

Factors Affecting the Job Performance of Employees at Work Place in the Higher Education Sector of China

LiLin, Wang Shiqian

Faculty of Postgraduate Center, Limkokwing University of Creative Technology, Inovasi 1-1, Jalan Teknokrat 1/1, Cyber 3, 63300, Cyberjaya, Malaysia

Abstract- The purpose of the present study is to investigate the factors impact on employee job performance on private higher education sector of China. The study examined the effect leadership styles, organizational commitment and self-efficacy on employee job performance. The survey has done by 800 academicians in top ten 10 Chinese Private Universities via e-mail or walk-in. Hence, the sample will be selected by convenience sampling. The target respondents for this research are academicians in Chinese Private Universities mainly because the boosting of private higher education and a positive future prospect in China. Questionnaire was designed on 5-point scale (Burton, K. D., & Curtis, M., 2003). The research technique used Smart PLS 2.0 to assess the correlations between the variables. Findings revealed that leadership styles, organizational commitment and self-efficacy have positive and significant impact on job performance. Future research directions are also discussed in the study.

Index Terms- leadership styles, organizational commitment, self-efficacy, job performance

I. INTRODUCTION

Based on Barrick et al., (2002) despite the academic community has spent significant amount of efforts on understanding conscientiousness-performance relationship is "few research has examined the mechanisms through personality traits influence performance". Liu, yao et al (2016) found that Chinese higher education faces academicians' team crisis. According to a survey conducted the "100 Private Higher Education Institutions" in China, two-thirds of private colleges have no more than 40 full-time teachers and nearly 80 private colleges have fewer or no full-time teachers. Private higher institutions in China are facing problem with the quality of teaching due to decreasing teaching performance of academicians. They found out that self- efficacy and leadership style were part of the factors that influence the problem (Liu, yao et al, 2016). China Daily news (Sep, 2017) in their report, mentioned that the construction of qualified personnel is one of the fundamental problems in the survival and development of private colleges and universities. The performance and quality of the academic staffs largely determines the quality of private colleges and universities. The higher education ministry in China has raised concern with the issue of academic performance due to some complaints that lodged to the ministry by the parents and the students.

II. LITERATURE REVIEW

Leadership Style

Leadership is an essential factor to influence an individual or a group's behavior to achieve organizational goals and job performances (Hersey & Blanchard, 1974; Hsu, 2001). A suitable leadership can push organizational members comply with the right direction to fulfill organizational goals, a good leader as a signpost to guide or identify job direction for subordinates to follow (Hsien, 1985; Robbins, 2001). DuBrin (2004) believed that leadership can inspire employees to attain organizational objectives with confidence. Leadership style will affect the relationship between supervisors and followers and significantly mobilize workers' motivation, attitudes, and job performance (Dale & Fox, 2008). In the past, the major leadership researches based on the trait theory, contingency theory, and behavioral theory. It was until Bass proposed transformational leadership and transactional leadership in 1985, the researches of leadership style become extensively noticed. Bass (1985) defined that transformational leadership refers to leaders with charisma characteristics that will provide subordinates' intellectual motivation and individualized consideration. Bass and Avolio (1993) further indicated a transformational leader can inspire his or her followers to exceed the original performance expectations by enforcing, communicating and leading them willing to carry on organizational objectives.

Organizational Commitment

Buchanan (1974) asserted that organizational commitment is a kind of belief that connects feeling of individual values and objectives with organizational values and objectives. Organizational commitment is an individual expression of loyalty and devotion to an organization (Kanter, 1968). Organizational commitment is "the relative strength of an individual's identification with and involvement in a particular organization" (Steers, 1977) and on behalf of a high level of affection, loyalty and concentration on a job role in an organization (Dee, Henkin, & Singleton, 2006). Organizational commitment indicates that individual goal is similar or identical with organizational goals whereby stimulate employees' productivity and loyalty (Chen & Aryee, 2007). Chen and Hong (2005) commented that if members in an organization trust and accept the organizational value, they are more willing to work hard to achieve organizational goal and have more organizational commitment. High organizational commitment will be beneficial

for an organization because it signals that employees have high organizational identification (Jiang & Huang, 2002).

Self efficacy

Based on social learning theory (Bandura, 2007), Self-efficacy was called as a social cognition construct (social learning) which refers to a people's self-beliefs in their ability to perform specific tasks, as well as it has been shown to be a reliable predictor for either motivation or task performance, and influence on personal goal setting. Based on the description of Bandura about the human cognitive self-regulation system, self-efficacy is a kind of beliefs that the most central and pervasive effect on people make decisions, their goals, the amount of effort they would like to pay on a particular task, the time they persevere at a task when facing on failure or difficulty, how to deal with the amount of stress they experience and the degree to the extent they might be susceptible to depression.

Albert Bandura's (1977) identified that self-efficacy is a central principle in social cognitive theory. Self-efficacy refers to the belief, confidence, which can support people successfully execute a behaviour required to produce an outcome, the higher level of self-efficacy, the more confident an individual possesses and believe themselves can execute the behaviour necessary to obtain a particular outcome.

Job performance

Job performance is the degree to which a firm anticipates employees regarding excellence and quantity. Performance is a key to measure the success and outcome of the firm (Yahaya, Yahaya, Bon, Ismail & Ing, 2011). It is argued that the success and failure of firm depends on performance of the employees. Cash and Fischer (1987) in Heidjrachman Ranupandoyo and Suad Husnan, (2000) states that the level of performance and employees' performance can be measured by several factors, namely:

1. Quality of work refers to assessment of the employee's ability to complete the job compared to the set targets.
2. Quantity of work refers to assessment of the ability of employees to complete tasks accurately according to the quality of the work planned.
3. Timeliness means that the assessment of the ability of employees to complete tasks and work closely in the time according to the time been given and planned.

Nowadays it is generally agreed that job performance consists of complicated series of interacting variables belong to aspects of the job, such as the employee and the environment (Milkovich et al, 1991). Researchers have a common sense that performance has a multi-dimensional concept. Basically the performance distinguish between a process aspect (i.e., behavioral) and an outcome aspect of performance (Borman and Motowidlo, 1993; Campbell, McCloy, Oppler, and Sager, 1993; Roe, 1999).

Leadership Style, Organizational Commitment, Self-Efficacy and Job Performance

Devi & Prabhu (2011) in their study selected public and private sector enterprises and the data comprises of 43 middle-level managers and 156 subordinates. The result revealed that the transformational leadership style has significant

relationships with performance outcomes. Oladipo & Daskareem (2013) in their study on the sample of 30 leaders and 150 raters and found that there is a significant positive linear relationship between employee performance and an emotionally intelligent transactional leader as well as there is a significant relationship between employee performance and an emotionally intelligent transformational leader. In other studies that followed, a negative correlation was usually found between the transactional leadership style and organizational performance (MacKenzie et al., 2001; Parry, 2003). The studies of MacKenzie et al. (2001) examined the effect of transformational and transactional leadership on marketing personnel performance at an insurance company and found that transformational leadership has more influence on performance than transactional leadership.

Based on Irvan, Armanu et al. (2013), in their study surveyed on 92 employees found that the organizational commitment of employees influential to improve the performance of employees in PT. Pelabuhan Indonesia IV (Limited) Branch. Bitung. Folorunso & Adewale (2014) examined the impact of organizational commitment dimensions on employees' performance among academic staff in Oyo State owned tertiary institutions. The total sample size was made up of 197 respondents from the pay roll list of two institutions and result revealed that organizational commitment dimensions jointly and independently influence employees' performance among academic staff of tertiary institutions in Oyo State. Habib & Khursheed (2010) in their study utilized survey data collected from 310 employees of 15 advertising agencies of Islamabad (Pakistan). The study identified insignificant impact of organizational commitment on job satisfaction and attitude towards work on job performance. Jack & Eka & Margono (2012) in their research the samples were 127 employees at Municipal Waterworks of Jayapura, Papua Indonesia and revealed that organizational commitment significantly influence to employee performance directly or indirectly through work satisfaction.

Rubina and Azam (2004) conducted a study to explore the relationship between teachers' stress, teachers' job performance and self-efficacy of women school teachers. The study was carried out with a sample of 420 teachers selected at random and found that there is a significant negative correlation between job performance and teacher's self-efficacy. However, according to Judeh (2012) evaluated whether the characteristics of a job had any influence or impact on the workers performance and self-efficacy and implied that there was no conclusive evidence that showed that self-efficacy had an influence on job performance. Luo Biao & Cheng Shuping (2014) in their study proceed in-depth exploration of internal mechanisms in company and found that self-efficacy has a significant impact on job performance, respondents included employees from 12 companies in China, 420 surveys were returned for an overall response. Sarwat & Nukhba (2014) in their study chose 380 lecturers from different public colleges of Punjab and found that there is a significant positive effects of self-efficacy on employee performance. There were against results from the researches.

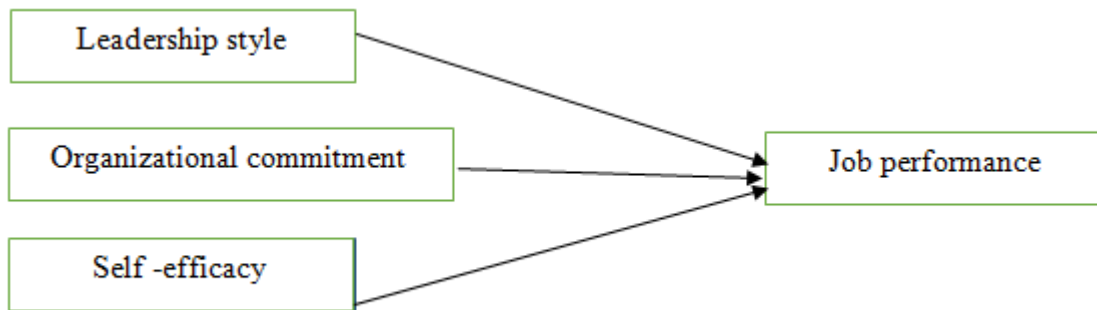
Hypotheses

H1: Leadership style is significantly related to employee job performance.

H2: Organizational commitment is significantly related to Employee job performance.

H3: Self -efficacy is significantly related to employee job performance.

Figure 1: Theoretical Framework



This study examined the relationship of leadership styles, organizational commitment and self -efficacy and employee job performance of private education sector academicians in China. The population for the study is education sector academicians in top-ten private universities. The primary data were collected by survey through personally administered questionnaires from 800 respondents in a non-contrived environment during April 2015. 500 questionnaires were used for data analysis out of 800 distributions making the response rate 62%.

In order to examine the response rate from all the respondents, 7 items of leadership style were developed by Marlowe and Nyhan (1992) but with some modifies. 7 items of organizational commitment were developed by Allen and Myer (1997). 7 items of job performance were developed by Goodman & Svyantek (1999) and 7 items of self -efficacy were developed by Schwarzer, R., & Jerusalem, M. (1995).

Questionnaire was based on 5-point scale i.e. 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. Questionnaire included three sections. First section was about demographics which included gender, position, age, and tenure. Second section was about independent variable which were leadership style, organizational commitment, self -efficacy. Third section was about dependent variable job performance.

Afterwards, Fornell and Larcker (1981) suggested that the measure of composite reliability can be taken advantage by confirming how well a construct is established by its allocated indicators. The range of composite reliability is between 0 and 1, the acceptable values should be greater than 0.6 (Bagozzi and Yi, 1988). The results of reliability refers to table 1.

Table 1: Reliability Analysis

Variables	Composite Reliability	No. of Items
LS	0.882	7
OC	0.896	7
SE	0.879	7
JP	0.910	7

Fornell and Larcker (1981) pointed out if the common variances (squared correlations) of a latent variable with other model's constructs is lower than AVE (average variance extracted) value of this latent variable, which means that discriminant validity is established. Table 2 shows the constructs correlation coefficient among the variables. It found that the correlation of the two constructs is lower that the square root of AVE which indicates that the data met the Discriminant Validity.

Table 2: Latent variables Correlation Coefficients against AVE Square- Root

	OC	JP	LS	SE
OC	0.744			
JP	0.5753	0.768		
LS	0.6371	0.6491	0.719	
SE	0.5207	0.4141	0.4675	0.715

Figure1: Direct relationship- Model 1

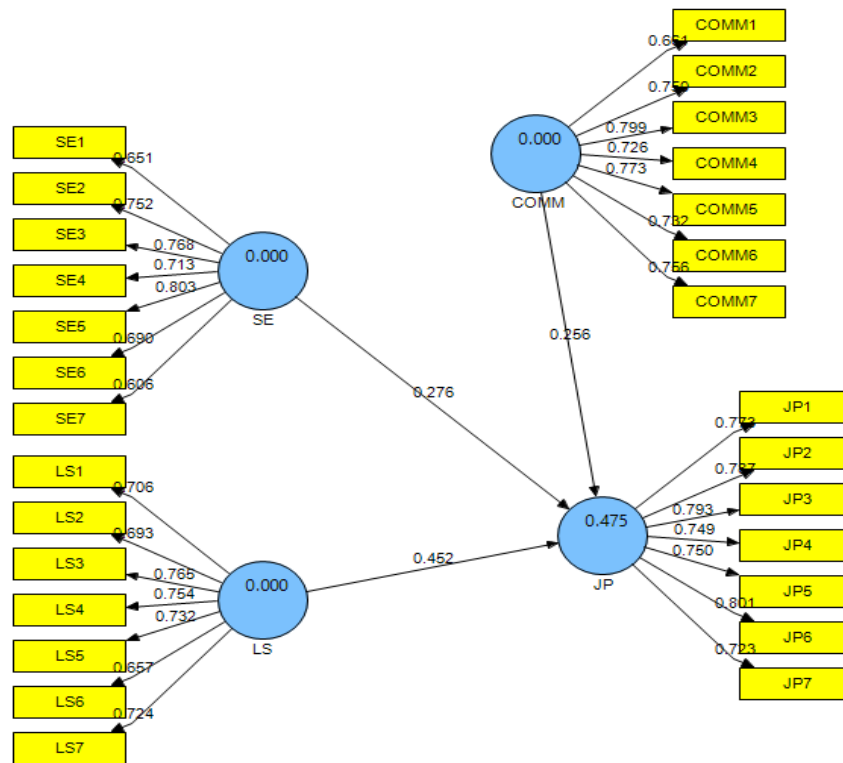


Table 3: Path coefficient and t-value (Model 1)

Path	Path coefficient	t-value
LS=>JP	0.462	14.727
OC=>JP	0.256	28.159
SE=>JP	0.276	5.195

Sig t-value>1.96

Based on figure 1 and table 3, it shows leadership styles (.462, t >1.96) were significantly associated with employee job performance. Organizational commitment (.256, t >1.96) and self-efficacy (.276, t >1.96) were positively associated with employee job performance.

Table 4: Hypotheses Result

Hypothesizes Relationship	Path Coefficient	p-value	Conclusion
H1 There is a positive relationship between	0.462	0.00	Supported
H2 There is a positive relationship between	0.256	0.00	Supported
H3 There is a positive relationship between and	0.276	0.00	Supported

III. CONCLUSION AND DISCUSSION

This study intends to estimate the factors influence on job performance in Chinese private higher education sectors. The results displayed that leadership style has a positive and significant direct effect on job performance, it consistent with previous studies (Zuhaidi, 2011; Durga Devi & Prabhu, 2011; Christopher 2007), and it was found that organizational commitment has a positive and significant direct effect on job performance. Even though there were widely research on the factors influencing job performance, yet there were few research focus on personal traits like self-efficacy influence on job performance. And this study was conducted in private universities' academicians as well as it exists difference in different environments. It also practically contributes to create an applicable view of leadership, organizational commitment, self-efficacy and job performance for management of private universities in order to equip them with a new set of workable knowledge for making more effective decisions and setting policies more efficiently.

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AUTHORS

First Author – LiLin, Faculty of Postgraduate Center, Limkokwing University of Creative Technology, Inovasi 1-1, Jalan Teknokrat 1/1, Cyber 3, 63300, Cyberjaya, Malaysia
Second Author – Wang Shiqian, Faculty of Postgraduate Center, Limkokwing University of Creative Technology, Inovasi 1-1, Jalan Teknokrat 1/1, Cyber 3, 63300, Cyberjaya, Malaysia