

A CAUSAL MODEL OF FACTORS AFFECTING HIGH PERFORMANCE ORGANIZATION OF COLLEGES AND UNIVERSITIES IN SHENYANG UNDER LIAONING PROVINCE

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ABSTRACT

The objectives of this research were: (1) to examine components of the high performance organization (HPO) of colleges and universities in Shenyang, Liaoning Province; (2) to develop a causal model of factors affecting high performance organization(HPO) of colleges and universities in Shenyang, Liaoning Province; and (3) to verify the causal model of factors affecting high performance organization of colleges and universities in Shenyang, Liaoning Province with empirical data.

The research was a mixed methodology research. The Population consisted of 4844 people who were managers and teachers They came from 3 colleges and universities of different school categories in Shenyang, Liaoning Province, which are classified according to school type. The researcher determined sample size with Krejcie and Morgan's Table (1970). The sample size was 357. The key informants were five experts, obtained by purposive sampling method. The instruments used for data collection were Analysis of literature content and five-point survey scale. The statistics used for data analysis were descriptive statistics, correlation analysis, and regression analysis to analyze the collected data, Confirmatory Factor Analysis (CFA), and Structural equation model (SEM).

The research findings revealed that; (1) the components of high-performance organizations in universities in Shenyang, Liaoning Province were identified;HPO consist of nine components:leadership, excellent talent team, a good working environment, clear goals and

performance orientation, efficient communication and collaboration, continuous learning and innovation, emphasize teacher development and satisfaction, incentive and reward mechanism, organizational culture and values (2) a causal model for high-performance organizations in colleges and universities were developed and verified its rationality; and (3) Leadership positively impacted direct and indirect high-performance organizational performance through motivation. Motivation directly enhanced performance, while its impact on Organizational commitment was limited. Organizational commitment directly improved performance. Leadership's indirect impact on high-performance organizations operated through motivation and organizational commitment. Leadership incentives had a limited impact on Organizational commitment in high-performance organizations.

Keywords: High Performance Organization, Colleges and Universities, Shenyang City

1. Introduction

Amidst the 20th National Congress of the Communist Party of China, education reform gained prominence, especially with the "Double First Class" Plan of 2015, focusing on cultivating talents in universities. This aligned with provincial initiatives, like Liaoning Province's support plan for first-class universities and disciplines. Shenyang, home to 42 universities, including 25 undergraduate ones, faces educational competition and reform challenges. Domestic literature, including works by Wen Yueran, Liu Xin, and Zhang Huiyan, et al., explores high-performance organizations, offering valuable insights into their construction, key elements, and practical aspects. These sources provide crucial references for related research and practice. While Chinese literature predominantly focuses on enterprises, there's a dearth of research on high-performance organizations in universities. Addressing this gap is pivotal, as understanding how universities can achieve high performance, the factors influencing it, and strategies for establishing high-performance organizations is the next challenge. Within university management, managers' and teachers' motivation and Organizational commitment significantly impact performance, affecting their attention to goals and shaping the organizational culture (Pawoko, Wibowo, & Hamidah, 2019). This knowledge is vital for solving performance-related issues and building high-performance organizations in universities. warranting enhanced performance and high-performance organization research.

China's higher education policies encourage high-performance organizations in universities, improving teaching, research, and societal impact. While global studies provide insights, adapting them to Chinese university contexts is essential. The research's significance

lies in investigating factors influencing organizational performance in Shenyang's university high-performance organizations.

Understanding these dynamics aids universities in enhancing performance and resource efficiency, while influencing policy formulation. Bridging existing gaps, this research contributes to management theory, supports policy-making, and encourages further research. With a background in educational management, the researcher's focus stems from personal experience and identified gaps, aiming to contribute to educational reform and optimized organizational performance.

2. Research Questions

This study sought to answer the following research questions:

- (1) What are components of HPO of colleges and universities in Shenyang, Liaoning Province?
- (2) What is the causal model of factors affecting HPO of colleges and universities in Shenyang, Liaoning Province?
- (3) Does the causal model of factors affecting colleges and universities in Shenyang, Liaoning Province fit with empirical data?

3. Research Objectives

- (1) To examine components of the HPO of colleges and universities in Shenyang, Liaoning Province.
- (2) To develop a causal model of factors affecting HPO of colleges and universities in Shenyang, Liaoning Province.
- (3) To verify the causal model of factors affecting HPO of colleges and universities in Shenyang, Liaoning Province with empirical data.

4. Research Hypothesis

H1. The leadership factors positive direct effect on high-performance organizational performance.

H2. The leadership factors has a positive indirect effect on high-performance organizational through motivational mediators.

H3. The leadership factors has a positive indirect effect on high-performance organizational through organizational commitment mediator.

H4. The motivation factor on high-performance organizational performance had direct effect.

H5. The Motivation factors has a positive direct effect on organizational commitment.

H6. The organizational commitment factors effect on high-performance organizational has positive direct.

H7. The leadership factors has indirect affect on high-performance organizations through effecting motivation.

H8. The leadership factors had indirect affect on high-performance organizations through organizational commitment.

H9. The leadership factors had indirect affect on high-performing organizations through the motivation on Organizational commitment.

5. Research Method

(1) Research Design

The research methodology was mixed methodology, including qualitative and quantitative research. Adopting a cross-sectional study design, collect data at the same time point to understand the factors that affect the performance of universities. Using quantitative research methods and quantitative data, delve into the influencing factors of university performance. Using literature research for content analysis, systematically analyzing and explaining the content and viewpoints of existing literature.

(2) Population and Sample

Using multi-stage random sampling: Select three typical universities from 25 universities in Shenyang based on different school categories. The total staff of the three universities (Lu Xun Academy of Fine Arts, Shenyang Normal University, and Northeast University), including teachers, managers is 4844. Use stratified random sampling method to select a certain proportion of samples from the faculty and staff of each university. Ensure that the sample is representative and can reflect the overall situation of the university. the sample size is 357 people. In subsequent studies, statistical analysis and inference have high external validity and generalizability.

(3) Research Instruments

The main instruments used in this research was a 5-point scale questionnaire that the researcher created from the review of literature and the validity checked by 5 experts, included the reliability the alpha coefficient was 0.900.

(4) Data Collection

Qualitative research will collect data through interviews and literature reviews. Quantitative research will collect data through questionnaire surveys. The survey questionnaire will consist of five parts, which are used to collect data on teachers' personal information, motivation, organizational commitment. The questionnaire will be graded using a 5-point scale, with 1 indicating 'completely disagree' and 5 indicating 'completely agree'.

(5) Data Analysis

Qualitative research analysis: For qualitative data, such as interviews and literature reviews, researchers will use content analysis methods. They will carefully read and analyze the collected data to identify important themes, viewpoints, and patterns.

Quantitative research analysis: For quantitative data, researchers will use SPSS software for data analysis. They will utilize the functions of SPSS for descriptive statistical analysis, inferential statistical analysis, and regression analysis. These analysis methods will help researchers reveal the relationships, trends, and significance levels between variables. Through CFA/SEM analysis, researchers can verify the suitability and validity of the measurement model, ensure the reliability and validity of the measurement tool, and conduct subsequent causal analysis and theoretical verification.

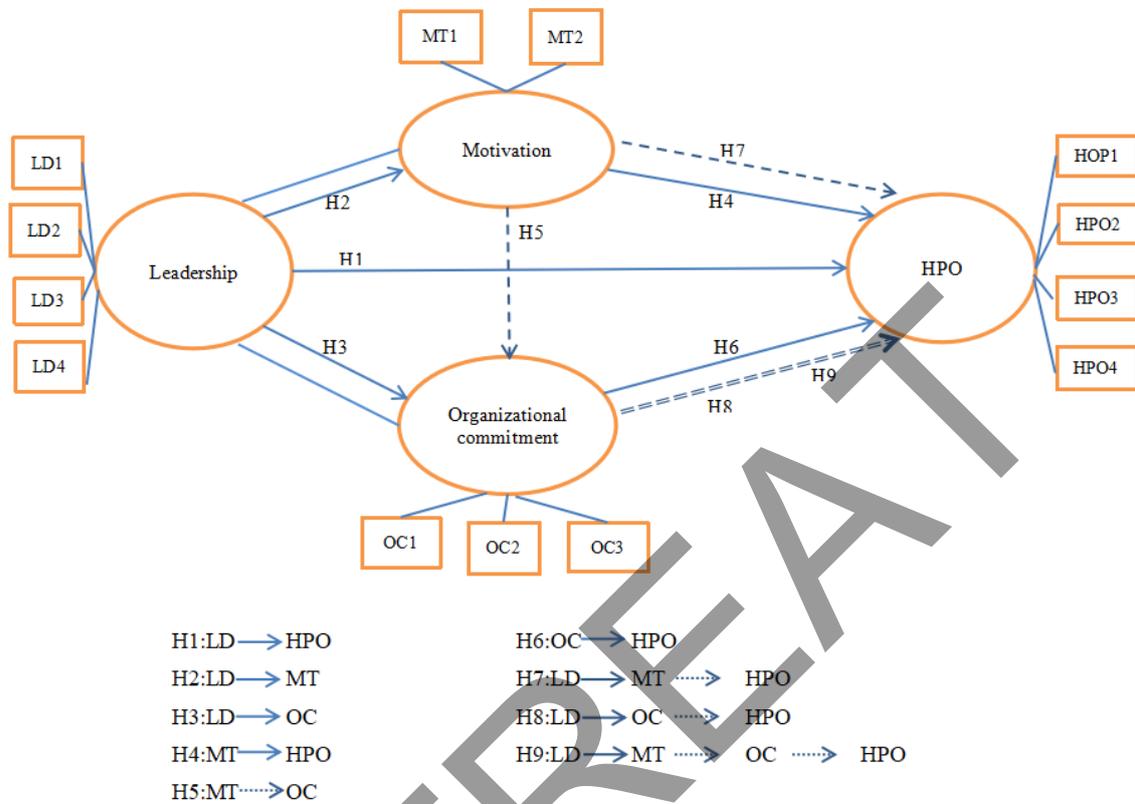
Model validation: Finally, researchers will validate the established model. They will use fitting indicators such as χ^2 Fit, comparative fit index CFI, Table of measurement mode incremental fit index IFI, etc.) to evaluate the fit and reliability of the model. If the model fits well, it indicates the universality of the proposed causal relationship in different universities and backgrounds.

6. Research Results

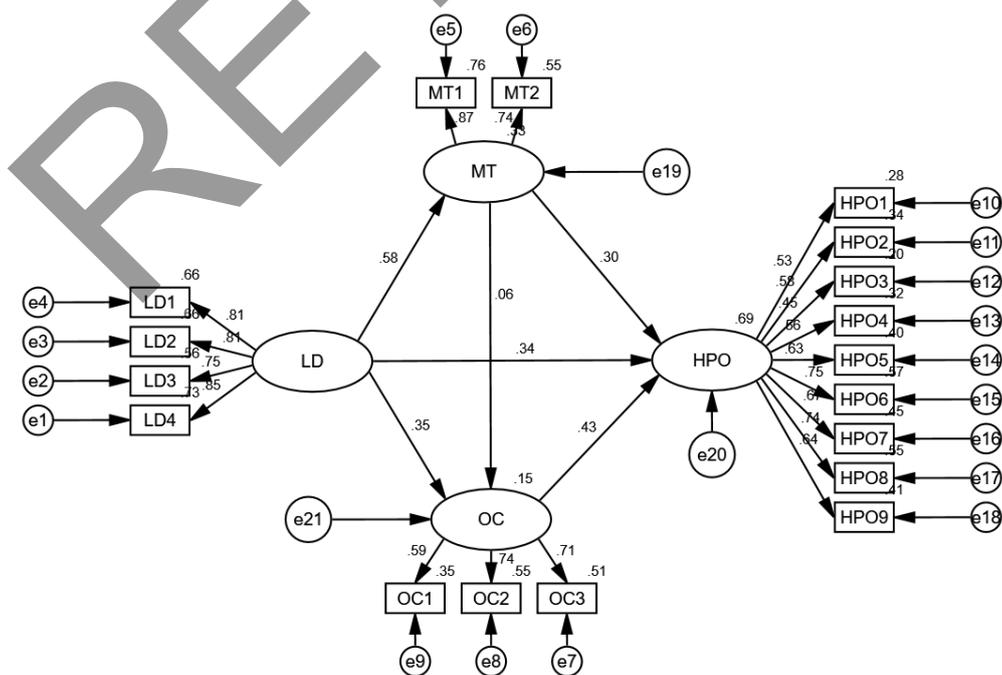
(1) Nine components of high-performance organizations in universities in Shenyang, Liaoning Province have been identified: leadership, excellent talent team, a good working environment, clear goals and performance orientation, efficient communication and collaboration, continuous learning and innovation, emphasize teacher development and satisfaction, incentive and reward mechanism, organizational culture and values

(2) proposing causal model of factors affect performance factors

Figure 02 Conceptual Framework



(3) Verifying causal model of factors of organizational performance in colleges and universities with empirical data



(4) The conclusion is as follows:

1. The direct of leadership factors effect on high-performance organizational performance is positive.
2. Leadership has a positive indirect effect on high-performance organizational performance through motivational mediators.
3. The direct effect of motivation factors on high-performance organizational performance was positive.
4. Motivation has no significant effect on Organizational commitment
5. The organizational commitment factors effect on high-performance organizational performance was positive direct effect.
6. Leadership indirect affect on high-performance organizations through effecting motivation.
7. Leadership indirect affect on high-performance organizations through effecting organizational commitment.
8. The effect of leadership incentive on Organizational commitment has little impact on high performance organizations.

7. Discussion

The discussion will be presented as follows:

7.1 Discussion about major findings of objective 1

This research identified nine components of high-performance organizations in Shenyang, Liaoning Province, and through in-depth literature research and expert interviews, identified key factors that affect high-performance organizations (including leadership style, motivation, organizational commitment, etc.). These elements together form the foundation of high-performance organizations and play an important role in the management and teaching of universities. Firstly, leadership plays a crucial role in the performance of universities. Researchers have found that leaders with transformational and task oriented leadership styles can clearly set organizational and team goals to ensure clear direction and priorities for tasks. At the same time, they can stimulate employees' enthusiasm and creativity, provide effective supervision and feedback mechanisms, and promote their personal growth and development. This is also consistent with the research of many scholars (Mattison, O.Y (2010), Williams, K. (2014), Byun, G. (2016), etc.). Therefore, university managers and teachers

should focus on improving their leadership skills and leading teams to achieve high performance.

Secondly, motivation is another important factor that affects university performance. The level of motivation of teachers and managers directly affects their level of participation and effort in their work. The intrinsic motivation of university managers and teachers leads to their sustained enthusiasm and interest in their work. Researchers have found that providing challenging and developmental tasks, as well as recognizing and rewarding excellent performance, can stimulate their work motivation and promote their excellent performance in teaching and management. Through literature analysis, many scholars hold the same viewpoint (Morey, R. (2017). Redford, W.A. (2014) et al

In addition, the impact of organizational commitment on university performance cannot be ignored. When teachers and managers have a strong sense of identification with the organization and are willing to contribute to its long-term development, they will put in more effort to improve work quality and efficiency. Goodman, C (2018), Brown, M.L. (2016), Phillips, C. (2021), and other scholars have also expressed their views in their research.

In summary, the research results indicate that leadership, motivation, and organizational commitment have a significant impact on university management performance. University managers and teachers should pay attention to the improvement of these factors, adopt corresponding management strategies and measures, improve organizational performance, and promote the development of universities.

7.2 Discussion about major findings of objective 2 and 3

This research established a causal model for high-performance organizations in universities in Shenyang, Liaoning Province, and verified the rationality of the model through empirical research. Based on the empirical results of this study, we evaluated and discussed the causal model of high-performance organizations in universities in Shenyang, Liaoning Province. Firstly, the research results validate the hypothesis of H1, which means that university managers can directly improve the overall performance level of high-performance organizations while improving their leadership level. This is also consistent with the research results of experts such as Zaman, U. (2020). Freund, R. (2014).

The research results also support the hypotheses of H2 and H8, indicating that leaders indirectly improve the performance level of high-performance organizations by stimulating employee motivation and enhancing employee commitment to the organization. Scholars

such as Uppal, N. (2017). Morales S á nchez, R.,&Pasamar, S. (2020) have also supported this viewpoint through research.

In addition, the research results also validate the hypotheses of H4 and H6, which means that employees' positive motivation and high organizational commitment can directly improve the performance level of high-performance organizations. Pawoko, G.Wibowo,&Hamidah (2019). The research results of scholars such as Arshad, M., Abid, G., Contraras, F., Natasha, S. E.,&Muhammad, A. A. (2021) are consistent with this.

However, the results of this research do not support the assumptions of H5 and H9, which may mean that in the context of universities in Shenyang, Liaoning Province, the impact of incentives on organizational commitment is relatively weak, and the indirect impact of leadership on organizational commitment through incentives is also relatively limited. This result may be influenced by the characteristics of the study sample and region. The research results are inconsistent with those of Burhanis, D. M., Lubis, R.,&Sulaiman, S. (2018). Elliott, R. L. (2020). Alford, W. A. (2014) and others. Further research is needed to verify and explore.

In summary, the results of this research emphasize the importance of leadership, motivation, and organizational commitment in high-performance organizations of universities in Shenyang, Liaoning Province. University managers should focus on improving their leadership skills and directly promote the improvement of organizational performance. At the same time, they should also pay attention to employees' motivation and organizational commitment, and indirectly promote the performance improvement of high-performance organizations by stimulating employees' positive motivation and establishing good organizational commitment. However, it should be noted that the impact of motivation on organizational commitment and the indirect impact of leadership on organizational commitment through motivation require further research to understand and explain. This has important practical significance for improving the effectiveness of university management and the sustainable development of high-performance organizations.

8. Recommendations

Based on the research findings, the following recommendations are proposed in three key aspects:

8.1 Recommendation for Policies Formulation:

Enhance Leadership Skills: University administrators should undergo training to improve their leadership abilities. Governments and educational institutions can offer

programs focusing on communication, motivation, decision-making, and other leadership skills, facilitating effective guidance of university organizations toward high-performance development.

Stimulate Employee Motivation: University administrators should prioritize employee motivation and provide positive incentives and growth opportunities. Governments and universities can establish incentive systems to offer conducive work environments, promotional avenues, and recognition, thereby boosting employee engagement, loyalty, and commitment to the university.

Cultivate a Positive Organizational Culture: Universities should actively shape a constructive and value-driven organizational culture. Governments and institutions can facilitate this through training and internal communication mechanisms, reinforcing employee understanding and alignment with the organizational culture. This, in turn, enhances employee identification, collaboration, and the efficiency of high-performance organizations.

Strengthen Performance Management and Evaluation: Universities should establish robust performance management systems, including clear performance goals and indicator frameworks, and regularly evaluate and provide feedback on employee performance. Governments and universities can provide training to aid managers in conducting effective performance evaluations, delivering accurate feedback and rewards, and motivating continuous performance enhancement.

Promote Team Collaboration and Knowledge Sharing: Fostering a culture of teamwork and knowledge sharing within universities is crucial. Governments and institutions can provide training to develop teamwork and communication skills among employees. Platforms for interdisciplinary cooperation can be established, encouraging innovation and the advancement of high-performance organizational development.

8.2 Recommendation for Practical Application:

1. Provide leadership training and development plans for university managers to help them improve their leadership skills and style, effectively influencing and motivating employees, and promoting the performance improvement of the university.

2. By establishing incentive mechanisms, including reward systems, promotion opportunities, and professional development support, the intrinsic motivation of teachers and employees is stimulated, their work engagement and enthusiasm are enhanced, and performance is improved.

3. By establishing a positive organizational culture, providing opportunities for teacher development, and paying attention to teacher welfare, managers and teachers can enhance their sense of identification and loyalty to the university organization, and promote their contribution to the long-term development of the university.

4. Establish a scientific and effective performance evaluation system, including setting clear performance goals, setting performance evaluation standards, and providing timely feedback mechanisms to motivate and guide teachers and employees to continuously improve their performance level.

5. Advocate teamwork and interdisciplinary cooperation, provide a platform for teachers to collaborate and learn, promote knowledge sharing and innovation capabilities, and further improve the performance level of universities.

8.3 Recommendation for Further Research:

Consider Other Influencing Factors: Explore the impact of factors like organizational culture, employee satisfaction, and work environment on university performance. This broader scope will lead to a more comprehensive understanding.

Examine Mediating and Moderating Effects: Investigate if motivation mediates between leadership and performance, or if other variables moderate the relationship between leadership and performance.

Cross-Period Research: Conduct follow-up surveys over time to track changes in university performance and the enduring influence of leadership, motivation, and Organizational commitment.

Use Multi-Method Research: Besides quantitative methods, employ qualitative approaches like interviews and observations for richer insights. This multi-method approach will provide a holistic view and deeper interpretation of results.

These suggestions aid in delving into Shenyang's university performance, broadening understanding of factors and strategies. Researchers can adapt methods based on resources to advance theoretical and practical aspects of university performance.

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