance of teaching staff in professional higher institutions in China.

### 2.7.2 Operational Definition

**Salary and welfare** mean refer to benefits, monetary or non-monetary, provided by an employer to an employee for his or her contributions to the work, including salaries, bonuses, medical benefits, pensions, paid vacation, sick leave, disability benefits, and many more.

**Training** is an organized and targeted teacher training activity aimed at improving the quality of teaching staffs with both solid theoretical basis and superb professional skills, which can be measured by short-term training and long-term training.

**Job promotion** means generally a decision made by the employer or management based on an employee's performance, skills, experience and potential, which can be a reward to recognize an employee's achievements within the company, or a part of career development within the organization.

**Interpersonal relationship** means a kind of social connections and interactions between individuals, which can provide social support, reduce feelings of loneliness and isolation, and contribute to personal growth and development.

**Vigor** means high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence also in the face of difficulties.

**Dedication** means being strongly involved in one's work, and experiencing a sense of significance, enthusiasm, inspiration, pride and challenge.

**Absorption** is characterized in terms of being fully concentrated on and engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work.

**Task performance** means the ability of an individual to carry out specific job-related duties and responsibilities effectively and efficiently. It encompasses the actions, behaviors, and activities that an employee engages in to complete the essential functions of their job.

**Organizational citizenship behavior (OCB)** refers to the voluntary behavior of teaching staff to benefit the institutions and students, which goes beyond the expected standards of formal regulations, including three parts: organizational public welfare behavior, interpersonal altruistic behavior and teaching public welfare behavior.

**Adaptive performance** means an employee's ability to effectively adjust to changes, challenges, and new situations in the workplace, which involves the capacity to respond to unexpected or evolving circumstances by modifying one's behavior, skills, or strategies to meet the demands of a changing environment.

### 2.7.3 Explanation of Hypothesis

**Hypothesis 1** Human Resource Management practices has a direct effect on Work Engagement of teaching staff in professional higher institutions in China.

**Meaning**

Human resource management influences work engagement in such a way that human resource management encompasses a wide range of activities and practices that can provide employees more willingness, involvement and enthusiasm on their work.

**Reason**

The activities of human resource management, namely reasonable salary and welfare, well-timed training, promotion and harmonious interpersonal relationship can make employees more energetic, more passionate and more engaged in their work.

**Theory or Supporting research**

Theories and researches that support relationship between human resource management and work engagement to apply teaching staff in professional higher institutions in China are as follows: Albrecht et al. (2015) offered organizations clear guidelines for how HRM practices (such as training) can be used to facilitate and improve employee engagement and result in positive outcomes that will help organizations achieve a competitive advantage. This is in line with Pham (2021) mentioned that human resource management practices have a positive and significant influence on proactive behavior, which directly influences work engagement. Furthermore, Saks (2022) mentioned that a system of caring HRM practices (job design, training, and development, flexible work arrangements, work-life balance, participation in decision-making, health and safety, career development, and health and wellness programs) will result in organizational climate of care and concern for employees that employees will respond to by caring for the organization which they will enact with higher levels of engagement.

**Hypothesis 2** Work engagement has a direct effect on Job performance of teaching staff in professional higher institutions in China.

**Meaning**

Work engagement influences job performance in such a way that employees with high vigor, more dedication and good adaptability will be more confident, contributed and productive to their work.

### **Reason**

The employees of high involvement in work are often more proactive in seeking solutions to challenges, identifying opportunities for work improvement, and leading to better job performance.

### **Theory or Supporting research**

Theories and researches that support relationship between work engagement and job performance to apply teaching staff in professional higher institutions in China are as follows: Yalabik et al. (2013); Wang et al. (2015); Horrey et. al (2017) agreed that work engagement and job performance are closely related. Engaged employees tend to perform better because they are more focused, motivated, and committed to their work. They are more likely to go above and beyond their job requirements, resulting in higher levels of productivity and effectiveness. This is line with Bhardwaj and Kalia (2021) concluded that vigor, dedication and absorption variables of employee engagement contribute toward contextual performance. Vigor and absorption affect the task performance of employees. In the case of contextual performance vigor shows maximum contribution followed by absorption and dedication whereas for task performance, the maximum contribution is exhibited by absorption followed by vigor. This can also be explained by Neuber et al. (2022) agreed that the three facets of work engagement had similar effects on performance, and work engagement is linked positively to future task performance and negatively to future absenteeism. Aldoghan (2021) also agreed that work engagement had a significant mediating effect among most of HRM practices and service recovery performance. It could help managers and owners understand the importance of HRM practices in enhancing service recovery performance. Furthermore, Zaw and Takahashi (2022) revealed that work engagement mediated the positive relationship between transformational leadership and contextual performance.

### **Hypothesis 3**

Human resource management has a direct effect on job performance of teaching staff in professional higher institutions in China.

### **Meaning**

Human resource management practices influences job performance in such a way that human resource management encompasses a wide range of activities and practices that are aimed at managing an organization's workforce effectively.

### **Reason**

The activities of human resource management, namely salary and welfare, training, promotion and interpersonal relationship can directly or indirectly stimulate the achievement of tasks, enhancement of organizational citizenship behavior and more adaptability of employees in their jobs.

### **Theory or Supporting research**

Theories and researches that support relationship between human resource management and job performance to apply teaching staffs in professional higher institutions in China are as follows: Yuliza et al. (2021) found that compensation and job promotion are affecting employee performance significantly and simultaneously while Hassan, S. (2016) stated that HRM practices in compensation, career planning, training, and employee involvement have a positive impact on employee performance. This can be explained by Haryono et al. (2020) agreed that training and promotion had a positive and significant effect on work motivation; meanwhile, training, promotion, and work motivation had a positive and significant effect on job performance. Furthermore, Beydoun and Saleh (2023) said that training is the most crucial determinant in the business environment since training improves the performance of both the organizations and their employees.

**Hypothesis 4** Human Resource Management has an indirect effect on Job performance through Work Engagement of teaching staffs in professional higher institutions in China.

### **Meaning**

The influence of human resource management on job performance will be better with the mediating role of work engagement for employees on their work.

### **Reason**

By considering the mediating role of work engagement, organizations can enhance the effectiveness of their human resource management in driving job performance. When employees are engaged in their work, they are more motivated, committed, and productive, ultimately leading to better job performance and organizational outcomes.

### **Theory or Supporting research**

Theories and researches that support relationship between human resource management and work engagement to apply teaching staffs in professional higher

institutions in China are as follows: Bal and De Lange (2015) stated that availability and use of flexibility HRM would be positively related to employee engagement, as well as higher job performance. Flexible human resource management gives employees more choice and enables them to feel more supported in the work environment, which is often associated with higher employee engagement. This is in line with Hoole and Hotz (2016); Didit and Nikmah (2020) said that the significant correlation between total rewards and work engagement implies that total rewards are important motivators for employees in the workplace. Fair compensation and rich benefit plans can inspire employees to be more motivated and hard working. When employees feel they are justly rewarded for their efforts, they are more likely to engage in their work. Saks and Gruman (2017); Krishnaveni and Monica (2018) likewise observed that HRM practices have an influence on employee work engagement. They said that promotion is usually related to career development. Employees hope to get higher level positions and more generous pay through promotion, and this expectation can motivate them to work harder and improve their work commitment. Furthermore, Song et al. (2023) developed a theoretical model to examine whether, how, and when perceptions of the HR system strength impact employee proactive behavior. Good salary and benefits can also bring psychological rewards. Employees who feel fair and reasonable compensation will have a stronger sense of belonging to the organization and thus increase their commitment to work.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The detail in this chapter would be separated into 7 parts as follows:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research tools
- 3.4 Data Collection Strategy and Procedure
- 3.5 Data Analysis
- 3.6 Research Ethics
- 3.7 Research reporting

#### **3.1 Research Design**

This research will use the quantitative research as a major methodology and use qualitative research to support the result from the major research to find the factors affecting job performance of teaching staffs in professional higher education institutions in China. The designed research steps of this study compose of six key actions which could be described as following details:

Action 1: Literature and related researches reviewing. All relevant variables in research framework were studied.

Action 2: Selected and Constructed variables identification.

Action 3: Creation of research tool. Questionnaire and In-depth interview Form will be created.

Action 4: Content validity and Reliability Testing. Sent the research tool to experts for inspection and evaluation of content validity, including clearness, coverage, and language accuracy by using the evaluation forms.

Action 5: Refinement of research tool. Revise the tools based on the expert advice.

Action 6: Statistical results and evaluation. Testify the constructed (validity) variables with all measurement models, and structural equation modeling (SEM).

### 3.2 Population and Sample

#### 3.2.1 Population

The population of this research are all the teaching staff in professional higher education institutions in China. The total number of professional higher education institutions is 32, as shown in the Table 3.1.

**Table 3.1**

*Number of teaching staffs separated by region*

Region	Province	Number of institutions	Percentage of the grand total (%)
East	Shandong	3	34.39
	Jiangsu	1	
	Shanghai	1	
	Anhui	-	
	Zhejiang	2	
	Jiangxi	3	
	Fujian	1	
	Total	11	
North	Inner Mongolia	-	15.63
	Beijing	-	
	Tianjin	-	
	Hebei	3	
	Shanxi	2	
	Total	5	
Northwest	Xinjiang	1	15.63
	Gansu	2	
	Qinghai	-	
	Ningxia	-	
	Shaanxi	2	
	Total	5	



South	Guangxi	2	15.63
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**Table 3.2 (continued)***Number of teaching staffs separated by region (continued)*

Region	Province	Number of institutions	Percentage of the grand total (%)
South	Guangdong	2	
	Hainan	1	
	Total	5	
Southwest	Tibet	-	9.36
	Sichuan	1	
	Chongqing	1	
	Guizhou	1	
	Yunnan	-	
	Total	3	
Central	Henan	1	6.24
	Hubei	-	
	Hunan	1	
	Total	2	
Northeast	Heilongjiang	-	3.12
	Jilin	-	
	Liaoning	1	
	Total	1	
Grand Total		32	100

Source: Researcher (2024).

**3.2.2 Sample****1) Quantitative Research**

The sample size will be searched from Krejcie and Morgan table (1970) and the number is 29. There are total of 32 professional higher education institutions. Researcher

will select institutions from East, North, South, Northwest, and Southwest to represent the majority of population accounting for 90.90% and send 13 questionnaires to each institution via HR department which will help to distribute the questionnaire to teaching staff. The number of distributed questionnaires can be shown as Table 3.2. Central and Northeast regions will be reserved for Pretest. 10 questionnaires will be distributed to each institution and the total of 30 questionnaires will be used to testify for pretest.

**Table 3.2**

*Number of distributed questionnaires*

Region	Number of institutes	Percentage	Number of questionnaires
East	11	34.37	110
North	5	15.63	50
South	5	15.63	50
Northwest	5	15.63	50
Southwest	3	9.37	30
Total	29	90.63	290

Source: Researcher (2024).

## **2) Qualitative Research**

The number of key informants would be considered based on some scholars' opinions. Uday Bhale (2023) said that in-depth interviews involve a small number of participants, ranging from 5-30 participants. However, the goal of in-depth interviews is not to achieve statistical significance but to gain an in-depth understanding of the research topic through rich and detailed data collection. Therefore, the sample size should be determined based on the saturation point, which is the point where new data no longer provide additional insights into the research question. Saturation can be reached after interviewing as few as five participants or as many as 30 participants. Gaskin et al. (2010) recommend 10-30 interviews that produce 75-150 statements from customers. Furthermore, Greg Guest et al. (2006) concluded from an ethnographic study that they created 97% of their research codes within 12 interviews and 94% in the first 6.

The samples selected as key respondents or informants will be chosen from teaching staff in professional higher education institutions, experts in the academic area of

management discipline, and government offices from the education department, and human resources department in China as illustrated in table 3.3.

**Table 3.3**

*The number of purposive selections for qualitative research*

No.	Key Informants	Number of Sample
1	Teaching staff	10
2	Experts	3
3	Government officers	2
Total		15

Source: Researcher (2024).

### 3.3 Research Tools

#### 3.3.1 Questionnaire

The questionnaire will be translated from the English version into Chinese version. It will be separated into 4 parts as follows:

Part 1: General information of the respondents.

It will include gender, age, education degree, full-time or part-time, professional level of teaching staff, and tenure in current position (year).

Part 2: The opinions and attitudes of teaching staff towards human resource management, and work engagement. The rating scale with 5 levels would be applied as follows:

<u>Level</u>	<u>Score</u>
Strongly Agree	5
Agree	4
Nuetral	3
Disagree	2
Strongly Disagree	1

The meaning of each score would be

Score 5 means respondents are strongly agree with the statement.

Score 4 means respondents are agree with the statement.

Score 3 means respondents undecided with the statement.

Score 2 means respondents are disagree with the statement.

Score 1 means respondents are strongly disagree with the statement.

The interpretation of the score (Best, 1981, p. 182) would be

<u>Mean</u>	<u>Significance Level</u>
1.00 - 1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Neutral
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

Part 3: The opinions and attitudes of teaching staff towards job performance. The answers will base on the five-rating scale from Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree.

Part 4: Recommendation.

### **3.3.2 In-depth Interview Form**

An in-depth interview form (semi-structural) will be constructed and used to interview key informants from teaching staff in professional higher education institutions, experts in the academic area of management discipline, and government offices from the education department, and human resources department in China.

## **3.4 Data Collection Strategy and Procedure**

### **3.4.1 Questionnaire**

- 1) Review literature to define the conceptual framework.
- 2) Create a questionnaire to serve with the research objectives.
- 3) Using IOC (Item Objective Congruence Index) to check Content

Validity and seek comments from the following 5 experts:

1. Assoc. Prof. Dr. Chalermkiat Wongvanichtawee
2. Dr. Patsornkun Submahachok
3. Dr. Prachya Wongwaree
4. Prof. Dr. Li Dongsheng

5. Asso. Prof. Dr. Ning Luqiao

$$IOC = \frac{\Sigma R}{n}$$

where IOC = Index of item-objective congruence value

R = Score from experts

$\Sigma R$  = Total score from all experts

n = Number of experts

Criteria to verify score is

+1 means “the measurement item is congruence with objective of study”.

0 means “the measurement item is undecide with objective of study”.

-1 means “the measurement item is inconsistent with objective of study”.

IOC needs to be between 0.5-1.00 for every question.

4) find mean of the IOC and use the following judgment.

- Means between 0.5-1.00 means “the measurement is passing the criteria from experts”.
- Means below 0.5 means “the measurement needs to make change or correction”.
- Less than 0 means “the measurement is failing the qualify from experts”.

5) Take questionnaire to do a try-out at 30 and check on the reliability.

The formula of Cronbach’s alpha coefficient is

$$\alpha = \left[ \frac{n}{(n-1)} \right] \left[ 1 - \frac{\sum_{i=0}^n S_i^2}{S_t^2} \right]$$

where  $\alpha$  = coefficient of reliability

n = the number of informants

$\sum_{i=0}^n$  = the variance of the sum of informants

$S_i^2$  = the ratio of the variance of each informant

$S_t^2$  = the ratio of inter-informants' variance

- 6) the update of questionnaire will be used to distribute to the real case.

### 3.4.2 Data Collection Procedure

The quantitative database will be developed as following steps :

- 1) request a letter from the management department for permission to distribute the questionnaire.
- 2) Send the questionnaire together with the letter above to target groups via -WJX-.cn in China.
- 3) Questionnaires would be collected back upon a specific timeline. Checking and verifying its completeness, having the number of completed issues and the percentage that could be used for further analysis.
- 4) At last, the database will be generated by SPSS.

### 3.5 Data Analysis

To analyze quantitative data, the following steps would be applied:

- 1) analyze General information of the respondents by Frequency and Percentage.
- 2) analyze the opinion on each factor by Standard Deviation (SD).
- 3) analyze relationships among variables by Correlation Coefficient or Pearson Correlation (r).
- 4) analyze the correlation among factors of HRM, among factors of work engagement, and among factors of job performance by Multicollinearity by Correlation Analysis.
- 5) analyze the factors using Structure Equation Modeling by AMOS to pass the criteria of factor loading values for the quality of questionnaire.

Furthermore, the research will run Confirmatory factor analysis (CFA) which is a statistical analysis of social survey data. It tests whether the relationship between a factor and the corresponding measure term conforms to the theoretical relation designed by the researcher.

The commonly used statistical parameters in the model fitting evaluation include the Chi-square fitting index ( $\chi^2$ ), comparative fitting index (CFI), the goodness of fit index

(GFI), and root mean square error of approximation (RMSEA). CFA is used to verify the dimensionality of the scale, or the factor structure, to determine the most effective factor structure, to test the hierarchical relationship of the verification factors, and to evaluate the reliability and validity of the scale. CFA is often tested by structural equation modeling. The model fit indices and their acceptable thresholds are listed in the table 3.4.

### **3.6 Research Ethics**

The researcher obtained formal consent from all participants involved in the study. This included ensuring that each participant was fully informed about the purpose of the research, the nature of their involvement, and their rights, including the right to withdraw from the study at any time without any negative consequences. The consent process also involved ensuring confidentiality and anonymity for all participants, thereby safeguarding their personal and sensitive information. Additionally, the researcher committed to using the data exclusively for the purposes outlined in the research and not for any other purpose.

Researcher already received a certificate for research ethics, Certification Number: 2991130 from Protecting Human Research Participants Online Training Inc. This research got Ethics approval, and the Approval No. is: PIM-REC 026/2567.

### **3.7 Research Reporting**

The reporting for this research is separated into 5 chapters as follows:

- Chapter 1     Introduction
- Chapter 2     Literature Review
- Chapter 3     Methodology
- Chapter 4     Research Result
- Chapter 5     Research Conclusion, Discussion and Recommendation

**Table 3.4***The model fit indices and their acceptable thresholds*

Goodness of Fit Index (Statistic Abbreviation)	Goodness of Fit Index	Objective	Level of Acceptance	Interpre- tation
CMIN/df	Relative Chi-square	To verify that the model is consistent with the empirical data	<5	Pass
GFI	Goodness of Fit Index	To measure the level of harmony in comparison with a value between 0-1.00	>0.90	Pass
RMSEA	Root Mean Square Error of Approximation	To indicate the error value of the model, in form of the root of mean square's error by approximating the value between 0-1.00	<0.08	Pass
CFI	Comparative Fit Index	Examine the discrepancy between the data and the hypothesized model, while adjusting for the issues of sample size inherent in the chi-squared test of model fit, and the normed fit index	0.00-0.10	Pass
NFI	Normed fit index	Defined as 1 minus the $\chi^2$ value of the proposed model divided by the $\chi^2$ values of the null model	>0.90	Pass
IFI	Incremental Fit Index	Adjusts the Normed Fit Index (NFI) for sample size and degrees of freedom	>0.90	Pass
PNFI	Parsimony Normed Fixed Index	Express the result of parsimony adjustment (James, Mulaik & Brett, 1982) to the NFI	0.00-0.10	Higher, better
PCFI	Parsimony Comparative Fix Index	express the result of parsimony adjustment applied to the CFI	0.00-0.10	Higher, better



Source: Researcher (2024)





## CHAPTER 4

### RESEARCH RESULT

The details in this chapter would be separated into 6 parts as follows:

- 4.1 Symbols representing variables
- 4.2 Basic information analysis of questionnaire data
- 4.3 Demographic and Latent Variables Analysis
- 4.4 Reliability, Validity, and Primary Confirmatory Factor Analysis
- 4.5 The Structural Equation Models and Hypothesis Testing
- 4.6 In-depth Interview Data Analysis

#### 4.1 Symbols representing variables

This research has 2 objectives which aim to study the effect of Human Resource Management Practices (HRMP) and Work Engagement (WE) on Job Performance (JP) of teaching staff in professional higher education institutions (PHEIs) in China. The symbols representing variables and number of items for questionnaire are as the Table 4.1.

**Table 4.1**

*Symbols representing variables*

Latent variables	Observed variables	Number of Items
Human Resource Management Practices (HRMP)	Salary and Welfare (SW)	5 (SW1-5)
	Training (TR)	5 (TR1-5)
	Promotion (PR)	5 (PR1-5)
	Interpersonal Relationship (IR)	5 (IR1-5)
Work Engagement (WE)	Vigor (VI)	5 (VI1-5)
	Dedication (DE)	5 (DE1-5)
	Absorption (AB)	5 (AB1-5)
Job Performance (JP)	Task Performance (TP)	5 (TP1-5)
	Organizational Citizenship Behavior (OCB)	5 (OCB1-5)
	Adaptive Performance (AP)	5 (AP1-5)

## 4.2 Basic Information Analysis of Questionnaire Data

In this survey, 377 questionnaires were sent out and 359 were returned, with a recovery rate of 95.23%. After excluding 16 invalid questionnaires, 343 valid questionnaires were left, with an effective rate of 95.54%.

The descriptive analysis of sample characteristics analyzes the sample's basic information. In the descriptive statistics analysis, sample information such as gender, age, and education level are used. In this study, 343 valid questionnaires were gathered and evaluated, with descriptive data reported in Table 4.2 (items 1-7) and Table 4.3 (item 8).

**Table 4.2**

*Sample Feature Description (Items 1-7) (n = 343)*

Item No.	Items	Choices	Number	Percentage
1	Gender	Male	138	40.23%
		Female	205	59.77%
2	Age	21 - 30	132	38.48%
		31 - 40	133	38.78%
		41 - 50	63	18.37%
		Above 50	15	4.37%
3	Education Level	Under Bachelor Degree	13	3.50%
		Bachelor Degree or even	96	27.99%
		Master Degree	207	60.64%
		Ph. D.	27	7.87%
4	Professional Title	Assistant Lecturer	149	43.44%
		Lecturer	130	37.90%
		Associate Professor	48	13.99%
		Professor	16	4.66%
5	Tenure	Under 3	151	44.02%
		3-6	65	18.95%
		7-9	38	11.08%
		More than 9	89	25.95%

**Table 4.2 (continued)***Sample Feature Description (Items 1-7) (continued)*

Item No.	Items	Choices	Number	Percentage
6	Monthly Salary (CNY)	Under 6,000	124	36.15%
		6,001 - 9,000	131	38.19%
		9,001 - 12,000	58	16.91%
		Above 12,000	30	8.75%
7	Faculty	Engineering	69	20.12%
		Economics	30	8.75%
		Law	75	21.87%
		Education	47	13.70%
		Medicine	4	1.17%
		Arts	17	4.96%
		Science	20	5.83%
		Management	47	13.70%
		Agronomy	3	0.87%
		Others	31	9.03%

Sample Characterization analysis for items 1-7 can be showed in the above Table 4.2. The survey results indicate that 40.23% respondents are male, and 59.77% are female. Regarding age distribution, the largest group falls within the 31-40 age range, accounting for 133 individuals or 38.78%. The second-largest group comprises individuals aged 21-30, with 132 respondents or 38.48%, followed by those aged 41-50, totaling 63 respondents or 18.37%. Regarding educational level, the majority hold a master's degree, with 207 respondents or 60.64%, followed by those with a bachelor's degree, comprising 96 respondents or 27.99%. Additionally, the number for those who have education levels of Ph. D degree is 27 individuals or 7.87%. Regarding professional title, assistant lecturers comprise the highest proportion at 156, or 43.44%, lecturers 37.90%, associate professors 13.99%, and professors 4.66%. Regarding tenure, the majority makes of 151 respondents or 44.02%, showing that they have been working in their institutions under 3 years. Besides,

131 respondents or 38.19% get 6,001-9,000 CNY for monthly salary. Moreover, 75 respondents or 21.87% are from law department, and 69 respondents or 20.12% are from engineering department.

The Percentage of regions for item 8 is showed in the following Table 4.3.

**Table 4.3**

*Percentage of regions (Item 8)*

Region	Province	Number of questionnaires	Percentage
East	Shandong	39	37%
	Jiangsu	16	
	Shanghai	11	
	Zhejiang	20	
	Jiangxi	30	
	Fujian	11	
North	Hebei	30	16.62%
	Shanxi	27	
South	Guangxi	24	16.33%
	Guangdong	22	
	Hainan	10	
Northwest	Xinjiang	11	20.41%
	Gansu	29	
	Shaanxi	30	
Southwest	Sichuan	12	9.62%
	Chongqing	11	
	Guizhou	10	
Total		343	100%

Sample Characterization analysis for item 8 can be showed in the above Table 4.3. The survey results indicate that 37% respondents are from east region, 20.41% northwest region, 16.62% north region, 16.33% south region, and 9.62% southwest region of China.

### 4.3 Demographic and Latent Variables Analysis

There are 50 items in questionnaire for three latent variables. It shows the respondents' answer percentage for each variable item in the questionnaire data.

#### 4.3.1 Human resource management practices

This section presents the informants' perceptions of Human resource management practices, which comprises four dimensions and twenty questions.

The results for the first dimension (salary and welfare) are displayed in Table 4.4.

**Table 4.4**

*Analysis of the Salary and Welfare Aspect*

No	Statement	$\bar{X}$	SD.	Level	Rank No
1	The ability you possess deserve to get what you are paid.	3.45	1.27	Agree	4
2	Your current salary is enough for you to survive.	3.47	1.36	Agree	2
3	Your institution allows you to accumulate the leave or pay you the unused leave.	3.45	1.36	Agree	4
4	Your institution provides fringe benefits such as free meal, shuttle buses, and sport club to help you to work more effectively.	3.47	1.39	Agree	2
5	The. institution always expects you to work more than what is written in your job description	3.69	1.21	Agree	1
Total		3.51	1.32	Agree	

From Table 4.4, the average score related to salary and welfare is 3.51, with scores ranging from 3.45 to 3.69, indicating agree levels. The average standard deviation (SD) is 1.32. The highest mean score, 3.69, suggests that the institutions always expect teaching staff to work more than what is written in their jobs. Conversely, the lowest mean score, 3.45, indicates that the abilities teaching staff possess deserve to get what they are paid, and the institutions allow them to accumulate the leave or pay them the unused leave.

The results for the second dimension (training) are shown in Table 4.5.

**Table 4.5**

*Analysis of the Training Aspect*

No	Statement	$\bar{X}$	SD.	Level	Rank No
1	Your institution provides practical and effective short-term or long-term training that contribute to your development.	3.46	1.34	Agree	3
2	Your institution always surveys teaching staff's needs before providing training programs to enhance teaching staff abilities.	3.55	1.25	Agree	2
3	Your institution always encourage staff to participate in academic conferences and other exchange activities.	3.38	1.39	Neutral	5
4	Your institution expects you to give a training to other staff for the training you previously trained.	3.41	1.22	Agree	4
5	Your institution always organizes a meeting of knowledge sharing and transferring.	3.57	1.23	Agree	1
Total		3.47	1.29	Agree	

From Table 4.5, the average score related to training is 3.47, with scores ranging from 3.38 to 3.57, indicating agree levels. The average standard deviation (SD) is 1.29. The highest mean score, 3.57, suggests that the institutions always organize meetings of knowledge sharing and transferring. Conversely, the lowest mean score, 3.38, indicates that the institutions always encourage staff to participate in academic conferences and other exchange activities.

The results for the third dimension (promotion) are shown in Table 4.6.



**Table 4.6***Analysis of the Promotion Aspect*

No	Statement	$\bar{X}$	SD.	Level	Rank No
1	Your institution offers equal access to information and evaluation for promotion opportunities to all staff.	3.80	1.13	Agree	5
2	Your institution's promotion processes are often driven by measurable performance criteria rather than the subjective and qualitative judgments of leaders.	3.91	1.08	Agree	1
3	Your institution's promotion motivates you to work harder to reach your career goal.	3.83	1.21	Agree	3
4	Your institution gives you a clear career path and promotion plan.	3.83	1.12	Agree	3
5	Your institution uses number of valid proofs (i.e. job fulfillment, and student feedback) to consider for promotion.	3.88	1.07	Agree	2
Total		3.85	1.12	Agree	

From Table 4.6, the average score related to promotion is 3.85, with scores ranging from 3.80 to 3.91, indicating agree levels. The average standard deviation (SD) is 1.12. The highest mean score, 3.91, suggests that the institutions' promotion processes are often driven by measurable performance criteria rather than the subjective and qualitative judgments of leaders. Conversely, the lowest mean score, 3.80, indicates that the institutions offer equal access to information and evaluation for promotion opportunities to all staff.

The results for the fourth dimension (interpersonal relationship) are shown in Table 4.7.

**Table 4.7***Analysis of the Interpersonal Relationship Aspect*

No	Statement	$\bar{X}$	SD.	Level	Rank No
1	The overall atmosphere of your institution is quite harmonious.	3.55	1.21	Agree	1
2	Your institution always encourages teaching staff to share experience or information.	3.50	1.29	Agree	4
3	You always work well with your leaders and colleagues.	3.53	1.32	Agree	2
4	Your institution organizes various activities to promote the relationship between staff.	3.47	1.30	Agree	5
5	Your institution has open channels for communication.	3.53	1.11	Agree	2
Total		3.52	1.25	Agree	

From Table 4.7, the average score related to interpersonal relationship is 3.52, with scores ranging from 3.47 to 3.55, indicating agree levels. The average standard deviation (SD) is 1.25. The highest mean score, 3.55, suggests that the overall atmosphere of the institutions is quite harmonious. Conversely, the lowest mean score, 3.47, indicates that the institutions organize various activities to promote the relationship between staff.

#### **4.3.2 Work Engagement**

This section presents the informants' perceptions of Work Engagement, which comprises three dimensions and fifteen questions.

The results for the first dimension (vigor) are displayed in Table 4.8.

**Table 4.8***Analysis of the Vigor Aspect*

No	Statement	$\bar{X}$	SD.	Level	Rank No
1	You believe that mental (i.e. good mood) and physical care (i.e. exercise) can help you to work more effectively.	3.50	1.24	Agree	3
2	You always persevere at work, even when things do not go well.	3.61	1.19	Agree	1
3	Once you concentrate on your work, you can work without rest for hours.	3.53	1.26	Agree	2
4	After resting for several hours, you can always come back to your task with renewed vigor and a sharper mental focus.	3.44	1.19	Agree	5
5	You always take vocation so that you can come back to work with energy.	3.50	1.24	Agree	3
Total		3.52	1.22	Agree	

From Table 4.8, the average score related to vigor is 3.52, with scores ranging from 3.44 to 3.61, indicating agree levels. The average standard deviation (SD) is 1.22. The highest mean score, 3.61, suggests that the teaching staff always persevere at work, even when things do not go well. Conversely, the lowest mean score, 3.44, indicates that after resting for several hours, the teaching staff can always come back to the task with renewed vigor and a sharper mental focus.

The results for the second dimension (dedication) are shown in Table 4.9.

**Table 4.9***Analysis of the Dedication Aspect*

No.	Statement	$\bar{X}$	SD.	Level	Rank No
1	You find the work you do in this institution is full of meaning and purpose.	3.45	1.32	Agree	5
2	You are willing to work extra hour to finish your work.	3.53	1.28	Agree	3
3	You will always work as assigned no matter how importance of the assignment.	3.63	1.25	Agree	2
4	You are proud of your work more than the dignity you will gain.	3.52	1.27	Agree	4
5	You are willing to spend time with your students even though it will use your personal time.	3.71	1.24	Agree	1
Total		3.57	1.27	Agree	

From Table 4.9, the average score related to dedication is 3.57, with scores ranging from 3.45 to 3.71, indicating agree levels. The average standard deviation (SD) is 1.27. The highest mean score, 3.71, suggests that the teaching staff are willing to spend time with your students even though it will use your personal time. Conversely, the lowest mean score, 3.45, indicates that the teaching staff find the work they do in their institution is full of meaning and purpose.

The results for the third dimension (absorption) are shown in Table 4.10.

**Table 4.10***Analysis of the Absorption Aspect*

No	Statement	$\bar{X}$	SD.	Level	Rank No
1	You can keep working for days if you are working on the interesting matter.	3.60	1.27	Agree	4
2	Your current salary is enough for you to survive.	3.64	1.30	Agree	2
3	You can concentrate on your work if you can manage the work-life balance.	3.57	1.23	Agree	5
4	You always feel secure to follow the organizational culture.	3.64	1.30	Agree	2
5	You do not think that you want to resign from your institution if nothing wrong.	3.67	1.26	Agree	1
Total		3.62	1.27	Agree	

From Table 4.10, the average score related to absorption is 3.62, with scores ranging from 3.57 to 3.67, indicating agree levels. The average standard deviation (SD) is 1.27. The highest mean score, 3.67, suggests that the teaching staff do not think that you want to resign from your institution if nothing wrong. Conversely, the lowest mean score, 3.57, indicates that the teaching staff can concentrate on their work if they can manage the work-life balance.

#### **4.3.3 Job Performance**

This section presents the informants' perceptions of job performance, which comprises three dimensions and fifteen questions.

The results for the first dimension (task performance) are displayed in Table 4.11.

**Table 4.11***Analysis of the Task Performance Aspect*

No	Statement	$\bar{X}$	SD.	Level	Rank No
1	You are good at multi-tasking or time management.	3.49	1.37	Agree	4
2	You always do your job to meet your institution expectation.	3.63	1.24	Agree	1
3	You always carefully plan your job to meet priorities and deadline.	3.51	1.34	Agree	3
4	You feel that it is challenging to finish the task you have never done before.	3.43	1.40	Agree	5
5	You always seek opportunities to improve your teaching skill and research ability.	3.58	1.31	Agree	2
Total		3.53	1.33	Agree	

From Table 4.11, the average score related to task performance is 3.53, with scores ranging from 3.43 to 3.63, indicating agree levels. The average standard deviation (SD) is 1.33. The highest mean score, 3.63, suggests that the teaching staff always do your job to meet your institution expectation. Conversely, the lowest mean score, 3.43, indicates that the teaching staff feel that it is challenging to finish the task they have never done before.

The results for the second dimension (organizational citizenship behavior) are displayed in Table 4.12.

**Table 4.12***Analysis of the Organizational Citizenship Behavior Aspect*

No	Statement	$\bar{X}$	SD.	Level	Rank No
1	You always participate in all kinds of activities organized by your institution.	3.57	1.31	Agree	1
2	When you represent your institution to attend external activities, you always do your best to reserve your institution reputation.	3.37	1.28	Neutral	5
3	You always offer help when your colleagues asking for help from you.	3.40	1.32	Agree	4
4	You always work seriously and responsibly in both good and bad situations.	3.57	1.31	Agree	1
5	You always guide and help students to solve their personal problems.	3.52	1.25	Agree	3
Total		3.49	1.29	Agree	

From Table 4.12, the average score related to organizational citizenship behavior is 3.49, with scores ranging from 3.37 to 3.57, indicating agree levels. The average standard deviation (SD) is 1.29. The highest mean score, 3.57, suggests that the teaching staff always work seriously and responsibly in both good and bad situations. Conversely, the lowest mean score, 3.37, indicates that when the teaching staff represent their institutions to attend external activities, they always do their best to reserve their institution reputation.

The results for the third dimension (adaptive performance) are displayed in Table 4.13.



**Table 4.13***Analysis of the Adaptive Performance Aspect*

No.	Statement	$\bar{X}$	SD.	Level	Rank No
1	You always come up with solutions to solve emergency problems.	3.87	0.98	Agree	4
2	You are enthusiastic to learn new thing.	3.84	0.98	Agree	5
3	You always work well with people who have different personalities.	3.88	1.10	Agree	3
4	You always adjust your behavior when necessary.	3.99	0.98	Agree	1
5	You fully understand the direction, values, and culture of your institution, and develop your ability to meet the institution's requirement.	3.72	1.13	Agree	5
Total		3.80	1.04	Agree	

From Table 4.13, the average score related to adaptive performance is 3.860, with scores ranging from 3.840 to 3.990, indicating agree levels. The average standard deviation (SD) is 1.035. The highest mean score, 3.990, suggests that the teaching staff always adjust your behavior when necessary. Conversely, the lowest mean score, 3.370, indicates that the teaching staff fully understand the direction, values, and culture of their institutions, and develop their abilities to meet the institution s' requirement.



#### 4.4 Reliability, Validity and Primary Confirmatory Factor Analysis

The fundamental tool employed in this research is to test the validity and reliability. After data was collected, it was analyzed with the elements of Confirmatory Factor Analysis (CFA) to analyze and modify the model's validity based on data from 343 total samples. The CFA used the AMOS program to evaluate observable variables: human resource management practices, work engagement, and job performance. For the analysis, the researcher calculated the fitness for CFA, standard regression weight ( $\lambda$ ), and construct reliability for each factor load.

##### 4.4.1 Measurement Model

After data was collected, it was analyzed using the elements of CFA. The sample of 343 teaching staff is illustrated in three latent variables as follows.

Human resource management practices present four factors loading in the questionnaire as follows: (1) SW (Salary and welfare), (2) TR (Training), (3) PR (Promotion), and (4) IR (Interpersonal relationship). All constructs with a factor loading value can be seen in Table 4.14.

**Table 4.14**

*Factor loading of HRMP in Measurement Model*

Path relationship			Estimate
SW1	<---	Salary & Welfare	0.814
SW2	<---	Salary & Welfare	0.845
SW3	<---	Salary & Welfare	0.843
SW4	<---	Salary & Welfare	0.841
SW5	<---	Salary & Welfare	0.814
TR1	<---	Training	0.801
TR2	<---	Training	0.783
TR3	<---	Training	0.820
TR4	<---	Training	0.814
TR5	<---	Training	0.790
PR1	<---	Promotion	0.818
PR2	<---	Promotion	0.771

PR3	<---	Promotion	0.765
PR4	<---	Promotion	0.803
PR5	<---	Promotion	0.763
IR1	<---	Interpersonal Relationship	0.826
IR2	<---	Interpersonal Relationship	0.773
IR3	<---	Interpersonal Relationship	0.767
IR4	<---	Interpersonal Relationship	0.797
IR5	<---	Interpersonal Relationship	0.751

Work engagement presents three variables in factor loading value: (1) VI (vigor), (2) DE (dedication), and (3) AB (absorption). All constructs with a factor loading value can be seen in Table 4.15.

**Table 4.15**

*Factor loading of WE in Measurement Model*

Path Relationship			Estimate
VI1	<---	Vigor	0.845
VI2	<---	Vigor	0.847
VI3	<---	Vigor	0.876
VI4	<---	Vigor	0.859
VI5	<---	Vigor	0.838
DE1	<---	Dedication	0.790
DE2	<---	Dedication	0.753
DE3	<---	Dedication	0.776
DE4	<---	Dedication	0.754
DE5	<---	Dedication	0.742
AB1	<---	Absorption	0.797
AB2	<---	Absorption	0.756
AB3	<---	Absorption	0.761
AB4	<---	Absorption	0.747
AB5	<---	Absorption	0.777

Job performance presents three variables in factor loading value: (1) TP (task performance), (2) OCB (organizational citizenship behaviors), and (3) AP (adaptive performance). All constructs with a factor loading value can be seen in Table 4.16.

**Table 4.16**

*Factor loading of Job Performance in Measurement Model*

Path Relationship			Estimate
TP1	<---	Task Performance	0.779
TP2	<---	Task Performance	0.764
TP3	<---	Task Performance	0.791
TP4	<---	Task Performance	0.776
TP5	<---	Task Performance	0.792
OCB1	<---	Organizational Citizenship behavior	0.792
OCB2	<---	Organizational Citizenship behavior	0.770
OCB3	<---	Organizational Citizenship behavior	0.772
OCB4	<---	Organizational Citizenship behavior	0.859
OCB5	<---	Organizational Citizenship behavior	0.843
AP1	<---	Adaptive Performance	0.738
AP2	<---	Adaptive Performance	0.723
AP3	<---	Adaptive Performance	0.776
AP4	<---	Adaptive Performance	0.747
AP5	<---	Adaptive Performance	0.745

The primary measurement model is the first step to modifying factors in the structural model. The researcher would like to analyze the reliability and validity.

#### 4.4.2 Reliability and Validity Analysis

The data was calculated to determine the convergent validity, which was associated with value weighting factors derived from standardized regression weight obtained through the confirmatory factor analysis. The weight of each variable should be at least 0.5. The reliability was tested by a Cronbach's alpha coefficient and CITC value. If the CITC value is below 0.3, consider removing the entry. Otherwise, it can be reserved. If the Cronbach's alpha coefficient is higher than 0.8, the reliability is high. If it is between 0.7 and 0.8, the reliability is good. If it is between 0.6 and 0.7, the reliability is acceptable. If it is less than 0.6, the reliability is not good (Nunnally, 1967). The average variance extracted (AVE) had to be greater than 0.5 (significant at  $\geq 0.5$ ) (Hair, Black, Babin, & Anderson, 2010) or less than 0.5 if the composite reliability (CR) was higher than 0.6. (Fornell & Larcker, 1981). The CR value should be greater than 0.7 (significant at  $\geq 0.7$ ) or meet an acceptable level 0.6.

The reliability and validity of the measurement of human resource management practices are as the following Table 4.17.

**Table 4.17**

*Reliability and Validity of Human Resource Management Practices*

Variables	Components	Corrected Item Total Correlation (CITC)	Cronbach's Alpha ( > 0.7)	Average Variance Extracted (AVE $\geq$ 0.5)	Construct Reliability (CR $\geq$ 0.7)
Salary & Welfare (SW)	1	0.822	0.926	0.691	0.918
	2	0.835			
	3	0.814			
	4	0.809			
	5	0.753			
Training (TR)	1	0.786	0.912	0.643	0.900
	2	0.804			
	3	0.798			
	4	0.730			

	5	0.772			
Promotion (PR)	1	0.738	0.886	0.615	0.889
	2	0.728			
	3	0.730			
	4	0.721			
	5	0.707			
Interpersonal Relationship (IR)	1	0.797	0.889	0.614	0.888
	2	0.679			
	3	0.767			

**Table 4.17 (continued)***Reliability and Validity of Human Resource Management Practices (continued)*

Variables	Components	Corrected Item Total Correlation (CITC)	Cronbach's Alpha ( > 0.7)	Average Variance Extracted (AVE $\geq$ 0.5)	Construct Reliability (CR $\geq$ 0.7)
	4	0.709	0.889	0.614	0.888
	5	0.711			

The result from Table 4.17 shows the CITC through the value of the corrected item-total correlation in the HRMP, which shows that the criterion in each equation has Cronbach's Alpha over 0.7. SW values from 0.753-0.822, with the reliability score at 0.926, average variance extracted (AVE) score at 0.691, and construct reliability (CR) score at 0.918. TR ranges from 0.798-0.804, with the reliability score at 0.912, average variance extracted (AVE) score at 0.643, and construct reliability (CR) score at 0.900. PR ranges between 0.707-0.738, with the reliability score at 0.886, the average variance extracted (AVE) score at 0.615, and the construct reliability (CR) score at 0.889. IR ranges between 0.679-0.797, with a reliability score of 0.889, average variance extracted (AVE) score of 0.614, and construct reliability (CR) score of 0.888. This means that there are no influential biases among factors. Those items in the HRMP questionnaire pass the criteria. Therefore, the HRMP measurement can be used in structural equation model analysis.

The reliability and validity of the measurement of work engagement are as the following Table 4.18.

The result from Table 4.18 shows the CITC through the value of the corrected item-total correlation in the WE, which shows that the criterion in each equation has Cronbach's Alpha over 0.7. VI values from 0.801-0.908, with the reliability score at 0.939, average variance extracted (AVE) score at 0.728, and construct reliability (CR) score at 0.930. DE ranges from 0.692-0.759, with the reliability score at 0.887, average variance extracted (AVE) score at 0.583, and construct reliability (CR) score at 0.875. AB ranges between 0.686-0.705, with the reliability score at 0.871, the average variance extracted (AVE) score at 0.590, and the construct reliability (CR) score at 0.878. This means that there are no influential biases among factors. Those items in the WE questionnaire pass the criteria. AVE values corresponding to a total of 3 factors are all greater than 0.5, and CR values are all higher than 0.7, which means that the analyzed data has good aggregation (convergence) validity. Therefore, the WE measurement can be used in structural equation model analysis.

**Table 4.18**

*Reliability and Validity of Work Engagement*

Variables	Components	Corrected Item Total Correlation (CITC)	Cronbach's Alpha ( $> 0.7$ )	Average Variance Extracted (AVE $\geq 0.5$ )	Construct Reliability (CR $\geq 0.7$ )
Vigor (VI)	1	0.801	0.939	0.728	0.930
	2	0.820			
	3	0.908			
	4	0.848			
	5	0.810			
Dedication (DE)	1	0.738	0.887	0.583	0.875
	2	0.759			
	3	0.692			
	4	0.731			
	5	0.713			



Absorption (AB)	1	0.689	0.871	0.590	0.878
	2	0.686			
	3	0.704			
	4	0.705			
	5	0.699			

The reliability and validity of the measurement of job performance are as the following Table 4.19.

The result from Table 4.19 shows the CITC through the value of the corrected item-total correlation in the WE, which shows that the criterion in each equation has Cronbach's Alpha over 0.7. TP values from 0.648-0.786, with the reliability score at 0.893, average variance extracted (AVE) score at 0.609, and construct reliability (CR) score at 0.886. OCB ranges from 0.676-0.830, with the reliability score at 0.900, average variance extracted (AVE) score at 0.653, and construct reliability (CR) score at 0.904. AP ranges between 0.554-0.666, with the reliability score at 0.831, the average variance extracted (AVE) score at 0.556, and the construct reliability (CR) score at 0.862. This means that there are no influential biases among factors. Those items in the JP questionnaire pass the criteria. AVE values corresponding to a total of 3 factors are all greater than 0.5, and CR values are all higher than 0.7, which means that the analyzed data has good aggregation (convergence) validity. Therefore, the JP measurement can be used in structural equation model analysis.

**Table 4.19**

*Reliability and Validity of Job Performance*

Variables	Components	Corrected Item Total Correlation (CITC)	Cronbach's Alpha (> 0.7)	Average Variance Extracted (AVE $\geq$ 0.5)	Construct Reliability (CR $\geq$ 0.7)
Task Performance	1	0.730	0.893	0.609	0.886
	2	0.648			
	3	0.786			

(TP)	4	0.770			
	5	0.754			
Organizational Citizenship Behavior (OCB)	1	0.756	0.900	0.653	0.904
	2	0.676			
	3	0.714			
	4	0.830			
	5	0.780			
Adaptive Performance (AP)	1	0.554	0.831	0.556	0.862
	2	0.632			
	3	0.660			
	4	0.637			
	5	0.666			

This study is intended to confirm the constructs for the model (reliability and validity), which followed the framework. The appropriate value is based on the construct validity of the measurement model by using the standardized factor loading of each questionnaire item. The testing of the measurement model is achieved. Therefore, findings could be concluded to qualify for appropriate model fitness.

#### 4.5 The Structural Equation Models and Hypothesis Testing

This research has formulated hypotheses elucidating the relationships between the structural constructs of human resource management practice and their impact on job performance. The analysis is structured into three categories: structural, path analysis, and the segregation of independent variables. The equations within the model elucidate all these relationships, with numbers assigned to indicate their respective analytical roles in Structural Equation Modelling (SEM). Results presented in the tables furnish information on path coefficients (standardized regression weights), p-values (significance testing), and R square values (squared multiple correlations). Notably, paths demonstrating statistical significance within each model are highlighted.

The criteria for evaluating results in structural equation analysis are as follows: CMIN/DF should not exceed 5.00; IFI and CFI should be equal to or greater than 0.90; GFI



should be equal to or greater than 0.70; PNFI and PCFI should approximate 1, and RMSEA must not surpass 0.08. All results adhere to these criteria, indicating a well-fitting structural model. Consequently, it suggests that the structural equations function as independent variables (HRMP), and mediating variable (WE), significantly impact job performance of teaching staff in professional higher education institutions in China. This model aligns closely with empirical data.

The measurement model fits the theoretical model at an acceptable level. All values meet the criteria, indicating that the structural equations of the generated models had a very good fit (as seen in Table 4.20). This meets the fit measurement criteria as required.

**Table 4.20**

*Model Fit Intercept (N=343)*

No.	Model fit indicators	Threshold Range	Observed Values
1	Chi-square/df	Below 5, best below 3	1.422
2	RMSEA	Below 0.08	0.035
3	GFI	Above 0.9, 0.8-0.9 Acceptable	0.973
4	CFI	Above 0.9, 0.8-0.9 Acceptable	0.990
5	IFI	Above 0.9, 0.8-0.9 Acceptable	0.990
6	NFI	Above 0.9	0.966
7	PNFI	Almost 1	0.838
8	PCFI	Almost 1	0.929

#### 4.5.1 Validation of the Direct Effect

The path coefficient method was used in the model, and the p-value is indicated in Table 4.21. This can clarify the path of the impact of variables in the model as follows.

**Table 4.21**

*Results of Structural Equation Modeling*

Path relationship			Estimate	SE	CR	p	Estimates of Standardized Regression Weights
HRMP	→	WE	0.541	0.060	9.020	***	0.634
WE	→	JP	0.417	0.094	4.437	***	0.406
HRMP	→	JP	0.247	0.075	3.298	***	0.281

Note: \*  $p < 0.05$  \*\*  $p < 0.01$  \*\*\*  $p < 0.001$

Based on AMOS's structural equation modeling output in Table 4.21 and Figure 4.1, the route coefficient of human resource management practices on work engagement is 0.541. When human resource management practices increase by 1, work engagement increases by 0.541. The regression weight estimates of 0.541 have a S.E. of around 0.060. Dividing the regression weight estimate by the standard error estimate yields  $z = 0.541 / 0.060 = 9.020$ . In other words, the regression weight estimate is 9.020 (CR) standard errors above zero. Human resource management practices' regression weight predicts work engagement strongly ( $p < 0.001$ ) (two-tailed). Standardized regression weight estimates (0.634) indicate that for every one standard deviation increase in human resource management practices, work engagement increases by 0.634. These claims are roughly correct for large samples if appropriate assumptions are used.

The path coefficient for the impact of work engagement on job performance is 0.417. The regression weight estimate has a standard error (S.E.) of around 0.094. The regression weight estimate is 4.437 (C.R.) standard errors above zero, with  $p < 0.001$ . The estimated standardized regression weights are 0.406.

The path coefficient for the impact of human resources management practices on job performance is 0.247. The regression weight estimate has a standard error (S.E.) of around 0.075. The regression weight estimate is 3.298 (C.R.) standard errors above zero, with  $p < 0.001$ . The estimated standardized regression weights are 0.281.

The data analysis demonstrates the relationships between human resource management practices, work engagement, and Job Performance. The causal relationship between the variables is obvious. Figure 4.1 shows that the coefficient path responds directly to the variables' connection. The study's findings reveal that human resource

management practices improve work engagement (H1), and job performance of teaching staff in professional higher education institutions in China (H2). It also demonstrated that work engagement improves job performance of teaching staff in professional higher education institutions in China (H3).

#### 4.5.2 Validation of the Mediating Effect

To verify the mediating effect in the structural equation modeling, the process plug-in in SPSS was used for the analysis, and the bootstrap mediating effect test was used to test whether the mediating effect was significant, as shown in Table 4.22.

**Table 4.22**

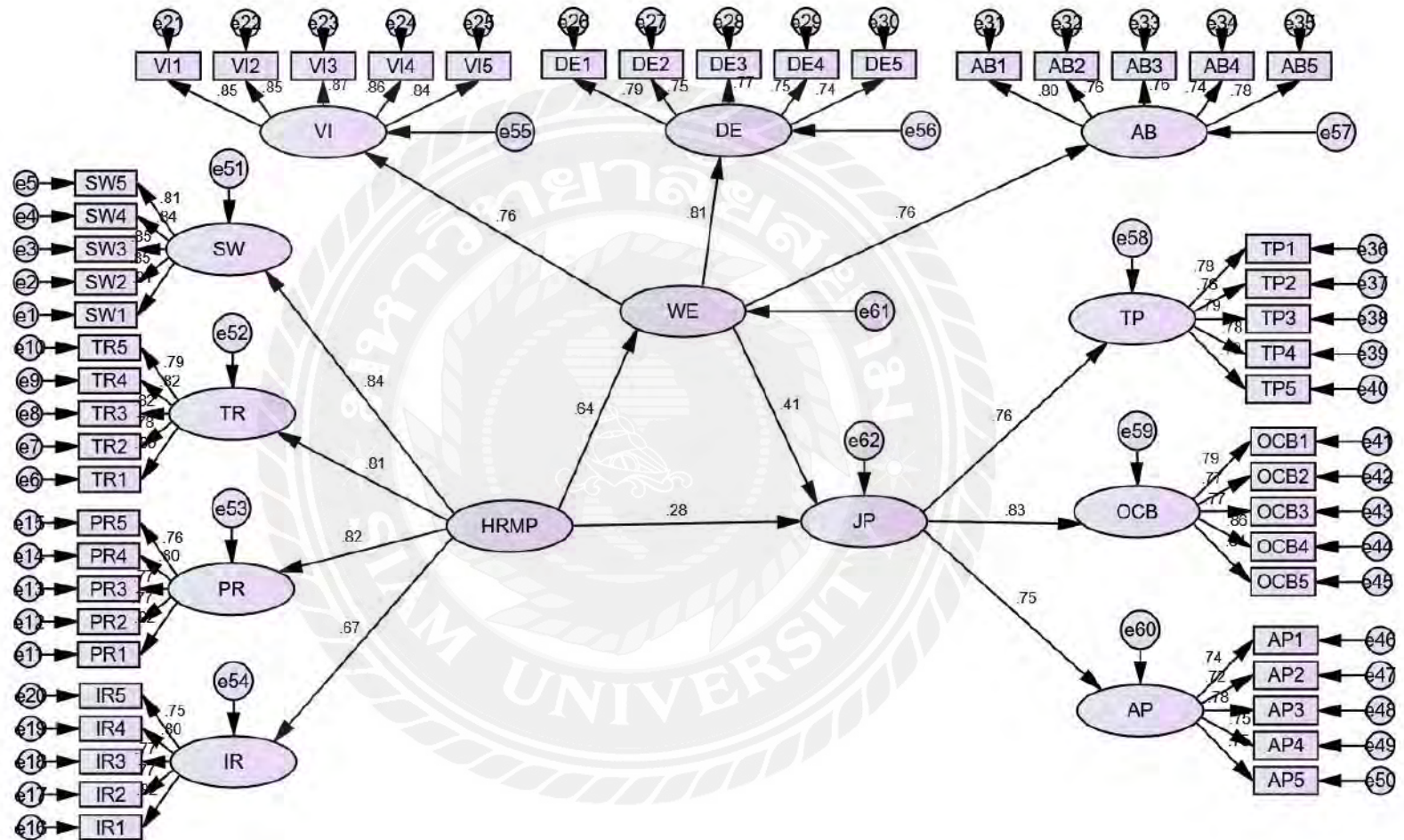
*Results of Work Engagement Mediating Effect Test*

Path relationship	Effect	SE	t	p	LLCI	ULCI	Percentage
HRMP→WE	0.65	0.05	13.92	0.00	0.56	0.75	
HRMP→WE→JP	0.43	0.05	8.40	0.00	0.34	0.52	0.64
HRMP→JP	0.22	0.05		0.00	0.19	0.31	0.36

Note: \*  $p < 0.05$  \*\*  $p < 0.01$  \*\*\*  $p < 0.001$

The direct effect of human resource management practices on job performance was 0.65, with a 95% confidence interval not containing 0, indicating direct effect significance. Human resource management practices, work engagement, and job performance (HRMP→WE→JP) indirect effect is 0.43, and the 95% confidence interval does not include 0, indicating an indirect effect significance, in 64%.

Therefore, by analyzing work engagement, a variable in the total impact of human resource management practices on job performance, there is an indirect effect, and the result is significant. The work engagement of teaching staff in professional higher education institutions has a mediating effect between human resource management practices and job performance (H4), the hypothesis 4 is supported.

**Figure 4.1***The Structural Equation Model*

H1: Human Resource Management Practices has a direct effect on Work Engagement of teaching staff in professional higher institutions in China. **(Accepted Hypothesis).**

This hypothesis describes how Human Resource Management Practices affect Work Engagement of teaching staff in professional higher institutions in China. Human Resource Management Practices has a strong impact on Work Engagement (see Table 4.26). The paradigm is being used to examine Human Resource Management Practices of teaching staff in professional higher institutions in China. The model investigates the function of Human Resource Management Practices of teaching staff in professional higher institutions in China, as well as its potential impact on other kinds of institutions in China.

H2: Work Engagement has a direct effect on Job Performance of teaching staff in professional higher institutions in China. **(Accepted Hypothesis).**

This hypothesis describes how Work Engagement affect Job Performance of teaching staff in professional higher institutions in China. Work Engagement has a strong impact on Job Performance (see Table 4.26). The paradigm is being used to examine Work Engagement of teaching staff in professional higher institutions in China. The model investigates the function of Work Engagement of teaching staff in professional higher institutions in China, as well as its potential impact on other kinds of institutions in China.

H3: Human Resource Management Practices has a direct effect on Job Performance of teaching staff in professional higher institutions in China. **(Accepted Hypothesis).**

This hypothesis describes how Human Resource Management Practices affect Job Performance of teaching staff in professional higher institutions in China. Human Resource Management Practices has a strong impact on Job Performance (see Table 4.26). The paradigm is being used to examine Human Resource Management Practices of teaching staff in professional higher institutions in China. The model investigates the function of Human Resource Management Practices of teaching staff in professional higher institutions in China, as well as its potential impact on other kinds of institutions in China.

H4: Work Engagement has a mediating effect between Human Resource Management Practices and Job Performance of teaching staff in professional higher institutions in China. **(Accepted hypothesis).**

The hypothesis explains that Work Engagement mediates the relationship between Human Resource Management Practices and Job Performance of teaching staff in



professional higher institutions in China. This implies that Human Resource Management Practices may indirectly affect Job Performance by influencing their Work Engagement.

Thus, the acceptance of these hypothesis suggests that leaders in professional higher institutions in China who employ transformation leadership styles may indirectly increase teachers' job satisfaction by increasing their psychological capital. This understanding will help leaders better understand how to influence teaching staff' job performance and take steps to improve the work engagement to achieve higher job performance.

**Table 4.21**

*Hypotheses Testing*

NO.	Hypothesis	Result
H1	Human Resource Management Practices has a direct effect on Work Engagement of teaching staff in professional higher institutions in China.	Accepted
H2	Work Engagement has a direct effect on Job Performance of teaching staff in professional higher institutions in China	Accepted
H3	Human Resource Management practices have direct effect on Job Performance of teaching staff in professional higher institutions in China.	Accepted
H4	Work Engagement has a mediating effect between Human Resource Management Practices and Job Performance of teaching staff in professional higher institutions in China.	Accepted

#### **4.6 In-depth Interview Data Analysis**

This dissertation used in-depth interview for qualitative research. The researcher interviewed 10 teaching staff in professional higher education institutions, 3 experts and 2 government officers in China. The data from in-depth interview confirmed the results of the questionnaire survey.

#### **4.6.1 In-depth Interview Data Analysis on Human Resource Management**

##### **Practices**

All interviewees agreed that salary and welfare are related to the human resource management practices, and they positively affect work engagement and job performance. No. 2 interviewee said, “salary, as a fundamental component of compensation, is closely related to human resource management practices, since HRMP involves developing a compensation strategy that aligns with organizational goals and market standards.” This is come along with the opinion of No. 7 interviewee who said that salary management is a critical aspect of HRMP that involves various practices aimed at ensuring competitive, fair, and motivating compensation for employees. No. 1 expert stated, “focusing on salary and welfare helps an organization to create a supportive and productive work environment, leading to higher work engagement, and overall performance.”

All interviewees agreed that training is related to the human resource management practices, and positively affects work engagement and job performance. No. 10 interviewee said, “training is a critical component of human resource management practices.” No. 1 interviewee said, “if the training content is new and the training method is diversified, it will motivate me to devote more to my work.” That is in line with opinion of No. 3 interviewee who said, “training provides me with the skills and knowledge required to perform my jobs effectively and prepares for future roles and responsibilities.”

All interviewees agreed that promotion is related to the human resource management practices, and they positively affect work engagement and job performance. No. 2 government officer said, “promotion can ensure that there are qualified candidates ready to fill key positions when they become vacant.” No. 5 interviewee who said, “a culture that supports promotions from within boosts morale and encourages me to strive for excellence in my institution.” This is in line with opinion of No. 2 expert who said, “promotion acts as a form of recognition for an employee’s hard work and contributions, boosting their motivation to perform well.”

All interviewees agreed that interpersonal relationship is related to the human resource management practices, and they positively affect work engagement and job performance. No. 6 interviewee said, “I feel more connected and supported by the spirit of teamwork and collaboration.” That is in line with No. 3 expert who said, “interpersonal relationship and

effective communication help teaching staff to build trust and reduces misunderstandings among themselves, leading to higher engagement and better job performance.” It comes along with No. 4 interview said, “good interpersonal relationships and a positive team culture can enhance my sense of social belonging, promote knowledge sharing and teamwork, and thus push me to get higher teaching performance.”

In conclusion, the interview data confirmed result of questionnaire for hypothesis 1 and hypothesis 3.

#### **4.6.2 In-depth Interview Data Analysis on Work Engagement**

All interviewees agreed that vigor is related to the work engagement, and it positively affects job performance. No. 9 interviewee said, “high vigor can bounce me back from setbacks and remain committed to my tasks.” This is in line with the opinion of No. 3 interviewee who said, “vigor motivates employees to put in the extra effort needed to achieve my goals and excel in my roles.” No. 2 expert said, “the more teaching staff invest in teaching and research work, they can always produce some results, and their job performance will be improved.”

All interviewees agreed that dedication is related to the work engagement, and it positively affects job performance. No. 7 interviewee said, “when I feel the work I do in this institution is full of meaning and purpose, I am willing to strive harder, and it will enhance more good results of my teaching and research work.” This comes along with opinion of No. 8 interviewee who said, “definitely my tasks will be finished more effectively when I work extra hour.” Besides, No. 1 expert held the similar opinion who said, “dedication of teaching staff positively affects job performance, leading to a more motivated, productive, and loyal workforce in the professional higher education institutions.”

All interviewees agreed that absorption is related to the work engagement, and it positively affects job performance. No. 4 said, “when I am fully immersed and deeply focused on my work, and I find my work itself rewarding and engaging, so it will contribute to higher cognitive functioning and creative problem-solving.” This comes along with opinion of No. 6 interviewee who said, “if I am deeply absorbed in my research work, I will be more likely to think creatively and contribute innovative ideas, driving higher task performance improvement.” Besides No. 5 interviewee said, “I can keep working for days if I am working on the interesting matter, therefore, the tasks will be completed efficiently.”



In conclusion, the interview data confirmed result of questionnaire for hypothesis 2.

#### **4.6.3 In-depth Interview Data Analysis on Job Performance**

All interviewees agreed that tasks performance is related to the job performance. No. 1 interviewee said, “task performance is the core factor of job performance, including completing assigned tasks, meeting job-specific goals, and adhering to job standards.” This is in line with opinion of No. 3 expert who said, “task performance is the core component of job performance because it directly affects the quality and efficiency of teaching staff in completing their job responsibilities. By improving task performance, teaching staff can improve their overall job performance, leading to higher productivity and organizational success. Effective human resource management practices, such as setting clear goals, providing feedback and career development opportunities, can improve task performance, which in turn drives overall job performance.”

All interviewees agreed that organizational citizenship behavior is related to the job performance. No. 4 interviewee said, “if my colleagues are more likely to assist each other, share knowledge, it will lead to more efficient work processes, better problem-solving, and higher overall productivity.” This comes along with of opinion of No. 2 expert who said, “organizational citizenship behavior fosters a supportive and positive work environment through behaviors such as showing empathy, respect, and friendliness, which can enhance morale and motivation of teaching staff, leading to higher job performance and satisfaction.”

All interviewees agreed that adaptive performance is related to the job performance. No. 8 interviewee said, “I am willing to adapt to changes and uncertainties if I got more effective training and promotion opportunities.” This is in line with opinion of No. 2 government officer who said, teaching staff need to better equipped to handle shifting job demands and unexpected challenges, they have to develop flexibility and the ability to adapt quickly to change, accept change and look for opportunities in change. It is one of important factors of job performance.”

#### **4.6.4 In-depth Interview Data Analysis on Mediating Effect**

All interviewees agreed that work engagement has a mediating effect between human resource management practices and job performance of teaching staff in professional higher institutions in China. No.3 interviewee said, “if there is no reasonable salary, no training and promotion opportunities, or the interpersonal relationship in my institution is too

complicated, it will make me feel that the work is very tiring and consuming, which will definitely affect my work input, and the natural performance will be reduced if the input is less.” This is in line with opinion of No. 1 government officer who said, “it makes sense that the more you put into your work, the better you perform. The development of all kinds of work requires sufficient human and financial support, and insufficient investment will certainly affect the progress of various work and also affect job performance. Of course, there is still an important problem, that is, the direction of the work goal should be correct, the goal is not correct, the more investment, the more likely it will deviate from the goal direction.” Moreover, No. 2 expert said, “only the human resources management practice, that people real feel supported, cared for and valued, can play the best effect. Therefore, the teaching staff can inspire gratitude and emotional commitment to the institutions, improve work motivation, and return better job performance to their institutions.”

In conclusion, the interview data confirmed result of questionnaire for hypothesis 4.

#### **4.7 Combination of Quantitative Research and Qualitative Research**

Based on the results of questionnaire data and in-depth interview, hypothesis 1, 2, 3 and 4 all get supported.

The route coefficient of human resource management practices on work engagement is 0.541. The regression weight estimates of 0.541 have a S.E. of around 0.060. Dividing the regression weight estimate by the standard error estimate yields  $z=0.541/0.060 = 9.020$ . The standardized regression weight estimates is 0.634. This is confirmed with expert No. 2 who said, “promotion acts as a form of recognition for an employee’s hard work and contributions, boosting their motivation to perform well,” and interviewee No. 6 who said, “I feel more connected and supported by the spirit of teamwork and collaboration.” These are corresponding with Hypothesis 1: human resource management practices has a direct effect on work engagement of teaching staff in professional higher institutions in China.

The path coefficient for the impact of work engagement on job performance is 0.417. The regression weight estimate has a standard error (S.E.) of around 0.094. The regression weight estimate is 4.437 (C.R.) standard errors above zero, with  $p < 0.001$ . The estimated standardized regression weights are 0.406. This is correspondent with interviewee No. 4 who said, “when I am fully immersed and deeply focused on my work, and I find my work itself

rewarding and engaging, so it will contribute to higher cognitive functioning and creative problem-solving,” and interviewee No. 6 who said, “if I am deeply absorbed in my research work, I will be more likely to think creatively and contribute innovative ideas, driving higher task performance improvement.” These are in line with Hypothesis 2: work engagement has a direct effect on job performance of teaching staff in professional higher institutions in China.

The path coefficient for the impact of human resources management practices on job performance is 0.247. The regression weight estimate has a standard error (S.E.) of around 0.075. The regression weight estimate is 3.298 (C.R.) standard errors above zero, with  $p < 0.001$ . The estimated standardized regression weights are 0.281. It is correspondent with interviewee No. 4 who said, “if my colleagues are more likely to assist each other, share knowledge, it will lead to more efficient work processes, better problem-solving, and higher overall productivity,” and expert No. 2 who said, “organizational citizenship behavior fosters a supportive and positive work environment through behaviors such as showing empathy, respect, and friendliness, which can enhance morale and motivation of teaching staff, leading to higher job performance and satisfaction.” These come along with Hypothesis 3: human resource management practices has a direct effect on job performance of teaching staff in professional higher institutions in China.

The direct effect of human resource management practices on job performance was 0.65, with a 95% confidence interval not containing 0, indicating direct effect significance. Human resource management practices, work engagement, and job performance (HRMP → WE → JP) indirect effect is 0.43, and the 95% confidence interval does not include 0, indicating an indirect effect significance, in 64%. It is confirmed with expert No. 2 who said, “only that teaching staff really feel supported, cared for and valued, can they play the best performance. Therefore, they can inspire gratitude and emotional commitment to the institutions, improve work motivation, and return better job performance to their institutions.” These come along with Hypothesis 4: work engagement has a mediating effect between human resource management practices and job performance of teaching staff in professional higher institutions in China.

## **CHAPTER 5**

### **RESEARCH CONCLUSION, DISCUSSION, AND RECOMMENDATION**

This chapter provides explanations and summaries based on the results of the data analysis from Chapter Four. It explains the conclusions, summarizes the structural equation modeling analysis results, discusses the study results, and provides policy advice and future research trends based on the findings. This chapter is therefore organized into three parts as follows.

#### **5.1 Research Conclusion**

##### **5.1.1 Conclusion for the Quantitative Research**

##### **5.1.2 Conclusion for the Qualitative Research**

#### **5.2 Discussion**

#### **5.3 Recommendation**

### **5.1 Research Conclusion**

#### **5.1.1 Conclusion for the Quantitative Research**

The questionnaire in the study was designed based on the literature, which consisted of 58 questions. There were 377 questionnaires distributed, and 359 returned with a return rate of 95.23%. 16 invalid questionnaires were excluded, leaving 343 valid questionnaires, with a validity rate of 90.98%.

##### **1) Respondents Demographic Information**

Demographic information shows that most of the respondents were 205 females, accounting for 59.77%; the primary age group is concentrated in 31 to 40 years old, accounting for 38.78%; the maximum number of master's degree is 207, accounting for 60.64%; the maximum number of assistant lecturer is 149, accounting for 43.44%; the number of under 3 years work experience is 151, accounting for 44.02%; 131 teaching staff, get 6,001-9,000 CNY for monthly salary, accounting for 38.19%; 75 respondents are from law department, accounting for 21.87%; most respondents are from east region, accounting for 37%.

## **2) Conclusion of Human Resource Management Practices (HRMP)**

This section outlines the respondents' perception of human resource management practices. Promotion got the highest average mean at the level of agree ( $x = 3.85$ , S.D. = 1.25) followed by interpersonal relationship, salary & welfare, and training.

For attitude towards salary and welfare, the average level of opinion is Agree ( $x = 3.51$ , S.D. = 1.32). The highest opinion is the statement of “The institution always expects you to work more than what is written in your job description” and the lowest is “The ability you possess deserve to get what you are paid.”

For attitude towards training, the average level of opinion is Agree ( $x = 3.47$ , S.D. = 1.29). The highest opinion is the statement of “Your institution always organizes a meeting of knowledge sharing and transferring” and the lowest is “Your institution always encourage staff to participate in academic conferences and other exchange activities.”

For attitude towards promotion, the average level of opinion is Agree ( $x = 3.85$ , S.D. = 1.12). The highest opinion is the statement of “Your institution’s promotion processes are often driven by measurable performance criteria rather than the subjective and qualitative judgments of leaders” and the lowest is “Your institution offers equal access to information and evaluation for promotion opportunities to all staff.”

For attitude towards interpersonal relationship, the average level of opinion is Agree ( $x = 3.52$ , S.D. = 1.25). The highest opinion is the statement of “The overall atmosphere of your institution is quite harmonious” and the lowest is “Your institution organizes various activities to promote the relationship between staff.”

## **3) Conclusion of Work Engagement (WE)**

This section outlined the respondents' perception of work engagement. Among three categories, absorption got the highest average mean at the level of agree ( $x = 3.62$ , S.D. = 1.27) followed by dedication and vigor.

For attitude towards vigor, the average level of opinion is Agree ( $x = 3.52$ , S.D. = 1.22). The highest opinion is the statement of “You always persevere at work, even when things do not go well” and the lowest is “You always take vocation so that you can come back to work with energy.” Most of respondents agree with the statements related to the vigor component.

For attitude towards dedication, the average level of opinion is Agree ( $x = 3.57$ , S.D. = 1.27). The highest opinion is the statement of “You are willing to spend time with your students even though it will use your personal time” and the lowest is “You find the work you do in this institution is full of meaning and purpose.”

For attitude towards absorption, the average level of opinion is Agree ( $x = 3.62$ , S.D. = 1.27). The highest opinion is the statement of “You do not think that you want to resign from your institution if nothing wrong” and the lowest is “You can concentrate on your work if you can manage the work-life balance.”

#### **4) Conclusion of Job Performance (JP)**

This section outlines the respondents' perception of job performance. Among three categories, adaptive performance got the highest average mean at the level of agree ( $x = 3.80$ , S.D. = 1.04) followed by task performance and organizational citizenship behavior.

For attitude towards task performance, the average level of opinion is Agree ( $x = 3.53$ , S.D. = 1.33). The highest opinion is the statement of “You always do your job to meet your institution expectation” and the lowest is “You feel that it is challenging to finish the task you have never done before.”

For attitude towards organizational citizenship behavior, the average level of opinion is Agree ( $x = 3.53$ , S.D. = 1.33). The highest opinion is the statement of “You always participate in all kinds of activities organized by your institution” and the lowest is “When you represent your institution to attend external activities, you always do your best to reserve your institution reputation.”

For attitude towards adaptive performance, the average level of opinion is Agree ( $x = 3.80$ , S.D. = 1.04). The highest opinion is the statement of “You always adjust your behavior when necessary” and the lowest is “You are enthusiastic to learn new thing.”

#### **5) Reliability, Validity and Structural equation model on relationship results**

Reliability, Validity and Structural equation modeling were adopted in the study. 343 questionnaires were collected, calculated, and analyzed based on structural equation modeling.

Based on the CFA results, the criterion of four factors of human resource management practices in the equation has Cronbach's Alpha of 0.926, 0.912, 0.886 and 0.889, all over 0.7. The average variance extracted (AVE) scores are 0.691, 0.643, 0.615

and 0.614, all over 0.5. The construct reliability (CR) scores are 0.918, 0.900, 0.889 and 0.888, all over 0.8.

The criterion of four factors of work engagement in the equation has Cronbach's Alpha of 0.939, 0.887 and 0.871, all over 0.7. The average variance extracted (AVE) scores are 0.728, 0.583 and 0.590, all over 0.5. The construct reliability (CR) scores are 0.930, 0.875 and 0.878, all over 0.8.

The criterion of four factors of job performance in the equation has Cronbach's Alpha of 0.893, 0.900 and 0.831, all over 0.8. The average variance extracted (AVE) scores are 0.609, 0.653 and 0.556, all over 0.5. The construct reliability (CR) scores are 0.886, 0.904 and 0.862, all over 0.8.

Based on AMOS's structural equation modeling output, the route coefficient of human resource management practices on work engagement is 0.541. The regression weight estimates of 0.541 have a S.E. of around 0.060. Standardized regression weight estimates is 0.634. The path coefficient for the impact of work engagement on job performance is 0.417. The regression weight estimate has a standard error (S.E.) of around 0.094. The path coefficient for the impact of human resources management practices on job performance is 0.247. The regression weight estimate has a standard error (S.E.) of around 0.075. The estimated standardized regression weights are 0.281. The indirect effect of work engagement between human resource management practices and job performance is 0.43, and the 95% confidence interval does not include 0, indicating an indirect effect significance, in 64%, and the result is significant.

### **5.1.2 Conclusion for the Qualitative Research**

For the human resource management practices, all interviewees agreed that salary & welfare, training, promotion, and interpersonal relationship were related to human resource management practices. For the work engagement, all interviewees also agreed that vigor, dedication and absorption were related to work engagement. Finally, for the job performance, all interviewees also agreed that task performance, organizational citizenship behavior and adaptive performance were related to job performance. In summary, it can conclude that all sub-variables are related to the variables in the model.

## 5.2 Discussion

Based on the findings from quantitative and qualitative methods, the research question of this study can be explained. That means human resource management practices affect teaching staff's job performance with the mediating effect in professional higher education institutions in China. According to the findings in Chapter 4, an analysis of data from a survey of teaching staff in professional higher education institutions in China revealed that the variables of human resource management practices, work engagement and job performance are closely related with each other, together with the mediating effect of work engagement between human resource management practices and job performance.

### 5.2.1 The significance effect between human resource management practices and work engagement

According to the AMOS structural equation modeling output, the route coefficient of human resource management practices on work engagement is 0.541. When human resource management practices increase by 1, work engagement increases by 0.541. The regression weight estimates of 0.541 have a S.E. of around 0.060. Dividing the regression weight estimate by the standard error estimate yields  $z=0.541/0.060 = 9.020$ . In other words, the regression weight estimate is 9.020 (CR) standard errors above zero. Human resource management practices' regression weight predicts work engagement strongly ( $p<0.001$ ) (two-tailed). The standardized regression weight estimates is 0.634. It means that the items in the questionnaire of human resource management practices pass the criteria.

The result is correspondent to Minbaeva and Muratbekova-Touron (2013); Harris and Brewster (2002) who agreed that human resource management practices can be defined as the management of people within employer-employee relations that usually involves maximizing employees' performance and is in line with Song et al. (2023), Pham (2021), Bilal et al. (2015) who explained that human resource management practices such as training, fair compensation, and career development positively influence employees' psychological states, which are fundamental to maintaining high levels of work engagement. Furthermore, it is confirmed with the concept of incorporating ERG characteristics into human resource management practices from an Resource-based View perspective.

This is also harmonized with the results of in-depth interview. Expert No. 1 stated, "focusing on salary and welfare helps institutions to create a supportive and productive



work environment, leading to higher work engagement of teaching staff” while interviewee No. 1 said, “if the training content is new and the training method is diversified, it will motivate me to devote more to my work.”

The study showed that the human resource management practices can positively affect work engagement of teaching staff in professional higher education institutions in China.

### **5.2.2 The significance effect between work engagement and job performance**

Based on the AMOS structural equation modeling output, the path coefficient for the impact of work engagement on job performance is 0.417. The regression weight estimate has a standard error (S.E.) of around 0.094. The regression weight estimate is 4.437 (C.R.) standard errors above zero, with  $p < 0.001$ . The estimated standardized regression weights are 0.406. It means that the items in the questionnaire of work engagement pass the criteria.

The result is in line with Schaufeli & De Witte (2017) who agreed that work engagement is defined as a relatively enduring state of mind referring to the simultaneous investment of personal energies in the experience or performance of work and an important indicator of job performance, and is correspondent to Yang (2018); Yao (2017); Luo (2015) who explained that work engagement can be divided into vigor, dedication, and absorption. Furthermore, Bakker & Demerouti (2008) conducted model of work engagement that stated the feedback component of the model shows that how individuals who are highly engaged create their own resources.

This is confirmed with the results of in-depth interview. For example, interviewee No. 6 said, “if I am deeply absorbed in my research work, I will be more likely to think creatively and contribute innovative ideas, driving higher task performance improvement.” And interviewee No. 4 said, “when I am fully immersed and deeply focused on my work, and I find my work itself rewarding and engaging, so it will contribute to higher cognitive functioning and creative problem-solving.” This is correspondent to the concepts from Albrecht et al. (2015) and theory of Corbeanu and Iliescu (2023), who addressed the link between work engagement (vigor, dedication, and absorption), task performance, and contextual performance, of which the findings highlight the importance of work engagement research for improving organizational performance.

The study showed that the work engagement can positively affect job performance of teaching staff in professional higher education institutions in China.

### **5.2.3 The significance effect between human resource management practices and job performance**

Based on the AMOS structural equation modeling output, the path coefficient for the impact of human resources management practices on job performance is 0.247. The regression weight estimate has a standard error (S.E.) of around 0.075. The regression weight estimate is 3.298 (C.R.) standard errors above zero, with  $p < 0.001$ . The estimated standardized regression weights are 0.281. It means that the items in the questionnaire of job performance pass the criteria.

The result is correspondent to Fu and Xu (2004), Tabiu et al. (2020) who agreed that job performance means a mix of behavior and results of the work carried out by teaching staff, characterized by task performance, organizational citizenship behavior, and adaptive performance to achieve the goals of teaching, scientific research, practical operation and other related tasks ted tasks by teaching staff. This is correspondent to the theory of resource-based view (Barney, 1991)) and goal-setting theory (Locke and Latham, 2002). The former emphasizes the key affecting role of human resource management practices to higher competitiveness for the professional higher education institutions, and the latter sets forth that a specific and challenging goal, combined with regular feedback, can increase motivation and productivity so that people can perform better.

This is in line with the results of in-depth interview. For example, interviewee No. 3 expert said, “interpersonal relationship and effective communication help teaching staff to build trust and reduces misunderstandings among themselves, leading to higher engagement and better job performance.” And government officer No. 3 said, “targeted training and clear promotion conditions will make teaching staff more motivated to work hard and more conducive to achieving better job performance.”

The study showed that the human resource management practices can positively affect job performance of teaching staff in professional higher education institutions in China.

#### **5.2.4 The mediating effect of work engagement between human resource management practices and job performance**

The direct effect of human resource management practices on job performance was 0.65, with a 95% confidence interval not containing 0, indicating direct effect significance. Human resource management practices, work engagement, and job performance (HRMP→WE→JP) indirect effect is 0.43, and the 95% confidence interval does not include 0, indicating an indirect effect significance, in 64%. This indicated that the effects of human resource management practices to work engagement, work engagement to job performance are both significant. Simultaneously, the effect of human resource management practices to job performance is significant. The results showed that work engagement has a partially mediating effect between human resource management practices and job performance of teaching staff in professional higher education institutions in China.

This is in line with Bakker and Demerouti, E. (2008), Aldoghan (2021) who agreed that work engagement has a mediating effect between human resource management practices and job performance. This implies that work engagement, human resource management practices and job performance are fundamentally interconnected. It interpreted the use of work resources can improve the sense of work engagement, which will produce a higher performance level.

This is correspondent to the results of in-depth interview. For example, government officer No. 1 who said, “it makes sense that the more you put into your work, the better you perform. The development of all kinds of work requires sufficient human and financial support, and insufficient investment will certainly affect the progress of various work and also affect job performance.” It is correspondent to the theory of the Conceptual Model of Work Engagement conducted by Bakker and Demerouti (2008) which stated that The use of work resources can improve the sense of work engagement, which will produce a higher performance level. That is, the spiral accumulation of resources is achieved through the work molding of job-crafting, so as to further improve the sense of work engagement, and achieve a further growth of job performance, and then the accumulation of resources and performance growth.

The study showed that work engagement has a mediating effect between human resource management practices and job performance of teaching staff in professional higher education institutions in China.

#### **5.2.5 Theoretical Discussion**

The study employed theories of resource-based view, ERG theory, and goal-setting theory to interpret the relationships among human resource management practices, work engagement, and job performance of teaching staff in professional higher education institutions in China. According to the results from quantitative and qualitative research, human resource management practices and work engagement, as key resources, enhance teaching staff's job performance significantly, and increase the total competitiveness of professional higher education institutions. Furthermore, the more work engagement, the better effect of human resource management practices to teaching staff's job performance is.

The researcher found that job performance of teaching staff will be enhanced through strategic management of their needs when incorporating ERG characteristics into human resource management practices from a Resource-based View perspective. It is explained as following:

First, human resource management practices should prioritize the resources that cater specifically to the existence, relatedness, and growth needs of teaching staff in professional higher education institutions in China. When human resource management practices effectively address these three types of needs, the institutions not only improve teaching staff's satisfaction and motivation but also strengthen its own human capital, which is recognized as a crucial resource in achieving long-term competitive advantage for institutions. Satisfied and motivated teaching staff are more likely to perform at a higher level, contributing to their institution's success.

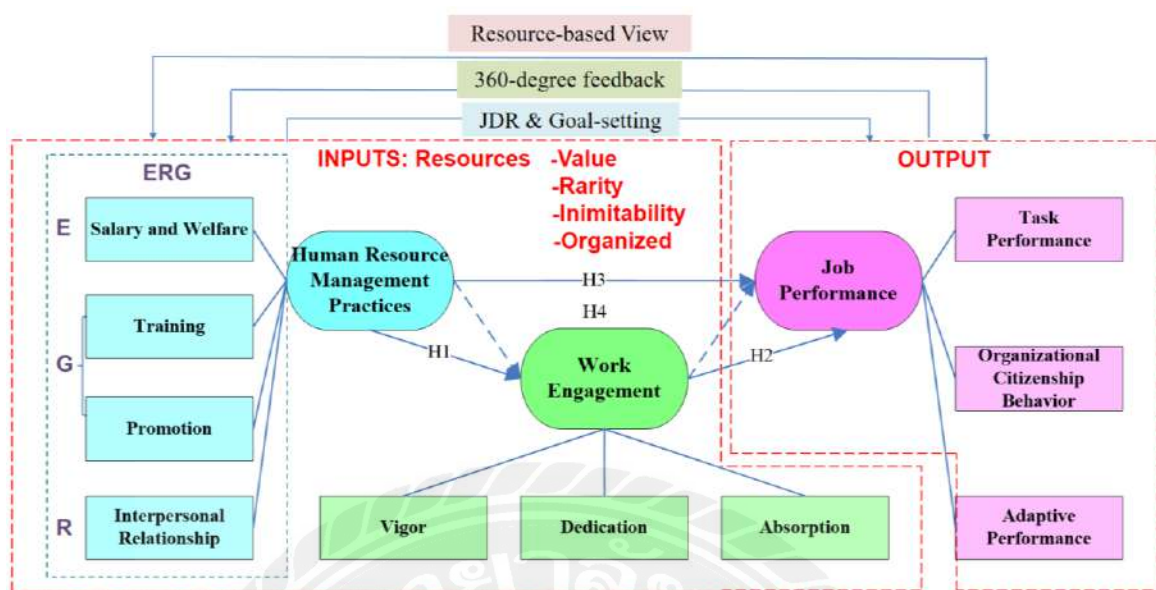
Second, human resource management practices that ensure the resources provided to teaching staff possess the characteristics of being valuable, rare, inimitable, and non-substitutable (VRIN framework) can lead to a more sustainable competitive advantage for the professional higher education institutions in China. By ensuring that teaching staff have access to high-quality resources, including enough salary and good welfare, training programs, advanced technologies, and unique professional development opportunities,

human resource management practices can enhance the capabilities of the teaching staff in ways that are difficult for competitors to replicate. This sustainability is critical because the quality of teaching staff directly influences the institution's reputation, student outcomes, and overall performance. The institution's ability to attract and retain top talent becomes a strategic advantage, as well-trained and highly motivated staff are essential in maintaining educational excellence and meeting the evolving demands of the education sector.

The results of the study showed that when the resources provided to teaching staff possess ERG characteristics, they will have a more profound impact on work engagement, which in turn drives improved job performance. This job performance encompasses not only the completion of core tasks (task performance) but also includes aspects of behavior that go beyond formal job requirements, such as organizational citizenship behavior and adaptive performance. Therefore, the integration of ERG characteristics into human resource management practices from an RBV perspective offers a comprehensive and strategic approach to enhancing the job performance of teaching staff. By addressing their needs holistically and providing valuable, unique, and irreplaceable resources, professional higher education institutions can foster a motivated and engaged workforce, which in turn contributes to improved student outcomes and institutional success. This approach not only enhances immediate performance outcomes but also builds a foundation for long-term competitive advantage in the education sector. All in all, the results showed that if the resources possess ERG characteristics, it can better influence work engagement and in turn drive further job performance that is comprehensively addressed, namely as task and behavior performance (including OCB and adaptive performance) of teaching staff in professional higher education institutions in China, as the following figure 5.1.

### **Figure 5.1**

*The explanation of conceptual framework*



### 5.2.6 New findings from In-depth Interview

Since the average mean levels of items of questionnaire are all “agree,” not “strongly agree”, the researcher interviewed for a second round, including 3 other teaching staff, 1 expert, and 1 government officer, to investigate whether there are some special reasons at play for the problem.

Some teaching staff set forth views on effects of urgent circumstances on work engagement. When asking if the human resource management practices of institutions can effectively enhance his work engagement or not, teaching staff No. 2 said, “Normally yes. But there are exceptions. I had no time for the training class during July 2020 provided by my institution, because definitely I need take care of my father of 89 years ages suffering from Covid-19.” This can partially explain why the average mean scores of four factors of human resource management practices are “agree” level. This is in line with Memon, M. A. et, al. (2016), who said people are not willing to be engaged more in work if training satisfaction is low. The expert explained why higher work engagement does not increase the job performance of teaching staff in some cases. He said, “during the pandemic, teaching staff even engaged more time and energy in teaching than normal situation, but the outcomes were sometimes not good. Because the courses changed from onsite to online, some students became lazy, or cope hastily, or didn’t follow teaching staff’s requirements with a negative learn-for-test attitude, without the teaching staff’s face-to-face supervision. As a result, teaching staff’ s job performance was not improved significantly.”

When asking if the human resource management practices of institutions can effectively enhance his job performance or not, the government officer from department of human resource management said, “Yes. But if performance goals and expectations are unrealistic, teaching staff may feel confused or demotivated, leading to subpar performance.” The teaching staff No. 3 expressed a state of work burnout, “The standards set by my institutions are too high for me to reach even if I try. There are a lot of work. I can't breathe. Sometimes I think about quitting my job.” This opinion can explain why the path coefficient for the impact of human resources management practices on job performance is only 0.247, together with the view from Saad, G. B., & Abbas, M. (2018) who stated that organizational culture has an effect on teaching staff's job performance.

### **5.3 Recommendation**

The dissertation studied affecting role of human resource management practices on job performance of teaching staff with the mediating role of work engagement in professional higher education institutions in China. The results provided new views of suggestion for teaching staff, leaders of professional higher education institutions and government department of education and human resource management.

#### **5.3.1 Recommendations for teaching staff in professional higher education institutions**

For teaching staff, students are the main products. Teaching staff should not be the ones who give the right answers, but the ones who ask the right questions. Humans have had a desire to create from the beginning, dating back to the earliest days of human activity, such as making stone tools to carve into cave walls. The responsibility of teaching staff is not only to pass on knowledge, but also to stimulate students' active participation, make them passionate about learning, give them opportunities to pursue things they are interested in, give them a sense of value, and make education more meaningful. Therefore, it is urgent to renew teaching design and innovate teaching methods. Suggestions can be made: 1) Increase students' sense of participation and learning pleasure by transforming course content into game mechanics. For example, design knowledge competitions, skills challenges or curriculum points systems that reward students for positive performance in the classroom. 2) Open assignments without standard answers can be designed to encourage

students to come up with diverse solutions. 3) Try to combine the contents of different disciplines, such as integrating technology with business, art with engineering, and many more, based on Maker Education concept, and designing interdisciplinary courses that can cultivate students' multi-dimensional thinking ability and improve their comprehensive quality.

Furthermore, teaching staff should be engaged in extra-role student support. For example, teaching staff can offer additional academic counseling and career guidance to students beyond regular teaching duties. By dedicating time to students' holistic development, teaching staff can strengthen student success, which directly reflects positively on the institution. They can participate in or organizing student-centered activities (such as academic clubs, competitions, cultural events) that help create a vibrant campus life and show a commitment to the community outside the classroom. They can voluntarily advise or sponsor student clubs, sports teams, or cultural events can help strengthen the institution's extracurricular programs, which are crucial to building a well-rounded educational experience.

### **5.3.2 Recommendations for leaders of professional higher education institutions**

Leaders should consider establishing a dedicated "teaching staff development fund" to support teaching staff for professional development based on their individual needs. Funds can be used to attend international conferences, training courses, research projects, and many more, to motivate teaching staff to continue learning and self-improvement.

Leaders should consider implementing a "teaching staff exchange program". First, the exchange of teaching staff at home and abroad. Promote teaching staff exchange programs at home and abroad, so that teaching staff have the opportunity to go to other institutions in the country for short-term teaching exchange. Such cross-institution and cross-country exchanges can help teaching staff broaden their horizons and improve the quality of teaching. The second is inter-departmental exchange. Inter-departmental exchange programs could be implemented in the institutions, so that teaching staff can work across departments or participate in project cooperation, break disciplinary barriers, and improve the comprehensiveness of teaching and research.



Leaders should consider developing "teaching staff achievement maps" to document and demonstrate teaching staff's contributions in teaching, research, community service, and more. In this way, teaching staffs' sense of pride and accomplishment would be enhanced, while inspiring others to strive for excellence. According to the achievement map, the annual "Teaching Star" and "Research Pioneer" would be selected, and corresponding awards and honors would be given.

Leaders should consider personalized benefit packages for teaching staff. Based on it, teaching staff can choose benefits according to their interests and needs, such as gym membership, book purchase vouchers, family vacation vouchers, and many more. This customized benefit can better meet the individual needs of teaching staff and increase their satisfaction and motivation, and improve their job performance. Furthermore, leaders should consider to provide on-campus childcare facilities or partnerships with local childcare providers, to support teaching staff with family responsibilities through family leave policies and flexible scheduling.

### **5.3.3 Recommendations for Government**

To improve the job performance of teaching staff through human resource management practices, the government can adopt several strategic recommendations.

First, government should establish a regional professional higher education institutions alliance, to carry out cooperation projects. For example, in terms of teaching, cross-school curriculum co-construction and sharing can be carried out, so that students can enjoy more diversified and high-quality curriculum resources; In terms of scientific research, professional higher education institutions are encouraged to jointly apply for major scientific research projects, build research platforms, and realize the sharing of scientific research resources and complementary advantages.

Second, government should further explore and improve the reform of teaching staff assessment and evaluation mechanism, formulate assessment standards and methods by classification, relax administrative evaluation, weaken "scientific research baton", and encourage them to teach with great application and concentrate on educating people. In addition, government should innovate the compensation incentive mechanism, explore flexible and diverse distribution methods, increase the proportion of performance pay, and realize more work, more pay.

Third, the third-party evaluation agencies should be introduced to participate in teaching staff performance evaluation, supervised by government. The government shall formulate the admission standards and qualification certification system for third-party evaluation institutions, clarify the responsibilities and rights of third party assessment agencies, and establish a cooperation and supervision mechanism between the government and third-party evaluation institutions.

### **5.3.4 Limitation of study and Future Research**

#### **1) Regions differentiation**

China's vast size and diversity result in significant regional differences in various aspects, including economic development, access to educational resources, and local policies. For example, coastal regions like Shanghai and Hangzhou are economically prosperous, with better-funded educational institutions, advanced infrastructure, and access to highly qualified teaching staff. In contrast, less developed regions, such as the Northwest, face challenges such as limited funding, teaching staff shortages, and inadequate educational facilities. These disparities can lead to differences in how human resource management practices are implemented and their subsequent impact on job performance.

To address this limitation, future research should focus on specific regions within China. By conducting studies in regions like the Northwest, researchers can gain a more nuanced understanding of how regional factors influence how human resource management practices and job performance. This approach would allow for the development of tailored how human resource management models that consider the unique economic, cultural, and educational contexts of each region. Additionally, region-specific studies could inform targeted policy interventions, ensuring that how human resource management practices are adapted to meet the diverse needs of teaching staff across China's varied educational landscape.

#### **2) Factors affecting Job Performance**

This paper only studies the influence of human resource management practices and work engagement on teaching staff' job performance in professional higher education institutions in China. While these two factors are undoubtedly important, they represent only a portion of the variables that can impact job performance. In reality, job performance is influenced by a complex interplay of multiple factors beyond human resource

management practices and work engagement. A conducive work environment can enhance productivity, reduce stress, and foster creativity, while a negative work environment can lead to burnout and decreased performance. When teachers feel motivated, they are more likely to go above and beyond in their roles, contributing to higher levels of student achievement and overall institutional success.

Given the multifaceted nature of job performance, future research should consider a broader range of factors in the design of the research model. This would allow for a more comprehensive understanding of the various influences on teaching staff's job performance in professional higher education institutions. By incorporating additional variables, such as work environment, motivation, leadership, organizational culture, and job satisfaction, researchers can develop more robust models that better capture the complexity of the factors affecting job performance. Expanding the scope of future studies in this way would provide deeper insights into how to enhance the job performance of teaching staff, leading to higher competitiveness for professional higher education institutions in China.

### **3) Data collection and analysis**

In this study, the method of data collection primarily relied on self-reported questionnaires. While self-reported data can provide valuable insights, it is also subject to certain limitations. One major concern is the potential for respondents to provide inaccurate or biased responses. For example, teaching staff may unintentionally overestimate or underestimate their job performance, work engagement, or the influence of human resource management practices due to factors such as social desirability bias, memory recall issues, or a lack of self-awareness. Additionally, some respondents may not feel comfortable reporting their true situation, especially if they fear negative repercussions.

To address these limitations, future research could consider adopting a more comprehensive approach to data collection. Combining self-evaluation with external evaluations, such as peer assessments, supervisor reviews, or student feedback, can provide a more balanced and accurate picture of teaching staff's job performance. This multi-source data collection method, often referred to as 360-degree feedback, allows for a more objective assessment by incorporating perspectives from various stakeholders. Moreover, field experiments could be employed to observe teaching staff's behavior and performance in real-world settings, which would add another layer of data that is less reliant on self-

reporting. Follow-up investigations over time would also help in tracking changes in job performance and the long-term effects of human resource management practices, offering deeper insights into causal relationships.



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## APPENDIX A

### QUESTIONNAIRE ENGLISH VERSION



### QUESTIONNAIRE

#### A MODEL OF HUMAN RESOURCE MANAGEMENT PRACTICES AFFECTING JOB PERFORMANCE OF TEACHING STAFF IN PROFESSIONAL HIGHER EDUCATION INSTITUTIONS IN CHINA

**Researcher:** Mrs. He Xuerui

**Curriculum:** Doctor of Philosophy in Management, Siam University

This questionnaire is partial fulfillment of the requirements for the degree. The purpose of this study is to study the job performance of teaching staff in professional higher education institutions in China. Your participation on answering this questionnaire will be highly appreciated. Your information will be kept secret. Should you have any questions or suggestions, please contact me at the following addresses and numbers:

*Siam university 38 Petkasem Road, Phasicharoen, Bangkok, 10160 Thailand; Tel 02-867-8000 or Shandong Technology and Business University 191 Binhai Middle Road, Laishan, Yantai, Shandong, 264005 China; Tel 86-15063830109.*

This questionnaire has 5 pages and is divided into 5 parts as follows:

- Part I: Personal Information
- Part II: Human Resource Management Practices
- Part III: Work Engagement
- Part IV: Job Performance
- Part V: Recommendation

## Part I: Personal Information

Please select the appropriate response for the following.

1. What is your gender?

- ☐ 1) Male    ☐ 2) Female    ☐ 3) LGBTQ+

2. What is your age in year?

- ☐ 1) 21-30                      ☐ 2) 31-40  
☐ 3) 41-50                      ☐ 4) above 51

3. What is your education level?

- ☐ 1) Under Bachelor Degree  
☐ 2) Bachelor Degree or even  
☐ 3) Master's Degree  
☐ 3) Ph. D.

4. What is your professional titles?

- ☐ 1) Assistant Lecturer    ☐ 2) Lecturer  
☐ 3) Associate Professor    ☐ 4) Professor

5. How long have you been working at your current institution? (years)

- ☐ 1) under 3                      ☐ 2) 3 to 6  
☐ 3) more than 6 to 9    ☐ 4) more than 9

6. What is your monthly salary (CNY)?

- ☐ 1) under 6,000                      ☐ 2) 6,001-9,000  
☐ 3) 9,001-12,000                      ☐ 4) above 12,000

7. Which faculty does your major belong to?

- ☐ 1) Engineering    ☐ 2) Economics    ☐ 3) Law  
☐ 4) Education    ☐ 5) Medicine ☐ 6) Arts  
☐ 7) Science    ☐ 8) Management    ☐ 9) Agronomy  
☐ 10) Others..... (please specify)

8. Which province is your institution located in China? ..... (please specify)

## Part II: Human Resource Management Practices (HRMP)

Rate the following questions by placing a check in the box. Do not leave each item unanswered.

Strongly	Somewhat	Neutral	Somewhat	Strongly
Disagree	Disagree		Agree	Agree
1	2	3	4	5

	Level				
	1	2	3	4	5
<b>Salary and Welfare</b>					
9. The ability you possess deserve to get what you are paid.					
10. Your current salary is enough for you to survive.					
11. Your institution allows you to accumulate the leave or pay you the unused leave.					
12. Your institution provides fringe benefits such as free meal, shuttle buses, and sport club to help you to work more effectively.					
13. The institution always expects you to work more than what is written in your job description.					
<b>Training</b>					
14. Your institution provides practical and effective short-term or long-term training that contribute to your development.					
15. Your institution always surveys teaching staff's needs before providing training programs to enhance teaching staff abilities.					
16. Your institution always encourage staff to participate in academic conferences and other exchange activities.					
17. Your institution expects you to give a training to other staff for the training you previously trained.					
18. Your institution always organizes a meeting of knowledge sharing and transferring.					
<b>Promotion</b>					
19. Your institution offers equal access to information and evaluation for promotion opportunities to all staff.					
20. Your institution's promotion processes are often driven by measurable performance criteria rather than the subjective and qualitative judgments of leaders.					
21. Your institution's promotion motivates you to work harder to reach your career goal.					



22. Your institution gives you a clear career path and promotion plan.					
23. Your institution uses number of valid proofs (i.e. job fulfillment, and student feedback) to consider for promotion.					
<b>Interpersonal Relationship</b>					
24. The overall atmosphere of your institution is quite harmonious.					
25. Your institution always encourages teaching staff to share experience or information.					
26. You always work well with your leaders and colleagues.					
27. Your institution organizes various activities to promote the relationship between staff.					
28. Your institution has open channels for communication.					

### Part III: Work Engagement (WE)

Rate the following questions by placing a check in the box. Do not leave each item unanswered.

Strongly	Somewhat	Neutral	Somewhat	Strongly
Disagree	Disagree		Agree	Agree
1	2	3	4	5

	Level of views on points				
	1	2	3	4	5
<b>Vigor</b>					
29. You believe that mental (i.e. good mood) and physical care (i.e. exercise) can help you to work more effectively.					
30. You always persevere at work, even when things do not go well.					
31. Once you concentrate on your work, you can work without rest for hours.					
32. After resting for several hours, you can always come back to your task with renewed vigor and a sharper mental focus.					
33. You always take vocation so that you can come back to work with energy.					
<b>Dedication</b>					

34. You find the work you do in this institution is full of meaning and purpose.					
35. You are willing to work extra hour to finish your work.					
36. You will always work as assigned no matter how importance of the assignment.					
37. You are proud of your work more than the dignity you will gain.					
38. You are willing to spend time with your students even though it will use your personal time.					
<b>Absorption</b>					
39. You can keep working for days if you are working on the interesting matter.					
40. When you see your colleagues working hard, you are likely to do the same.					
41. You can concentrate on your work if you can manage the work-life balance.					
42. You always feel secure to follow the organizational culture.					
43. You do not think that you want to resign from your institution if nothing wrong.					

#### Part IV: Job Performance (JP)

Rate the following questions by placing a check in the box. Do not leave each item unanswered.

Strongly	Somewhat	Neutral	Somewhat	Strongly
Disagree	Disagree		Agree	Agree
1	2	3	4	5

	Level of views on points				
	1	2	3	4	5
<b>Task Performance</b>					
44. You are good at multi-tasking or time management.					
45. You always do your job to meet your institution expectation.					

46. You always carefully plan your job to meet priorities and deadline.					
47. You feel that it is challenging to finish the task you have never done before.					
48. You always seek opportunities to improve your teaching skill and research ability.					
<b>Organizational citizenship behavior</b>					
49. You always participate in all kinds of activities organized by your institution.					
50. When you represent your institution to attend external activities, you always do your best to reserve your institution reputation.					
51. You always offer help when your colleagues asking for help from you.					
52. You always work seriously and responsibly in both good and bad situations.					
53. You always guide and help students to solve their personal problems.					
<b>Adaptive Performance</b>					
54. You always come up with solutions to solve emergency problems.					
55. You are enthusiastic to learn new thing.					
56. You always work well with people who have different personalities.					
57. You always adjust your behavior when necessary.					
58. You fully understand the direction, values, and culture of your institution, and develop your ability to meet the institution's requirement.					

## Part V: Recommendation

.....

THANK YOU FOR YOUR TIME AND PARTICIPATION.



## APPENDIX B

### QUESTIONNAIRE CHINESE VERSION



#### 调查问卷

#### 人力资源管理实践对中国高职本科院校教师工作绩效的影响 ——以工作投入为中介

研究者：贺雪瑞

暹罗大学管理学院博士研究生

尊敬的老师：

感谢您在百忙之中参与我们的调查。

本问卷旨在了解目前中国高等职业本科院校教工的人力资源管理、工作投入和工作绩效的情况。问卷由五部分组成，估计需要 4-5 分钟时间。问卷采用不记名形式。请您将真实感受按照答题的相关指导进行填写。您所填的资料，无正确与错误之分，仅为学术研究所用，结果将由研究者统一保管和分析处理，敬请放心。您的参与对我们十分重要，我们恳请您的大力支持与合作。若有任何需要，请联系：

山东省烟台市莱山区滨海中路 191 号，山东工商学院贺雪瑞 15063830109。

本问卷共五页，分为五部分：

第一部分：您的基本信息

第二部分：人力资源管理实践

第三部分：工作投入

第四部分：工作绩效

第五部分：意见建议

## 第一部分：您的基本信息

（请依实际情况，在□内打）

1. 您的性别是？

☐ 1) 男      ☐ 2) 女      ☐ 3) 其他性别群体

2. 您的年龄是？

☐ 1) 21-30    ☐ 2) 31-40  
☐ 3) 41-50    ☐ 4) 51 及以上

3. 您的学历是？

☐ 1) 本科以下  
☐ 2) 本科  
☐ 3) 研究生

4. 您的职称是？

☐ 1) 助教    ☐ 2) 讲师  
☐ 3) 副教授    ☐ 4) 教授

5. 您在本校的工作时长？

☐ 1) 3 年及以下      ☐ 2) 3 到 6 年（包含 6 年）  
☐ 3) 6 到 9 年（包含 9 年）    ☐ 4) 9 年以上

6. 您的月收入（元）？

☐ 1) 6,000 以下      ☐ 2) 6,001-9,000  
☐ 3) 9,001-12,000    ☐ 4) 12,000 以上

7. 您所在的院系？

☐ 1) 工学    ☐ 2) 经济学    ☐ 3) 法学  
☐ 4) 教育学    ☐ 5) 医学    ☐ 6) 艺术学  
☐ 7) 理学    ☐ 8) 管理学    ☐ 9) 农学  
☐ 10) 其它.....（请详细填写）

8. 您的学校所在省份？

.....（请详细填写）

## 第二部分：人力资源管理实践

请您在每题选项中选择一项与您感受较为接近的答案。

非常不同意                  不同意                  不一定                  同意                  非常同意

1                                  2                                  3                                  4                                  5

	赋值				
	1	2	3	4	5
<b>工资福利</b>					
9. 您获得的薪酬与您的工作能力相匹配					
10. 您的整体薪酬水平有竞争力					
11. 您的带薪休假的执行情况良好					
12. 若学校提供如免费的午餐、通勤车、活动中心等附加福利，您的工作效率会更高					
13. 您学校的工资福利依据多劳多得的原则					
<b>培训</b>					
14. 学校提供实际可行的有利于职业发展的短长期培训					
15. 学校经常组织校内培训以提高教师的工作水平					
16. 学校鼓励教师外出参加学术会议等交流活动					
17. 学校希望教师参加完校外培训后在校内开展交流					
18. 学校经常组织学术交流或知识分享活动					
<b>晋升</b>					
19. 所有教师享有平等的晋升机会					
20. 教师的晋升依据是工作绩效而不是领导的主管评价					
21. 学校的晋升机制激励您更努力工作					
22. 学校为您规划了清晰的晋升路径和计划					
23. 您学校有具体详细的晋升标准					
<b>工作氛围</b>					
24. 学校的工作氛围很和谐					
25. 学校经常鼓励教师与他人分享经验信息					
26. 工作时您与领导和同事相处愉快					

27. 学校举行各种活动以促进教师之间的关系					
28. 学校为教师提供开放的沟通渠道					

### 第三部分：工作投入

请您在每题选项中选择一项与您感受较为接近的答案。

非常不同意                  不同意                  不一定                  同意                  非常同意

1                                  2                                  3                                  4                                  5

	赋值				
	1	2	3	4	5
<b>活力</b>					
29. 身心健康能让您工作更有效率					
30. 即使遇到困难，您也能经常坚持不懈					
31. 您能持续工作数小时不休息					
32. 休息几小时后，您能以全新的活力和更敏锐的精神专注于工作					
33. 休假结束您会感觉能量满满					
<b>奉献</b>					
34. 您感觉在本校工作充满意义和价值感					
35. 您愿意加班完成任务					
36. 无论重要不重要，您经常完成领导布置的工作					
37. 您为自己的工作感到自豪					
38. 您愿意在私人时间帮助学生					
<b>专注</b>					
39. 您能在感兴趣的领域连续工作很多天					
40. 看到同事努力工作时您也会努力					
41. 如果工作家庭关系平衡得好，您能更专注于工作					
42. 学校的组织文化让您感觉很安心					
43. 如果不出意外，您不会考虑从本校离职					



#### 第四部分：工作绩效

请您在每题选项中选择一项与您感受较为接近的答案。

非常不同意                  不同意                  不一定                  同意                  非常同意

1                                  2                                  3                                  4                                  5

	赋值				
	1	2	3	4	5
<b>任务绩效</b>					
9. 您擅长多任务处理					
10. 您的工作成效总是符合学校的预期					
11. 工作中您总能做好时间规划					
12. 如果从未接触过一项工作，您会感觉很有挑战					
13. 您会经常找机会提高自己的教学科研能力					
<b>组织公民行为</b>					
14. 您经常参加学校组织的各项活动					
15. 当代表学校外出，您总是很好地维护学校的声誉					
16. 同事需要时您常常提供帮助					
17. 不管干好干坏一个样，您都会认真负责工作					
18. 您常常帮助学生解决私人问题					
<b>适应性绩效</b>					
19. 遇到紧急情况时您总能提出解决方案					
20. 您很热衷于学习新事物					
21. 您能与不同性格的人友好相处					
22. 您总是能调整自己以适应变化					
23. 您能充分理解您学校的价值观、组织文化和发展方向					

#### 第五部分：意见建议

.....

非常感谢您的参与！

## APPENDIX C

### INTERVIEW FORM ENGLISH VERSION



### Interview Form

#### A Model of Human Resource Management Practices Affecting Job Performance of Teaching Staff in Professional Higher Education Institutions in China

**Researcher** Ms. He Xuerui

**Curriculum** Doctor of Philosophy in Management, Siam University

**Instruction:**

1. Interviewees are teaching staff, government officers, and experts.
2. All participants will be requested to sign the consent form.
3. The purpose and nature of the study will be explained to participants prior to do the interview and participants has opportunity to ask questions about the study.
4. All participants rights for the interview will be listed in the consent form.
5. Your information will be kept secret. Without your permission, your identity, any related persons, and organization names will remain anonymous.
6. 14 questions will be asked to collect information from participants
7. The interview will be most benefit to the research. Therefore, participation of all participants will be highly appreciated.

## Consent Form

### A Model of Human Resource Management Practices

#### Affecting Job Performance of Teaching Staff in Professional Higher Education Institutions in China

I, ..... voluntarily agree to participate in this research study.

- I understand that all information I provide for this study will be treated confidentially.
- I agree to my interview being audio-recorded.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I understand that participation involves **Professional Higher Education Institutions in China**.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that I will not benefit directly from participating in this research.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in dissertation, conference presentation, and published papers.
- I understand that if I inform the researcher that myself or someone else is at risk of harm, they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms and original audio recordings will be retained in Siam University, Thailand by the researcher until the exam board confirms the results of researcher's dissertation.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for two years from the date of the exam board.
- I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Researcher name: Ms. He Xuerui

Degrees: Doctor of Philosophy in Management

Address: Siam university 38 Petkasem Road, Phasicharoen, Bangkok,  
10160 Thailand; Tel 02-867-8000 or Shandong Technology and Business  
University 191 Binhai Middle Road, Laishan, Yantai, Shandong, 264005  
China; Tel 86-15063830109.

Signature of research participant

-----

Signature of participant Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study.

He Xuerui

( He Xuerui)

Date:-----

Date of interview: \_\_\_\_\_ Time: \_\_\_\_\_

### **Part I: Personal Information**

1. Organization name\_

2. Participant name \_\_\_\_

3. Contact address \_\_\_\_

#### **4. Organization information (only for teaching staff)**

4.1 Number of teaching staff \_\_\_\_\_

4.2 How many departments in your institution \_\_\_\_\_

4.3 Which province is your institution located in China \_\_\_\_\_

#### **5. Participant information**

5.1 What is your gender? ☐ 1) Male ☐ 2) Female ☐ 3) LGBTQ+

5.2 What is your age?

5.3 What is your education degree?\_\_

5.4 Number of years working with the organization \_

5.5 What is your professional titles? \_

5.6 What is your monthly salary (CNY)? \_\_\_\_

5.7 Which discipline does your major belong to? \_\_\_\_

### **Part II: Opinion on human resource management practices**

1. Can you please describe if the salary and welfare are related to the human resource management practices?

2. Can you please describe if the training is related to the human resource management practices?

3. Can you please describe if the promotion is related to the human resource management practices?

4. Can you please describe if the interpersonal relationship is related to the human resource management practices?

### **Part III: Opinion on work engagement**

5. Could you please talk about the important role of vigor in work engagement?

6. Could you please talk about the important role of dedication in work engagement?

7. Could you please talk about the important role of absorption in work engagement?

### **Part IV: Opinion on job performance**

8. Do you think task performance can reflect the efficiency of a company? Why?

9. Do you think organizational citizenship behavior can reflect the efficiency of a company? Why?
10. Do you think adaptive performance can reflect the efficiency of a company? Why?

**Part V: Opinion on relationship among human management resource practices, work engagement, and job performance**

11. Do you believe that human management resource practices are positively correlated with work engagement of teaching staff in professional higher education institutions in China? Why?
12. Do you believe that human management resource practices are positively correlated with job performance of teaching staff in professional higher education institutions in China? Why?
13. Do you believe that work engagement is positively correlated with job performance of teaching staff in professional higher education institutions in China? Why?
14. Do you think that the higher the level of work engagement, the level of human management resource practices can better promote job performance of teaching staff in professional higher education institutions in China? Why?

**Part VI: Recommendation**

Is there anything else you would like to add that you have not shared yet, please?

Is there anything I should know to expand my knowledge on this topic, please?

Are there any improvement ways you can recommend to make my research more complete, please?

.....

.....

THANK YOU FOR YOUR TIME AND PARTICIPATION.

## APPENDIX D

### INTERVIEW FORM CHINESE VERSION



## 中国高等职业本科院校教师访谈问卷

尊敬的老师：

感谢您在百忙之中参与我们的调查。

本访谈旨在了解目前中国高等职业本科院校教工的人力资源管理、工作投入和工作绩效的情况。现恳请您抽出三十分钟左右的时间接受我的访谈。该访谈内容仅用于学术研究，请您将真实感受按照答题的相关指导进行填写。

您所提供资料，无正确与错误之分，仅为学术研究所用，结果将由研究者统一保管和分析处理。我们会对访谈资料进行严格保密，不会对您的工作和生活造成任何不良影响，请您放心。

您的参与对我们十分重要，我们恳请您的大力支持与合作。

若有任何需要，请联系：山东省烟台市莱山区滨海中路 191 号，山东工商学院贺雪瑞 15063830109。

祝您工作愉快，万事如意！

2024 年 5 月 18 日

访谈日期:----- 访谈时间:-----

**Part I: 基本信息**

1. 学校名称:
2. 受访者姓名:
3. 性别: ☐ 1) 男 ☐ 2) 女
4. 年龄:
5. 学历学位:
6. 在本校的工作时长:
7. 职称:
8. 月收入:
9. 所在院系:
10. 贵校教师人数:
11. 贵校教学科研院系数:
12. 贵校所在省份:
13. 联系地址:

**Part II: 访谈问题**

15. 请问您认为工资福利、培训、职称晋升和人际关系可以有效反映贵校人力资源管理实践状况吗? 为什么?
16. 请问您认为工资福利、培训、职称晋升和人际关系会影响您的工作投入状况和工作绩效吗? 为什么?
17. 请问您工作中投入越多, 您的工作绩效就会越好吗? 为什么?
18. 您在贵校的任务绩效状况如何?
19. 您和领导、同事及学生相处得如何? 这会影响到您的绩效状况吗? 为什么?
20. 请描述一下您是否能适应学校的改革发展变化节奏。
21. 您的其他意见或建议:

访谈到此结束。

再次感谢您的大力支持!



## APPENDIX E

### QUESTIONNAIRE WITH IOC RESULTS



#### Questionnaire

#### A MODEL OF HUMAN RESOURCE MANAGEMENT PRACTICES AFFECTING JOB PERFORMANCE OF TEACHING STAFF IN PROFESSIONAL HIGHER EDUCATION INSTITUTIONS IN CHINA

**Researcher:** Mrs. He Xuerui

**Curriculum:** Doctor of Philosophy in Management, Siam University

This questionnaire is partial fulfillment of the requirements for the degree. The purpose of this study is to study the job performance of teaching staff in professional higher education institutions in China. Your participation on answering this questionnaire will be highly appreciated. Your information will be kept secret. Should you have any questions or suggestions, please contact me at the following addresses and numbers:

*Siam university 38 Petkasem Road, Phasicharoen, Bangkok, 10160 Thailand; Tel 02-867-8000 or Shandong Technology and Business University 191 Binhai Middle Road, Laishan, Yantai, Shandong, 264005 China; Tel 86-15063830109.*

This questionnaire has 5 pages and is divided into 5 parts as follows:

- Part I: Personal Information
- Part II: Human Resource Management Practices
- Part III: Work Engagement
- Part IV: Job Performance
- Part V: Recommendation

### Part I: Personal Information

Please select the appropriate response for the following.

1. What is your gender?

☐ 1) Male

☐ 2) Female

☐ 3) LGBTQ+

2. What is your age in year?

☐ 1) 21-30

☐ 2) 31-40

☐ 3) 41-50

☐ 4) above 51

3. What is your education level?

☐ 1) Under Bachelor Degree

☐ 2) Bachelor Degree or even

☐ 3) Postgraduate

4. What is your professional titles?

☐ 1) Assistant Lecturer

☐ 2) Lecturer

☐ 3) Associate Professor

☐ 4) Professor

5. How long have you been working at your current institution? (years)

☐ 1) under 3

☐ 2) 3 to 6

☐ 3) more than 6 to 9

☐ 4) more than 9

6. What is your monthly salary (CNY)?

☐ 1) under 6,000

☐ 2) 6,001-9,000

☐ 3) 9,001-12,000

☐ 4) above 12,000

7. Which faculty does your major belong to?

☐ 1) Engineering

☐ 2) Economics

☐ 3) Law

☐ 4) Education

☐ 5) Medicine

☐ 6) Arts

☐ 7) Science

☐ 8) Management

☐ 9) Agronomy

☐ 10) Others..... (please specify)

8. Which province is your institution located in China?

..... (please specify)

## Part II: Human Resource Management Practices (HRMP)

Rate the following questions by placing a check in the box. Do not leave each item unanswered.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1	2	3	4	5

	IOC from Experts						
	1	2	3	4	5	Total	Average
19. Your institution offers equal access to information and evaluation for promotion opportunities to all staff.	1	1	1	1	1	5	1
20. Your institution's promotion processes are often driven by measurable performance criteria rather than the subjective and qualitative judgments of leaders.	1	1	1	1	1	5	1
21. Your institution's promotion motivates you to work harder to reach your career goal.	0	1	0	1	1	3	0.6
22. Your institution gives you a clear career path and promotion plan.	0	1	1	1	1	4	0.8
23. Your institution uses number of valid proofs (i.e. job fulfillment, and student feedback) to consider for promotion.	1	1	1	1	1	5	1
<b>Interpersonal Relationship</b>							
24. The overall atmosphere of your institution is quite harmonious.	1	1	1	1	1	5	1
25. Your institution always encourages teaching staff to share experience or information.	1	1	1	0	0	3	0.6
26. You always work well with your leaders and colleagues.	0	1	1	1	1	4	0.8
27. Your institution organizes various activities to promote the relationship between staff.	0	1	1	1	1	4	0.8
28. Your institution has open channels for communication.	0	1	1	1	1	4	0.8

### Part III: Work Engagement (WE)

Rate the following questions by placing a check in the box. Do not leave each item unanswered.

Strongly	Somewhat	Neutral	Somewhat	Strongly
Disagree	Disagree		Agree	Agree
1	2	3	4	5

	IOC from Experts						
	1	2	3	4	5	Total	Average
<b>Vigor</b>							
29. You believe that mental (i.e. good mood) and physical care (i.e. exercise) can help you to work more effectively.	1	1	1	1	1	5	1
30. You always persevere at work, even when things do not go well.	1	1	1	1	1	5	1
31. Once you concentrate on your work, you can work without rest for hours.	1	1	0	1	1	4	0.8
32. After resting for several hours, you can always come back to your task with renewed vigor and a sharper mental focus.	1	1	1	1	1	5	1
33. After returning from vacation, you feel working with energy.	1	1	1	1	0	4	0.8
<b>Dedication</b>							
34. You find the work you do in this institution is full of meaning and purpose.	1	1	1	1	1	5	1
35. You are willing to work extra hour to finish your work.	1	1	1	1	1	5	1
36. You will always work as assigned no matter how importance of the assignment.	0	1	1	1	1	4	0.8
37. You are proud of your work more than the dignity you will gain.	1	1	0	1	1	4	0.8
38. You are willing to spend time with your students even though it will use your personal time.	1	1	1	1	1	5	1
<b>Absorption</b>							
39. If you are working on the interesting matter, you can keep working for days.	1	1	1	1	1	5	1

Part IV: Job Performance (JP)

Rate the following questions by placing a check in the box. Do not leave each item unanswered.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree				
2	3	4	5					

						IOC from Experts							
						1	2	3	4	5	Total	Average	
Task Performance													
44. You are good at multi-tasking or time management.						1	1	1	1	0	4	0.8	
45. You always do your job to meet your institution expectation.						0	1	1	1	1	4	0.8	
46. You always carefully plan your job to meet priorities and deadline.						1	1	1	1	1	5	1	
47. You feel that it is challenging to finish the task you have never done before.						1	1	1	1	1	5	1	
48. You always seek opportunities to improve your teaching skill and research ability.						1	1	1	1	1	5	1	
Organizational citizenship behavior													

Rate the following questions by placing a check in the box. Do not leave each item unanswered.

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1	2	3	4	5

	IOC from Experts						
	1	2	3	4	5	Total	Average
<b>Task Performance</b>							
44. You are good at multi-tasking or time management.	1	1	1	1	0	4	0.8
45. You always do your job to meet your institution expectation.	0	1	1	1	1	4	0.8
46. You always carefully plan your job to meet priorities and deadline.	1	1	1	1	1	5	1
47. You feel that it is challenging to finish the task you have never done before.	1	1	1	1	1	5	1
48. You always seek opportunities to improve your teaching skill and research ability.	1	1	1	1	1	5	1
<b>Organizational citizenship behavior</b>							

	IOC from Experts						
	1	2	3	4	5	Total	Average
49. You always participate in all kinds of activities organized by your institution.	1	1	1	1	1	5	1
50. When you represent your institution to attend external activities, you always do your best to reserve your institution reputation.	1	1	1	1	1	5	1
51. You always offer help when your colleagues asking for help from you.	1	1	1	1	1	5	1
52. You always work seriously and responsibly in both good and bad situations.	1	1	1	1	1	5	1
53. You always guide and help students to solve their personal problems.	1	1	0	1	1	4	0.8
<b>Adaptive Performance</b>							
54. You always come up with solutions to solve emergency problems.	1	1	1	1	1	5	1
55. You are enthusiastic to learn new thing.	1	1	1	1	1	5	1
56. You always work well with people who have different personalities.	0	1	0	1	1	3	0.6
57. You always adjust your behavior when necessary.	1	1	1	1	1	5	1
58. You fully understand the direction, values, and culture of your institution, and develop your ability to meet the institution's requirement.	1	1	1	1	1	5	1

## Part V: Recommendation

.....

THANK YOU FOR YOUR TIME AND PARTICIPATION.



## APPENDIX F

### ETHICS APPROVAL CERTIFICATION



ใบรับรองจริยธรรมการวิจัยในมนุษย์  
สถาบันการจัดการปัญญาภิวัฒน์

หมายเลขใบรับรอง: PIM-REC 026/2567

ข้อเสนอการวิจัยนี้ และเอกสารประกอบของข้อเสนอการวิจัยตามรายการแสดงด้านล่าง ได้รับการพิจารณาจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันการจัดการปัญญาภิวัฒน์แล้ว คณะกรรมการฯ มีความเห็นว่าข้อเสนอการวิจัยที่จะดำเนินการมีความสอดคล้องกับหลักจริยธรรมสากล ตลอดจนกฎหมาย ข้อบังคับและข้อกำหนดภายในประเทศ จึงเห็นสมควรให้ดำเนินการตามข้อเสนอการวิจัยนี้ได้

**ชื่อข้อเสนอโครงการ:** A Model of Human Resource Management Practices Affecting Job Performance of Teaching Staff in Professional Higher Education Institutions in China

**รหัสข้อเสนอการวิจัย (ถ้ามี):** (ไม่มี)

**หน่วยงาน:** มหาวิทยาลัยสยาม

**ผู้วิจัยหลัก:** He Xuerui

ลงนาม.....

(อาจารย์ ดร.พิเชษฐ มุสิกะโปตก)

ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์  
สถาบันการจัดการปัญญาภิวัฒน์

**วันที่รับรอง:** 29 พฤษภาคม 2567

**วันหมดอายุ:** 29 พฤษภาคม 2568

#### เอกสารที่คณะกรรมการรับรอง

1. โครงร่างการวิจัย
2. ข้อมูลสำหรับชี้แจงกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย และ ใบแสดงความยินยอมจากกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย
3. เครื่องมือที่ใช้ในการวิจัย/เก็บรวบรวมข้อมูล เช่น แบบสอบถาม แบบสัมภาษณ์ ประเด็นในการสนทนากลุ่ม เป็นต้น

#### เงื่อนไขการรับรอง

1. นักวิจัยดำเนินการวิจัยตามที่ระบุไว้ในโครงการวิจัยอย่างเคร่งครัด
2. นักวิจัยรายงานเหตุการณ์ไม่พึงประสงค์ร้ายแรงที่เกิดขึ้นหรือเปลี่ยนแปลงกิจกรรมวิจัยใดๆ ต่อคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ภายในกำหนด
3. นักวิจัยส่งรายงานความก้าวหน้าต่อคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ตามเวลาที่กำหนดหรือเมื่อได้รับการร้องขอจากคณะกรรมการฯ
4. หากการวิจัยไม่สามารถดำเนินการเสร็จสิ้นภายในกำหนด ผู้วิจัยต้องยื่นขออนุมัติใหม่ก่อนอย่างน้อย 1 เดือน
5. หากการวิจัยเสร็จสมบูรณ์ ผู้วิจัยต้องแจ้งปิดโครงการตามแบบฟอร์มที่กำหนด



**APPENDIX G**  
**ETHICS TRAINING CERTIFICATION**



**APPENDIX H**  
**LETTER FROM SIAM UNIVERSITY TO DISTRIBUTE**  
**QUESTIONNAIRE**

No. SU 0210.7/83



Graduate School of Management,  
Siam University  
38 Petkasem Rd., Bang-wa,  
Phasi-charoen, Bangkok, 10160.

May 16<sup>th</sup>, 2024

Subject: Request for Data Collection via Questionnaire Distribution  
To Whom It May Concern:

Mrs. He Xuerui Student ID # 6 4 1 9 2 0 0 0 4, a doctoral student of the Graduate School of Management, Siam University (Mobile Phone No. +86-15063830109 and email: hexr2010@126.com) is currently working on the Ph.D. Dissertation entitle: "A Model of Human Resource Management Practices Affecting Job Performance of Teaching Staff in Professional Higher Education Institution in China" under the supervision of Dr. Burin Santisarn.

In this regard, the Graduate School of Management would like to request for your cooperation by corresponding the attached questionnaire form. The completion of this questionnaire form will allow Mrs. He Xuerui to further proceed on her research with data accuracy and overall quality. Your kind assistance is fully appreciated.

Best Regards,

A handwritten signature in blue ink, appearing to read 'Chaivanant P.'.

(Associate Professor Dr. Chaivanant Panyasiri)  
Dean of the Graduate School of Management

Graduate School of Management  
Telephone +662-867-8000 ext. 5311  
E-mail: phd\_m1@siam.edu

## AUTHOR'S BIOGRAPHY



**Name and Surname** HE XUERUI

### Work Experience

2008 – Current      Lecturer;  
Shandong Business and Technology University

### Education

#### Bachelor's Degree

Degree      B.A.  
Major      Journalism  
Institution      Xi'an International Studies University  
Country      China  
Year      2001 - 2005

#### Master's Degree

Degree      M.A.  
Major      Political Science  
Institution      Shaanxi Normal University  
Country      China  
Year      2005 - 2008

### Publishing Research

- He Xuerui, Burin Santisarn, Karnjira Limsiritong, Jidapa Thirasirikul (2026). A Model of Human Resource Management Practices Affecting Job Performance of Teaching Staff in Professional Higher Education Institutions in China. *Educational Management and Innovation Journal*, 9(1), January - April.
- Ji Lixin, He Xuerui (2017). Study on the institutionalization of the leadership of the CPC in the countryside, *Scientific Socialism*, (03), 59-64.
- He Xuerui (2013). Geopolitical Analysis of the Co-rise of China and India. *Heihe Journal*, (02), 67-68.