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Empowerment enhancement: A significant predictor of Chinese lecturers' self efficacy and Job performance

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Abstract. The aim of the study was to estimate the impact of empowerment enhancement on lecturers' job performance and self efficacy. Further to this the mediating role investigation was also the purpose of this study. In order to complete the research 375 observations were collected from lecturers working in Chinese university in Shanxi province. Structured self administered questionnaire was used for data collection. A number of statistical techniques were used for analysis purpose which yielded results. Based on collected results all developed hypothesis were accepted. Which showed that the results are matching with earlier conducted studies both in academic and corporate environment? Significance of empowerment enhancement as practical in corporate sector as in academic settings.

Keywords. Self efficacy, Job performance, Empowerment, Theory of planned behavior

Introduction

It is also found that asserts that performance at the workplace is a common and often complex phenomenon. Researchers add that although considered a common problem, failure to manage performance at the workplace in an effective manner will inevitably impact organizations performance due to their contributions. Individual performance yields organizational performance when collectively and holistically viewed (Shahzad & Bhatti, 2008; Shahzad, I. A., Raju, V., et al., 2018; Shahzad, Farrukh, Yasmin, 2020)

Meanwhile Fu, Y. (February, 2019) refer to the importance of employees and describe their interaction with the customers as the core activity. The quality of service (job performance in other words) enjoyed by customers rests largely on the shoulder of employees, who are also tasked with establishing lasting relationships with customers and manage their own continuous improvement. Furthermore, Lashley, C., (2002) asserts the importance of employees by stating that the attitudes and behaviors of employees determine how customers perceive the quality of the performance of the employees and overall organization.

Thus, Cho. S., et al. (2006) argue that job performance of the employees is of the utmost importance to organizations. It is a growing opinion that managers who base their organizational policies and managerial practices with the aim of performance of the employees will have a significant advantage over their competition (Cho et al., 2006). This is also supported by the notion that seasoned employees not only reduce organizational costs related to training new employees, but also are more productive, which will ultimately contribute to an increased organizational output and increased profits (Cho et al., 2006).

Background

With the gradual deepening of China's higher education reform, university lecturers as an important participant have been paid more and more attention. In the Overall Plan for Promoting the Construction of World-class Universities and First-class Disciplines issued by the Chinese Government- State Council in 2015, it was clearly put forward that "performance should be the lever", "improving the level of scientific research" and "building a first-class faculty". In 2017, the Central Committee of the Communist Party of China and the State Council, Opinions on Deepening the Reform of Educational System and Mechanisms, pointed out that "we should deepen the reform of scientific research system and insist on supporting high-quality personnel training with high-level scientific research" (Burns, J. P. 2019).

In 2018, the Central Committee of the Communist Party of China and the Heart of the State Council on the Comprehensive Deepening of the Reform of Lecturer Team Construction in the New Era pointed out that "the quality of lecturers in Institutions of higher learning should be improved in an all-round way and a high-quality and innovative team of lecturers should be built". All of these put forward higher requirements for the construction of University lecturers. At present, the construction of "double first-class" has been launched, which has injected a strong impetus into the construction of a powerful country in higher education.

Furthermore, to what level the HR efforts affect the education industry employees have not yet been explored in the context of China, so future research may consider the mediating effect of commitment and self efficacy towards the relationship of turnover intentions and job performance (Radzi et al., 2009).

Competition among universities is also inseparable from the competition of talents. Some individual university lecturers attach great importance to their professional identity, their professional goals and achievements, but they often complain and disapprove about the universities they work in, and their recognition is not high. In this context, the lecturer has become the main research object, and the characteristics and influencing factors that affect the performance of the lecturer are constantly changing. If the school fails to enhance the teachers' recognition of the organization and their organizational loyalty, the loss of talents will inevitably put the school at a disadvantage in the new round of University competition.

Significance of study

Although the theory of emotional intelligence has been extensively studied abroad, the research in China still basically stays in the field of psychology and business management research. The research in the field of education is still in its infancy, and the emotions of lecturers in the context of Chinese universities. Intellect research, with a more specific perspective as an entry point, helps to enrich the results of emotional intelligence research.

Performance is an important aspect in organizations; several studies have been taken up to predict the factors that influence the performance of the individuals, the study taken up by Ekramul Hoque (1998) found that motivation and perceived degree of employee oriented supervision have positive correlation with performance, Shadare et al (2009) explored that leadership effectiveness and work motivation are synonyms in bringing effective productivity among employees in the work place, Sakthivel Murugan (2009) found that organizational culture influence the performance of employees.

Studied variables

Empowerment Enhancement referred as according to Hall et al. (1993) empowerment includes the "roles and responsibilities, incentives, organizational structure and shared

information and skills which penetrate a company's core." Furthermore, there is no universally accepted definition of empowerment. According to Menon (2001) empowerment is defined as "an act, act of delegating power to the person for being empowered, it has been taken a process, process that directs the experience of being powered and as a mental or psychological state that marks itself that can be measured as a cognition."

Self-efficacy is said to be the degree of self-confidence that an individual can use his or her skills to accomplish a task.

Job performance refers to the attitudes and abilities that can be evaluated in the work, and the performance consistent with organizational goals. At the same time, job performance can be divided into task performance and relationship performance.

Literature Review

Task performance refers to the ability to complete tasks. Relationship performance refers to the ability to have a good and smooth atmosphere of good cooperation because of good interpersonal relationships. The main performance is as; (1) Strive to achieve the task of the organization. (2) Voluntary work in non-identity. (3) Dyeing to assist a colleague (Tongji) or a customer. (4) Follow the organization's working rules and operating procedures. (5) Fully support the organization's policies and objectives.

From the above views of different types of job performance, job performance can be basically divided into task performance, relationship performance, behavior indicators and task results. And if you classify from different angles, there will be no classification results.

Robbins's (2013) performance measurement is the organization's systematic or regular assessment of employees' performance at work. For the organization, it can understand the contribution of employees to the organization's goals, as a reference for human resources decision-making, evaluate the needs of staff training and development, organizational structure, work characteristics are significant when overall human resources development is the concern (Shahzad, Bhatti & Khalid, 2007; Shahzad et al., 2018) and can be used as the basis for rewards and promotion; for employees, the organization rewards its past Performance, in addition to better understanding of the goals of the organization and tasks, individuals can understand their strengths and weaknesses and adjust Career Planning Willian and Mckinnon believe that the purpose of performance measurement is as follows;

1. Engage individual performance with organizational goals. The ability to train subordinates.
2. Strengthen communication between supervisors and subordinates.
3. Use it as the basis for salary adjustment and promotion as a tool for organizational control and integration.

Research on the performance of university lecturers

Chen Weiyan, Li Qiang, et al. (2015) found through the factor analysis method that the individual psychological ability of the lecturer, the university system and external resources, leadership and team support, material and spiritual motivation, individual knowledge and skills, and the lecturer's organizational commitment are all influential. The main factor in the performance of university lecturers. Li Li, Zheng Zhiguo, etc. (2016) showed that the correlation between social support, professional psychological capital and job performance of university lecturers is more significant. Jiang Hong, Sun Jianmin et al. (2017) revealed the relationship between university lecturer personality characteristics and job performance through empirical research, and verified the regulatory role of organizational identity.

There are also researches on the performance evaluation of lecturers. The existing results have explored the path of improving the performance evaluation of university lecturers from different angles. Bai Chenghua (2009) believes that the performance evaluation of university lecturers should establish a people-oriented evaluation concept, adhere to the dynamic monitoring and evaluation of job performance, and pay attention to the feedback of the evaluated lecturers. Du Dong and Jiang Yadong (2010) used the university process reengineering theory to study the performance evaluation of university lecturers, and considered and redesigned the evaluation process to improve the standardization and scientificity of the evaluation work.

Empowerment Enhancement

In the past two decades, the concept of empowerment has gained much popularity. The definition of empowerment varies as it is related with other practices. Some of the researchers refer to empowerment as the delegating authority and power throughout an organization from higher level staff to the lower level staff (Cunningham et al., 1996; Conger & Kanungo, 1988). According to Hall et al. (1993, p. 119) empowerment includes the “roles and responsibilities, incentives, organizational structure and shared information and skills which penetrate a company’s core.” Furthermore, there is no universally accepted definition of empowerment. According to Menon (2001, p. 157) empowerment is defined as “an act, act of delegating power to the person for being empowered, it has been taken a process, process that directs the experience of being powered and as a mental or psychological state that marks itself that can be measured as a cognition.” Moreover, Harley (1999) defines it as “empowerment involves delegation of responsibility from management to employees, non-hierarchical forms of work organization and sharing of information between and within different levels of the organization.”

Empowerment has been denoted as the act of empowering employees which can be seen as the management practices to demarcate and established individual being empowered (Boudrias et al., 2009). Similarly, Lawler (1986) advocated that empowerment develop when managerial systems are involved and implemented properly in organization. Likewise, Boudrias et al. (2009) illustrated that empowerment roots can be traced back from two aspects which are behavioral empowerment and psychological empowerment.

Psychological empowerment derived from Spreitzer’s (1995) work and have been studied extensively, whereas the behavioral aspect was derived from Boudrias and Savoie (2006) conceptual framework and behavioral aspect which has been neglected in by academicians. Boudrias et al. (2009) linked together the behavioral and psychological aspects as they argued that empowered employees see themselves as influential at work environment and competent to do job proactively in more meaningful and innovative way. Similarly, Lee and Koh (2001) argued that behavioral and psychological aspects are related and tied together because employees’ psychological empowerment is the direct outcome of influence of management empowering behavior.

Organization can implement empowerment enhancing practices as tactics which facilitate employees to take decision by their own to bring changes and improvements. Empowerment enhancing practices can be used as a strong tool to drive organizational change. Moreover, it broadens communication channels to bring new ideas and suggestions. Empowerment practices cultivate a friendly environment with open communication and mutual respect. Furthermore, empowerment practices operate in both direction, employees trust on management and management needs to have confidence in their employees. In implementing empowerment

enhancing practices, the organization size, corporate culture at place, suitable structure and operating philosophy also play an important role.

The suitable structure can be achieved through quality polices and guiding principles to implement empowerment enhancing practices. The suitable structure portrays the top-down hierarchy, where seniors' managers have greater authority than junior managers. Existence of proper empowerment practices benefit the organization, employees and customers (Brymer, 1991). Moreover, empowerment enhancing practices can trigger the innovativeness, promote the flexibility and result in better performance. Sutton et al. (2004) while illustrating the empowering employees lead to better outcomes by quoting that happy staff translates into the happy guests, further gave an example that empowering staff leads to happier, responsible and more dedicated staff and they feel pride in their job and property. Empowerment is defined as allowing employees in process of decision making (Cole et al., 1993).

Empowerment enhancement and its relationship with study variables

Empowerment enhancing practices are those designed to improve the employees' performance and their contribution in the success of an organization. Empowerment enhancing practices serve as an allowance for employees to be a part in central decision making process (Zheng, Morrison & O'Neill, 2006), to give authority to influence at work (Spreitzer's 1995), sharing information of the organization (Hales & Kildas, 1998), discretion over tasks (Geralis & Terziowski, 2003), providing formal grievances procedures to complain (Cho et al., 2006), self-management (Sutton et al., 2004), remedy service failure (Gronroos, 1990), communication system (Welch, 2011), discretion over tasks, self-controlled working groups (Geralis & Terziowski, 2003), sharing roles (Kishor, 2000), and autonomy (Hackman & Oldham, 1975).

Information sharing is informing employees regarding their financial strength, work unit performance and future projects like major investment, acquisition, introducing new technologies (Lawler et al., 1992). Participation in decision making refers to employees' involvement in formal participation processes, for instance, problem solving discussions, roundtable discussions, group discussions, suggestions systems and quality improvement discussions (Gardner et al., 2011). Influence at work provides employees a formal control over their job or department about what happens (Spreitzer, 1995). Communication refers to the formal organizational communication process which informs employees about organization's actions, goals, operating performance and competitive performance (Gardner et al., 2011). Autonomy represents the employees' freedom in carrying out their job or work (Tremblay et al., 1997). Grievance procedures refer to the formal complaint procedures about work, job or environment or operations activities (Cho, 2006). Self- management denotes to the controlling the self or by group (Sutton et al., 2004).

Self Efficacy

The theory of self-efficacy is a theoretical system established and developed by the famous American psychologist Bandura from the perspective of social cognition theory. This theoretical system is not only a logical extension of its social cognition theory, but also a further expansion of social cognition theory. It is the most important theory used by contemporary psychology to explore and reveal the intuition or belief of human beings. As a core concept of this theory, self-efficacy has the ability to directly influence people's thinking, motivation and behavior. (Anderson J C, Gerbing 2016). The theory of self-efficacy has a wide range of application values, and has penetrated into many fields of human psychology, behavior and life,

such as clinical psychology, health psychology, school education, career guidance, organization management, sports, etc. It has made great contributions to improving behavioral efficiency and creating a happy life. (Guo Benxi, Jiang Feiyue 2018)

Definition and development of self-efficacy

At different times, self-efficacy has also been given different meanings. Before the 1980s, Bandura regarded self-efficacy as a rather specific ability expectation, which believed that it could influence the individual's choice and effort on the target, and the behavior required by people to achieve a certain goal or result. Ability belief. (Zhou Wenxia, Guo Guiping. 2016) After the 1980s, self-efficacy was considered to be a self-generating ability to perceive self-abilities and to judge ability. This ability was generated in the process of achieving various goals, and it was also a self-belief. By the 20th century, self-efficacy was defined by Maddux, JE as "the belief that people have the process, motivation, and ability to understand resources needed to accomplish their tasks." After that, Bandura (1997) defined it as "People's belief in their ability to organize and implement the action processes required to achieve a specific achievement goal." In 1998, Stakovic and Russell gave a broader, more practical definition: "Self-efficacy refers to an individual's belief in one's own ability (or self-confidence) that enables In order to successfully complete a specific task in a certain context, one can mobilize the necessary motivation, cognitive resources and a series of actions." (Bandura liaoxiaochun, 2015)

In essence, self-efficacy is a self-generating ability (that is, the ability to generate self-reactive). Bandura pointed out that "efficiency is a generating ability that combines sub-skills in cognitive, social, emotional, and behavioral skills. Organize them and use them effectively for a variety of purposes. (Bundula (liaoxiaochun Translation). 2015) So we can see that self-efficacy has four meanings: 1 Self-efficacy is the individual's ability to self. Subjective judgment, judge the ability of an individual to engage in an activity or perform a certain behavior; 2 self-efficacy is formed in the process of individuals achieving various goals, is a self-generating ability, can help individuals integrate various ability information; Individuals in different fields will show different self-efficacy, which means that individuals have different self-efficacy to achieve different goals; 4 self-efficacy through continuous accumulation will eventually form an individual's self-belief. (Guo Benxi, Jiang Feiyue. 2018)

Factors and variables that influence the formation of self-efficacy

People perform various behaviors in different situations to achieve different goals, in the process accompanied by people's self-efficacy beliefs. Bandura believes that people get information about their own intelligence and abilities through various sources of information, and ultimately form a self-efficacy belief. These sources of information mainly come from the following four aspects: (1) the experience of the individual's experience is usually measured by the individual as an indicator of personal ability; 2 the alternative experience is generally obtained through the transfer of ability and comparison with others, which can change the individual's efficacy belief.

Self Efficacy of University lecturers

The self-efficacy of the lecturer is of great significance to the development of the lecturer. Pang Lijuan and Hong Xiumin (2005) believe that the self-efficacy of the lecturer is an important internal dynamic mechanism for the independent development of the lecturer. It enables the lecturer to enhance professional commitment, generate self-employment motivation, and

influence the lecturer's educational behavior and the lecturer's physical and mental health. Yang Cuiwei (2011) believes that the lecturer's sense of self-efficacy affects the growth of the lecturer by influencing the professional identity, education and teaching behavior and physical and mental health of the lecturer, and can enhance professional growth through self-suggestion, teaching reflection and failure attribution. Li Yanli (2014) found that self-efficacy affects the internship lecturer's enthusiasm, persistence, and ability to work, and affects his or her final choice of career and confidence in future education.

This study considers self-efficacy to be universal and can be measured in three dimensions: level, intensity and breadth in any situation. Different work situations have different requirements for the three dimensions of employees, and the impact on these three dimensions is different. In practical applications, these three dimensions can be cultivated and upgraded in focus. In this study, because only the study of the relationship between internal factors of self-efficacy is involved, different work situations have little impact on the research process.

Self Determination Theory (SDT)

Self-determination theory is a macro theory of human personality and motivation which postulates that peoples have inherent growth inclinations and innate psychological needs. In the 1970s, SDT evolved from different studies of intrinsic and extrinsic motivation to understand the individual's behavior. While by 1980s, the SDT was formally evolved and introduced and became an empirical theory. SDT is developed by the Deci & Ryan (1985). Further, SDT is applying to different areas of social psychology and to understand the individual's behavior that how to motivate and direct the behavior of people towards certain goals and objectives, and the usage of this theory has increased since 2000s.

The theory posits that positive psychology trigger positive emotions and ways to develop individual strength. This theory is related to the motivation behind the choices people make with or without any interference and influence. Self-determination theory is concerned with extent to which employee's behavior is self-determined and self-motivated. Moreover, it provides explanation of human behavior that people may engage in a set of activities or tasks by different types of motivation. In addition to it, satisfaction of basic psychological needs results in the extrinsic motivation and human fulfillment (Deci & Ryan, 1985). For people's growth and development, the satisfaction of basic needs play an important role and such basic needs are relatedness, autonomy and competence (Ryan & Deci, 2000).

Theory of Planned Behavior (TPB)

The TPB has been famously used in various studies. Mathieson (1991) in the study of the spreadsheet usage, found that the Intention To Use was predicted by Attitude and Perceived Behavioral Control. However, the Subjective Norm insignificantly influenced the Intention To Use. Later, Taylor and Todd (1995) revealed that Attitude, Perceived Behavioral Control and Subjective Norm significantly effected the behavior. Then, Harrison, Mykytyn, and Riemenschneider (1997) in a study on executive's decision to adopt IT had found that Perceived Behavioral Control and Subjective Norm significantly influenced Attitude. Meanwhile, Limayem, Khalifa, and Frini (2000) in online shopping discovered that Attitude, Perceived Behavioral Control, and Subjective Norm were significant with Intention. They had also found that Personal Innovativeness and Perceived Consequences had a significant effect on the online shopping intention.

Interestingly, Riemenschneider, Hardgrave, and Davis (2002) found a significant influence of Attitude and Subjective Norm on intention to adopt a software development while Perceived

Behavioral Control was not significant. Nevertheless, in a study that examined the Chinese users in instant messaging service in China, Lu, Zhou, and Wang (2009) with their results signified that Attitude, Perceived Behavioral Control, and Subjective Norm significantly

Research Framework

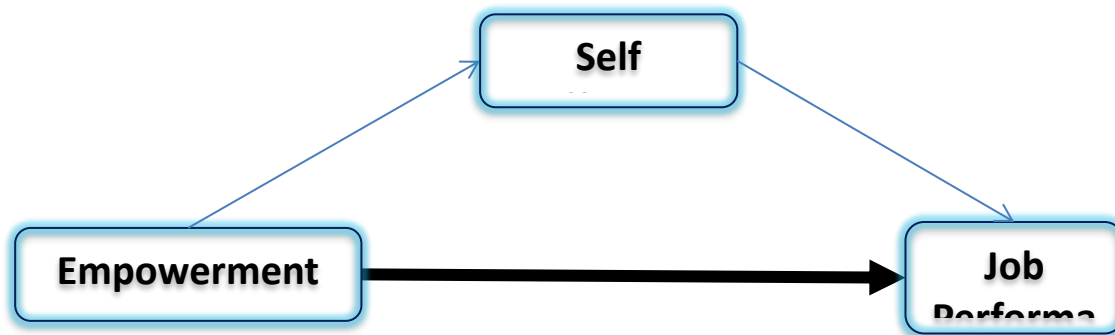


Figure 1: Theoretical Research framework

Table 2

List of hypotheses

H1	Empowerment Enhancement (EE) has Significant positive impact on Chinese lecturers' Self Efficacy (SE)
H2	Self Efficacy (SE) has Significant positive impact on Chinese lecturers' Job Performance (JP)
H3	Empowerment enhancement has Significant positive impact on Chinese lecturers' Job Performance (JP)
H4	Self Efficacy (SE) mediates the relationship between Empowerment Enhancement (EE) and Job Performance (JP) of Chinese lecturers

Measurement of the instrument:

To test the hypothesis of this study, we used SmartPLS software to run PLS-SEM. PLS-SEM has become a widespread technique in management and marketing literature and has been utilized by several previous studies such as (Farrukh, Ting, et al., 2018; Farrukh et al., 2019; Farrukh, Alzubi, et al., 2018; Farrukh, Lee, & Shahzad, 2019; Farrukh, Meng, Sajid, & Shahzad, 2020)

Table 3

Measurement of Variables

Measurement	Items	Sources/Authors/Years
Empowerment Enhancement	12	Spreitzer (1995), Ashforth (1989), Hackman and Oldham(1980)
Self Efficacy	10	Jex and Bliese (1992)
Job Performance	26	Fan Jingli and Zheng Bojun (2014)
TOTAL	48	

Population and sample size

This study selected 10 institutions of higher learning, including; Shanxi University, Taiyuan University of Technology, North University of China, Shanxi University of Finance and Economics, Shanxi Normal University, Communication University of Shanxi, Shanxi Medical University, Shanxi University of Traditional Chinese Medicine, Shanxi Agricultural University, and Yuncheng University. Further, within each strata number of teaching staff were taken as target population for the study. Number of teaching staff was differing by government and private universities. On average the number of teaching staff in universities was 14843. Details of the population is given in the below table 5.

Table 5

Population 10 University Shanxi province					
S/N	University Name	Web address	Province	No of teaching staff	
1	Shanxi University	http://english.sxu.edu.cn/	Shanxi	2,095	
2	Taiyuan University of Technology	http://www2017.tyut.edu.cn/	Shanxi	2,014	
3	North University of China	http://www.at0086.com/NUC/	Shanxi	2,660	
4	Shanxi University of Finance and Economics	http://www.at0086.com/SUEF/	Shanxi	1,700	
5	Shanxi Normal University	https://english.snnu.edu.cn/	Shanxi	1,139	
6	Communication University of Shanxi	http://en.cuc.edu.cn/	Shanxi	400	
7	Shanxi Medical University	https://eaziline.com/shanxi-medical-university/	Shanxi	1,600	
8	Shanxi Agricultural University	http://www.sxau.edu.cn/	Shanxi	1,700	
9	Shanxi University of Traditional Chinese Medicine	http://gjzx.sxtcm.edu.cn/index.htm	Shanxi	618	
10	Yuncheng University	http://en.ycu.edu.cn/	Shanxi	917	
TOTAL				14843	

Sampling is that procedural process of selecting items from the population so that the sample main features can be generalized to the overall population (Cavana et al. 2001) also according to (Cavana et al. 2001) sampling involves both design choice and sample size decision. The multistage sampling technique was used in this study and it include stratified random sampling technique, this was adopted by taking samples from different stratum (identifiable groups), subgroups, etc. however, the subgroup identified in this study was sub-sectors departments inside the university of higher education as a result of the fact that it ensures an even and proportional representation of specific group nonetheless in this case selection of individuals will be from the educational strata list (Blacks, 1999).

The simple random sampling technique used for selection in each sub-sectors as in simple random sampling technique each population has an equal chance of being selected in the sample

(Malhotra, 2004). Thereby the samples of this study comprises of Academic staff members. Researches done in the past contain reliable data that support this study (Oluwafemi, 2013).

Sampling Frame

Sampling frame is a listing of elements in the research population (Sekaran, 2003). Based on statistics from Ministry of Education in China (2018), the number of Universities in Shanxi province was determined. To determine the number of universities as the sample of the present study, proportionate random sampling was applied given in table 6.

Table 6

Sample size details				Sample Size (2.53 %)
S/N	University Name	Province	No of teaching staff	
1	Shanxi University	Shanxi	2,095	53
2	Taiyuan University of Technology	Shanxi	2,014	51
3	North University of China	Shanxi	2,660	67
4	Shanxi University of Finance and Economics	Shanxi	1,700	43
5	Shanxi Normal University	Shanxi	1,139	29
6	Communication University of Shanxi	Shanxi	400	10
7	Shanxi Medical University	Shanxi	1,600	40
8	Shanxi Agricultural University	Shanxi	1,700	43
9	Shanxi University of Traditional Chinese Medicine	Shanxi	618	16
10	Yuncheng University	Shanxi	917	23
TOTAL			14843	375

Reliability of the instrument

Table 7

Reliability of the instrument

Measurement	Items	Cronbach's Alpha
Empowerment Enhancement	12	0.75
Self Efficacy	10	0.83
Job Performance	26	0.74

Respondents' demographical Profile

The total observations were 375; all of the respondents are from the Shanxi province. Majority of respondents were male (56%), and 44% are the females. The age of the mostly respondents was between 26-35 years comprising over 54%.

Table 8

Demographical results of the respondents

Demographics	No.	Percentage
Gender		

1	Male	211	56.27
0	Female	164	43.73
	TOTAL	375	100.00
Age			
1	less than 25	12	3.20
2	26-35	204	54.40
3	36-45	119	31.73
4	46-55	40	10.67
5	56 and above	0	0.00
	TOTAL	375	100.00
Education			
1	Bachelor	27	7.20
2	Master	241	64.27
3	PhD	96	25.60
4	Post Doc	7	1.87
5	Others	4	1.07
	TOTAL	375	100.00
Experience			
1	Less than 10	222	59.20
2	11--20	138	36.80
3	21-30	9	2.40
4	31-40	4	1.07
5	More than 50	2	0.53
	TOTAL	375	100.00
Position			
1	lecturer	196	52.27
2	senior lecturer	82	21.87
3	Asst. Professor	71	18.93
4	Associate Professor	19	5.07
5	Professor	7	1.87
	TOTAL	375	100.00

Most of the respondents were having master degree. Total master degree holders were 64% of the entire sample. 52% of the respondents were Lecturers and followed by 22% senior lecturers. 59 percent of the respondents have less than 10 years of working experience in the industry followed by 37 percent of the respondents having 11-20 years of working experience in the same industry.

Reliability of internal items

Table 9

Values of reflective construct (CR, AVE and Loading)

Construct	Indicator	Indicator Loading	CR	AVE	CB Alpha
Empowerment Enhancement	EE1	0.778	0.817	0.645	0.75
	EE2	0.831			
	EE3	0.707			
	EE4	0.756			
	EE5	0.868			
	EE6	0.773			
	EE7	0.827			
	EE8	0.666			
	EE9	0.724			
	EE10	0.831			
	EE11	0.607			
	EE12	0.756			
Self Efficacy	SE1	0.666	0.895	0.639	0.83
	SE2	0.724			
	SE3	0.831			
	SE4	0.607			
	SE5	0.756			
	SE6	0.868			
	SE7	0.868			
	SE8	0.773			
	SE9	0.756			
	SE10	0.662			
Job Performance	JP1	0.778	0.884	0.661	0.74
	JP2	0.831			
	JP3	0.864			
	JP4	0.845			
	JP5	0.832			
	JP6	0.829			
	JP7	0.662			
	JP8	0.662			
	JP9	0.778			
	JP10	0.831			
	JP11	0.707			
	JP12	0.756			

	JP13	0.868			
	JP14	0.756			
	JP15	0.845			
	JP16	0.832			
	JP17	0.827			
	JP18	0.666			
	JP19	0.724			
	JP20	0.827			
	JP21	0.731			
	JP22	0.725			
	JP23	0.811			
	JP24	0.842			
	JP25	0.23			
	JP26	0.784			

Main Effects

Table 10

Results of Main Effects Hypotheses

Hypothesis	Relationship	Std Beta	Std Error	T-Value	Decision
H1	EE → SE	0.342	0.019	2.928**	Supported
H2	SE → JP	0.423	0.072	5.901**	Supported
H3	EE → JP	0.213	0.054	5.305**	Supported

Source: Researcher

**p < 0.01, *p < 0.05

An estimation of Variance explained in the endogenous latent variable

Table 11

Variance Explained in the Endogenous Latent Variable

Latent Variable	Variance Explained
Job Performance	38%

Source: Researcher

Mediation results

Table 12:

Construct Cross-Validated Redundancy in the Endogenous Latent Variable

Hypotheses	Relationships	Direct effect	T value of direct effect	Indirect effect	T value of indirect effect	Decision
H4	EE->SE ->JP	0.213	5.35**	0.349	7.511*	Supported

**p < 0.01, *p < 0.05

Discussion

Independent variable empowerment enhancement had been taken from three different perspectives i.e. decision making, information sharing & autonomy. Moreover, universities that empower their employees in decision making, sharing information and give them autonomy at workplace result in the high level of performance and other outputs (Meyer and Herscovitch, 2001). Likewise, empowerment enhancing practices also play an important role in promoting performance culture which in turn enhances the employees' self efficacy. When employees are empowered then they feel more control and competent and meaningful in their work.

This shows that top management needs to emphasize on employees' self efficacy with respect to their job performance and empowerment enhancement practices to build a performing workforce, which has already become prime focus of many organization (Macleod & Clarke, 2009; Truss et al., 2013). Moreover, top management must be careful of the role of empowerment in promoting self efficacy and its effect on organization effectiveness and employees' performance. In the same way, it is mentioned by Schaufeli et al. (2006) that if employees are empowered, they feel more fulfilled in their job and experiences the absorption while performing their work. Similarly, this implies that management of education industry should establish and promote such a positive organizational climate which consists of open door policy and two-way communication practice as notes by Bowen & Ostroff (2004) that practices serve as communication devices.

Furthermore, results reveal that self efficacy has strong indirect effect on job performance. It infers that university management should provide an environment which leads to development of self efficacy match to the organization. In addition, university management should implement HR practices to build and foster the self efficacy. Training can enhance the self efficacy as employees consider it as investment of an organization in order to equip employees with new required skills and knowledge (Jose Chambel & Castanheira, 2012). Hence, an effective strategy to promote self efficacy can be by providing learning and supportive climate to employees, further by providing the right skills to the employees that are relevant to the job may also increase their self efficacy to the universities as employees consider it as organizational support and care.

Practical implications

With in human resources department, in order to implement HR practices properly, universities must establish the HR department consisting of all essential sections like training and development, performance appraisal, salary and compensation, recruitment and selection and performance feedback. With only recruitment and selection department it is harder to implement HR practices. Furthermore, after establishing these three focuses it is vital to build a close coordination among all these three departments. Same is the case with performance appraisal as it scans the right employees for the organization. Similarly, the training and development programs will build employee's capabilities and their skills to perform their current and future job properly. Having said that these practices are important and should be carried out with proper implementation, it still depends on few things like financial stability, investment plan of the university and return on investment plan (Lucas et al., 2004). In order to retain the talented employees, top management could develop and manage formal monitoring programs and also conduct proper training need analysis (TNA).

Theoretical contributions

Major contribution of this study is in classifying and developing of the selected independent variable (Empowerment enhancement), which is comprised of further several dimensions. Existing literature does not examine the different aspects of these variables in such a details; in terms of this specific the elected independent variable (empowerment enhancement), one mediating variable (self efficacy) and one dependent variable (job performance). The combination of these study variables may have better effects on organization and individual related outcomes/performance (Gardner et al., 2011). Therefore, classification of specific variables support the notion to manage and promote employees through self efficacy. Synergistic effects of the selected independent variable (empowerment enhancement) and job performance are better predictor of outcomes than the individual HR issues and arrangements. Moreover, this adds value to the existing body of knowledge.

Another contribution of the study is that it focused on teaching staff level analysis in Shanxi provincial Chinese education industry. Very few studies have focused on teachers' level of job performance as past studies have focused on general employee performance i.e. the front level employees'. Hence, this empirical study has focused on the teaching staff level which is considered as the locus of talent; adds value to the existing literature on academic level rather than general employees' job performance.

Limitation of the Study

- ✓ This study is focused on teaching staff as the locus of talent. It was done with the assumption that talent is mainly concentrated at this level. However, other categories of employees can also come under the talent pool.
- ✓ Furthermore, this study is cross-sectional as data has been collected from universities at single point of time which has its limitations as compared to a longitudinal study.
- ✓ Another limitation of the study is that data has been collected from the education industry; findings of this study cannot be generalized to all other industries. Similarly, other factors can influence job performance, for example the international and economic conditions of the country.

Future Research and Recommendations

- ✓ Although the concept is multidimensional but due to constraints mentioned in previous section this study used the concept as unidimensional. This opens avenue for future research to use the multiple dimension of job performance for future research and also take into an account the multidimensionality of the other constructs like; empowerment enhancement.

Conclusion

Chinese scholars have gradually increased the research on the performance of lecturers, and some have paid attention to the influencing factors of job performance. The literature has been mainly concerned with the influence of individuals, organizations and work. The influencing factors of lecturer's job performance mainly include work environment, organizational commitment and human resource management. Research on university lecturers shows that achievement motivation has a positive impact on job performance and is more significant. The lecturer's work input and job satisfaction play a partial intermediary role. Through the factor analysis method that the individual psychological ability of the lecturer, the university system and external resources, leadership and team support, material and spiritual motivation, individual knowledge and skills, and the lecturer's organizational commitment are all

influential. The main factor in the performance of university lecturers remained social support, professional psychological capital and job performance of university lecturers is more significant.

This study revealed the relationship between university lecturer personality characteristics and job performance through empirical research, and verified the regulatory role of organizational identity. However, the research on the performance of university lecturers is not comparable in terms of the number of results and the level of research. Based on the results and the performance evaluation of general organization employees, the current research should further expand the research object to the next level and analyze the influencing factors of university lecturer's job performance and establish a comprehensive dynamic evaluation mechanism to better motivate the lecturer and to promote the overall development of the lecturer.

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