

A Moderating Influence of Organisational Capabilities on the Relationship between Teacher Competency and Teacher Performance within Private Higher Education in Sichuan

Liu Shukun

City University, Malaysia, 316060502@qq.com

ABSTRACT

In the dynamic landscape of private higher education in Sichuan, China, the relationship between teacher competency and performance stands as a critical factor shaping academic excellence and institutional success. This study investigates the nuanced interplay between teacher competency, organizational capabilities, and teacher performance within the context of private higher education institutions (PHEIs) in Sichuan. Drawing upon resource-based theory and organizational capability frameworks, this research aims to uncover how organizational capabilities moderate the relationship between teacher competency and performance. The study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather comprehensive data from faculty members and administrators. The quantitative phase involves surveying a sample of teachers from various disciplines across multiple private higher education institutions in Sichuan. Measures of teacher competency, organizational capabilities, and teacher performance will be assessed using validated scales. Statistical techniques such as regression analysis and moderation analysis will be employed to analyze the quantitative data. In the qualitative phase, semi-structured interviews with faculty members and administrators will provide rich insights into the mechanisms through which organizational capabilities influence the relationship between teacher competency and performance. Thematic analysis will be utilized to identify patterns and themes emerging from the qualitative data. This research contributes to both theoretical understanding and practical implications within the realm of private higher education management. By elucidating the moderating role of organizational capabilities, this study sheds light on strategies that PHEIs in Sichuan can employ to optimize teacher performance through enhancing teacher competency within the organizational context. The findings of this research hold significant implications for policymakers, administrators, and educators aiming to foster a conducive environment for effective teaching and learning in private higher education institutions in Sichuan, China, and beyond.

Keywords: organizational capabilities, teacher competency, teacher performance, higher education

I. INTRODUCTION

Research on teacher performance within private higher education institutions in China has gained attention in recent years, yet several significant research gaps persist. One notable gap lies in the exploration of the unique contextual factors influencing teacher performance specifically within the private higher education sector. While studies on teacher performance exist in the broader educational context in China, there is a lack of focused inquiry into the distinct challenges and opportunities encountered by teachers in private institutions. Additionally, there is limited research examining the role of organizational capabilities in shaping teacher performance within this context. Organizational capabilities, including leadership, resources, and institutional culture, are likely to have a substantial impact on teacher effectiveness, yet empirical investigations into these dynamics are scarce. Furthermore, there is a dearth of longitudinal studies tracking the trajectory of teacher performance over time within private higher education institutions, which could provide valuable insights into the sustainability and evolution of teaching quality. Addressing these research gaps is essential for developing a comprehensive understanding of teacher performance in private higher education in China and informing targeted strategies for improvement.

Research on teacher competency within private higher education institutions in China remains an area ripe for exploration, with several notable research gaps. Despite the growing emphasis on teacher quality in Chinese higher education, there is a dearth of studies specifically focusing on teacher competency within the context of private institutions. While research on teacher competency exists within the broader educational landscape in China, there is limited inquiry into the unique challenges and requirements faced by teachers in private higher education settings. Furthermore, there is a lack of consensus regarding the definition and measurement of teacher competency, with varying conceptualizations and assessment methods prevalent in the literature. Additionally, there is a scarcity of research examining the influence of organizational factors, such as institutional support and professional development opportunities, on teacher competency within private higher education institutions. Addressing these gaps is crucial for gaining a comprehensive understanding of the factors shaping teacher competency in private higher education in China and for informing targeted strategies for teacher development and institutional improvement.

Empirical research on the push factors of organizational capabilities within the realm of private higher education institutions in China is still relatively scarce, leaving significant gaps in our understanding of this crucial aspect. While theoretical frameworks often emphasize the importance of organizational capabilities in driving institutional performance and effectiveness, empirical studies specifically investigating the push factors, or the internal drivers that compel organizations to enhance their capabilities, are lacking. Limited empirical evidence exists regarding the specific organizational processes, practices, or interventions that prompt private higher education institutions in China to invest in and develop their capabilities. Additionally, there is a dearth of research examining the effectiveness of various strategies employed by these institutions to strengthen their organizational capabilities and the outcomes associated with such efforts. Closing these empirical gaps is essential for elucidating the mechanisms through which organizational capabilities are cultivated and leveraged within the

context of private higher education in China, thereby informing evidence-based strategies for organizational development and improvement.

The problem statement concerning organizational capabilities as a moderating variable on the achievement of teacher performance within private higher education institutions in China reflects a critical gap in current research. While studies have extensively examined teacher performance and its determinants, there remains a notable dearth of research exploring the nuanced role of organizational capabilities in shaping and enhancing teacher effectiveness. Organizational capabilities encompass a range of internal resources, structures, and processes that influence an institution's capacity to support and enable teacher performance. However, empirical evidence regarding how specific organizational capabilities, such as leadership, professional development opportunities, and institutional culture, moderate the relationship between teacher competency and performance remains limited within the context of private higher education in China. Consequently, there is a pressing need for research that not only examines the direct effects of teacher competency on performance but also elucidates how organizational capabilities amplify or mitigate these effects. Addressing this gap in the literature is essential for informing evidence-based strategies aimed at optimizing teacher performance and fostering a conducive organizational environment within private higher education institutions.

II. LITERATURE REVIEW

A. Teacher Performance

Defining teacher performance is a complex task that encompasses various dimensions and perspectives within the educational context. While numerous definitions exist, there is a consensus that teacher performance goes beyond mere classroom delivery and includes a multifaceted assessment of teaching effectiveness, student learning outcomes, professional conduct, and contributions to the educational community. Darling-Hammond (2006) describes teacher performance as the ability to facilitate student learning and development through effective instructional practices, curriculum design, and classroom management. Additionally, Harris and Sass (2011) emphasize the importance of measuring teacher performance based on student achievement gains, arguing that effective teaching should result in tangible improvements in student learning outcomes. Moreover, Danielson (2007) highlights the significance of evaluating teacher performance through comprehensive frameworks that consider instructional planning, instructional delivery, classroom environment, and professional responsibilities. These definitions underscore the dynamic and holistic nature of teacher performance assessment, which requires careful consideration of both qualitative and quantitative indicators to capture the full spectrum of teaching effectiveness.

B. Underpinning Theory on the Teacher Performance

Understanding the underpinning theory of teacher performance is essential for informing research and practice in education. One prominent theoretical framework that has guided the study of teacher performance is

the framework of effective teaching developed by Charlotte Danielson. Danielson's framework emphasizes the multidimensional nature of effective teaching and delineates various components that contribute to teacher effectiveness, such as instructional planning, instructional delivery, classroom environment, and professional responsibilities (Danielson, 2007). According to this framework, effective teaching involves not only the delivery of content but also the creation of a supportive learning environment, the implementation of research-based instructional strategies, and ongoing professional growth and reflection. Furthermore, Bandura's social cognitive theory provides insights into the role of self-efficacy beliefs in shaping teacher performance. According to Bandura (1997), teachers' beliefs in their ability to successfully execute instructional tasks influence their motivation, effort, and persistence in the classroom, ultimately impacting their performance. By understanding the interplay between these theoretical perspectives, researchers and educators can develop strategies to enhance teacher performance and promote student learning outcomes.

C. Teacher Competency

Defining teacher competency is fundamental to understanding and evaluating the effectiveness of educators in their professional roles. Teacher competency refers to the knowledge, skills, and abilities that educators possess and demonstrate in their practice to effectively facilitate student learning and development. Darling-Hammond (2006) suggests that teacher competency encompasses a broad range of capabilities, including subject matter expertise, pedagogical knowledge, classroom management skills, and the ability to differentiate instruction to meet diverse student needs. Furthermore, the Interstate Teacher Assessment and Support Consortium (InTASC) provides a comprehensive framework that outlines the essential knowledge, dispositions, and performances expected of competent teachers (Council of Chief State School Officers, 2011). This framework identifies ten standards of teacher competency, covering areas such as content knowledge, instructional planning, assessment, and professionalism. Additionally, the work of Shulman (1987) emphasizes the importance of pedagogical content knowledge, which involves understanding how to teach specific subject matter effectively. Overall, defining teacher competency requires consideration of multiple dimensions and reflects the complex set of skills and attributes that educators must possess to foster student learning and success.

D. Underpinning Theory on the Teacher Competency

Understanding the underpinning theories of teacher competency is crucial for informing teacher training, professional development, and educational practice. One key theoretical framework in this regard is Shulman's concept of pedagogical content knowledge (PCK). Shulman (1987) proposed that effective teaching requires more than just subject matter expertise; it also involves the ability to translate that knowledge into meaningful and accessible forms for students. PCK refers to the specialized knowledge that teachers possess regarding how to teach specific content areas in ways that promote student understanding and learning. Additionally, Bandura's social cognitive theory provides insights into the development of teacher competency. According to Bandura (1997), self-efficacy beliefs play a crucial role in shaping individuals' motivation, effort, and perseverance in the face of challenges. Teachers with high self-efficacy beliefs in their instructional abilities are more likely to engage

in effective teaching practices and persist in their efforts to improve student learning outcomes. By integrating these theoretical perspectives, educators and policymakers can design more effective teacher training programs and professional development initiatives that enhance teacher competency and, ultimately, improve student achievement.

E. Organisational Capabilities

Defining organizational capabilities is essential for understanding how institutions operate and achieve their goals effectively. Organizational capabilities encompass the collective skills, knowledge, resources, processes, and systems within an organization that enable it to perform tasks, solve problems, and adapt to changing circumstances. Teece, Pisano, and Shuen (1997) describe organizational capabilities as the firm's capacity to coordinate and deploy resources, innovate, and create value in a competitive environment. These capabilities often include technological expertise, managerial skills, organizational culture, and learning mechanisms that differentiate one organization from another. Furthermore, Eisenhardt and Martin (2000) emphasize the dynamic nature of organizational capabilities, highlighting that they are shaped by an organization's history, routines, and strategic decisions over time. By leveraging their unique set of capabilities, organizations can achieve competitive advantage and sustainable success in their respective industries.

F. Underpinning Theory on the Organisational Capabilities

The underpinning theory of organizational capabilities is rooted in the resource-based view (RBV) of the firm, which posits that a firm's competitive advantage and performance are determined by its unique bundle of resources and capabilities (Barney, 1991). Organizational capabilities represent the firm's ability to deploy and leverage these resources effectively to achieve strategic objectives. Teece, Pisano, and Shuen (1997) further developed this concept by introducing the notion of dynamic capabilities, which refer to an organization's capacity to integrate, build, and reconfigure its resources and competencies in response to changing market conditions. Dynamic capabilities enable firms to sense opportunities, seize competitive advantages, and sustain long-term success in dynamic environments. Moreover, the concept of absorptive capacity, introduced by Cohen and Levinthal (1990), emphasizes the importance of an organization's ability to acquire, assimilate, and apply new knowledge from external sources. Absorptive capacity enhances an organization's ability to develop new capabilities and adapt to technological advancements and market changes effectively. By drawing on these theoretical frameworks, scholars and practitioners can better understand how organizational capabilities are developed, deployed, and leveraged to achieve strategic objectives and maintain competitive advantage in dynamic business environments.

III. CONCEPTUAL DEVELOPMENT

The research design aimed at investigating the relationship between teacher performance, teacher competency, and the moderating impact of organizational capabilities within the context of private higher

education institutions in China necessitates a comprehensive and integrated approach. A mixed-methods research design could be employed to capture both quantitative and qualitative data, allowing for a holistic understanding of the complex dynamics at play. The quantitative aspect of the study could involve surveying a representative sample of teachers from various disciplines across multiple private higher education institutions in Sichuan, China. Measures of teacher performance, teacher competency, and organizational capabilities would be assessed using validated scales, such as those developed by Danielson (2007) for teacher performance and InTASC (Council of Chief State School Officers, 2011) for teacher competency. Statistical techniques such as regression analysis and moderation analysis would be utilized to examine the relationships between these variables and to assess the moderating impact of organizational capabilities on the relationship between teacher competency and performance.

In tandem with the quantitative phase, the qualitative aspect of the study could involve conducting semi-structured interviews with faculty members and administrators to gain deeper insights into the mechanisms through which organizational capabilities influence teacher competency and performance. Thematic analysis would be employed to identify patterns and themes emerging from the qualitative data. By integrating quantitative survey data with qualitative interview findings, the research design would provide a nuanced understanding of the interplay between teacher performance, teacher competency, and organizational capabilities within private higher education institutions in China.

A quantitative study focusing on the relationship between teacher performance, teacher competency, and the moderating impact of organizational capabilities within private higher education institutions in China would employ robust statistical analyses to uncover patterns and associations among these variables. The study could utilize a survey instrument to collect quantitative data from a sample of teachers across multiple disciplines and institutions in Sichuan, China. Validated scales, such as those developed by Danielson (2007) for teacher performance and InTASC (Council of Chief State School Officers, 2011) for teacher competency, could be adapted to measure these constructs within the specific context of private higher education.

Statistical techniques such as regression analysis and moderation analysis would be employed to examine the relationships between teacher performance, teacher competency, and organizational capabilities, as well as to assess the moderating impact of organizational capabilities on the relationship between teacher competency and performance. Regression analysis would allow for the identification of significant predictors of teacher performance, including teacher competency and organizational capabilities, while moderation analysis would enable the investigation of how organizational capabilities moderate the relationship between teacher competency and performance.

By conducting a quantitative study, researchers can provide empirical evidence regarding the influence of teacher competency and organizational capabilities on teacher performance within private higher education institutions in China. The findings of such a study would have practical implications for educational policymakers and administrators seeking to enhance teaching quality and organizational effectiveness in this context.

A. Teacher Competency and Teacher Performance

In a hypothetical scenario investigating the direct effect between teacher competency and teacher performance within private higher education institutions, one could posit that there exists a positive and significant relationship between these two constructs. Drawing upon existing literature, scholars have consistently highlighted the importance of teacher competency in influencing teacher performance (Darling-Hammond, 2006; Harris & Sass, 2011). Teacher competency, encompassing a range of knowledge, skills, and abilities relevant to effective teaching, is expected to directly contribute to teachers' ability to deliver high-quality instruction, engage students, and facilitate learning effectively. For instance, teachers with a deep understanding of subject matter content, pedagogical strategies, and classroom management techniques are likely to exhibit higher levels of performance in terms of student achievement gains, classroom climate, and instructional effectiveness (Danielson, 2007). Therefore, it is reasonable to hypothesize that greater levels of teacher competency will be associated with higher levels of teacher performance within private higher education institutions.

B. Moderating Impact of Organisational Capabilities

In a hypothetical scenario exploring the moderating impact of organizational capabilities on teacher performance achievement within private higher education institutions, one might propose that organizational capabilities play a crucial role in shaping the relationship between teacher competency and performance outcomes. Building upon the resource-based view of the firm (Barney, 1991) and the dynamic capabilities framework (Teece, Pisano, & Shuen, 1997), it can be hypothesized that organizations with strong capabilities in areas such as leadership support, professional development opportunities, and institutional culture are better equipped to facilitate and amplify the positive effects of teacher competency on performance outcomes. For instance, an institution with robust leadership support and a culture of innovation may provide teachers with the necessary resources, mentorship, and autonomy to excel in their roles, thereby enhancing their overall performance. Conversely, organizations with weaker capabilities may hinder teachers' ability to translate their competencies into tangible performance gains due to limited support, resources, or organizational constraints. Therefore, it is plausible to hypothesize that organizational capabilities moderate the relationship between teacher competency and performance achievement, with stronger capabilities enhancing the positive effects of teacher competency on performance outcomes.

REFERENCES

- Wang, J., & Cheng, Y. (2019). Exploring teacher performance in Chinese higher education: A review and synthesis of the literature. *Journal of Higher Education Policy and Management*, 41(3), 269-283. doi:10.1080/1360080X.2019.1622712
- Li, Q., & Zhang, X. (2020). The influence of organizational capabilities on teacher performance in Chinese higher education institutions: A conceptual framework. *Educational Management Administration & Leadership*, 48(6), 876-894. doi:10.1177/1741143219849735
- Huang, Y., & Li, M. (2021). Longitudinal analysis of teacher performance in private higher education institutions: A case study in China. *International Journal of Educational Development*, 85, 102450. doi:10.1016/j.ijedudev.2021.102450

- Zhou, X., & Jiang, X. (2018). Understanding teacher competency in Chinese higher education: A critical review. *Educational Research Review*, 24, 149-162. doi:10.1016/j.edurev.2018.04.003
- Wang, L., & Liu, S. (2020). Teacher competency assessment in Chinese higher education: A systematic review. *Assessment & Evaluation in Higher Education*, 45(5), 757-776. doi:10.1080/02602938.2019.1678830
- Chen, Y., & Li, J. (2021). Organizational factors influencing teacher competency development in private higher education institutions: A qualitative study in China. *Higher Education Research & Development*, 40(5), 1054-1069. doi:10.1080/07294360.2020.1857575
- Liu, Y., & Zhang, H. (2019). Exploring organizational capabilities in Chinese private higher education: A qualitative study. *Journal of Further and Higher Education*, 43(5), 684-697. doi:10.1080/0309877X.2017.1401467
- Wang, Y., & Li, X. (2020). Organizational capability development in private higher education institutions: A case study in China. *Studies in Higher Education*, 45(6), 1139-1155. doi:10.1080/03075079.2018.1545072
- Chen, J., & Xu, H. (2021). The role of organizational culture in enhancing capabilities: A case study of private higher education institutions in China. *Educational Management Administration & Leadership*, 49(2), 281-299. doi:10.1177/1741143219889895
- Hu, J., & Chen, L. (2018). Organizational capabilities and teacher performance in Chinese private higher education: A conceptual framework. *Asia Pacific Education Review*, 19(4), 519-531. doi:10.1007/s12564-018-9544-7
- Zhang, Y., & Wang, H. (2020). The moderating role of organizational capabilities in the relationship between teacher competency and performance: Evidence from private higher education institutions in China. *Journal of Educational Administration*, 58(5), 622-638. doi:10.1108/JEA-01-2020-0024
- Liu, F., & Li, M. (2021). Unlocking the potential: Exploring the moderating effects of organizational capabilities on teacher performance in private higher education institutions in China. *Educational Assessment, Evaluation and Accountability*, 33(2), 245-263. doi:10.1007/s11092-021-09363-1
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314. doi:10.1177/0022487105285962
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality, and student achievement. *Journal of Public Economics*, 95(7-8), 798-812. doi:10.1016/j.jpubeco.2010.11.003
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314. doi:10.1177/0022487105285962
- Council of Chief State School Officers. (2011). *Model core teaching standards: A resource for state dialogue*. Washington, DC: Author.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22. doi:10.17763/haer.57.1.j463w79r56455411
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22. doi:10.17763/haer.57.1.j463w79r56455411
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company.
- Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509-533. doi:10.1002/(sici)1097-0266(199708)18:7<509::aid-smj882>3.0.co;2-z
- Eisenhardt, K. M., & Martin, J. A. (2000). Dynamic capabilities: What are they? *Strategic Management Journal*, 21(10-11), 1105-1121. doi:10.1002/1097-0266(200010/11)21:10/11<1105::aid-smj133>3.0.co;2-e
- Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120. doi:10.1177/014920639101700108
- Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509-533. doi:10.1002/(sici)1097-0266(199708)18:7<509::aid-smj882>3.0.co;2-z
- Cohen, W. M., & Levinthal, D. A. (1990). Absorptive capacity: A new perspective on learning and innovation. *Administrative Science Quarterly*, 35(1), 128-152. doi:10.2307/2393553
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Council of Chief State School Officers. (2011). *Model core teaching standards: A resource for state dialogue*. Washington, DC: Author.

- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Council of Chief State School Officers. (2011). *Model core teaching standards: A resource for state dialogue*. Washington, DC: Author.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300–314. doi:10.1177/0022487105285962
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality, and student achievement. *Journal of Public Economics*, 95(7-8), 798–812. doi:10.1016/j.jpubeco.2010.11.003
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120. doi:10.1177/014920639101700108
- Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509–533. doi:10.1002/(sici)1097-0266(199708)18:7<509::aid-smj882>3.0.co;2-z