

A Study on the Relationship between Instructors' Professional Adaptability and Job Performance at Zhengzhou Z College in Henan Province, China

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Abstract: This study focused on the relationship between instructors' professional adaptability and job performance at Zhengzhou Z College, Henan Province, China. The current level of instructors' professional adaptability and job performance and the differences among different demographic background variables. This study used SPSS 26.0 statistical software for data processing. Descriptive statistics, independent samples t-test, and one-way ANOVA analysis were used to illustrate the results of the differential statistical study. Finally, Pearson correlation analysis was used to investigate the correlation between instructors' professional adaptability and job performance at Zhengzhou Z College. A valid sample of 306 instructors was taken for the survey, and the main conclusions were as follows: The overall instructors' professional adaptability and job performance at Zhengzhou Z College were at a moderate level. There were significant differences in instructors' professional adaptability at Zhengzhou Z College under different demographic background variables. Male instructors, instructors with high teaching experience, Engineering instructors, and instructors with senior academic rank had relatively high levels of professional adaptability. In terms of job performance, male instructors, instructors with high teaching experience, Science instructors, and senior academic rank instructors had relatively high job performance levels. Instructors' professional adaptability was significantly positively correlated with job performance. Ultimately, it is proposed to address the shortcomings of instructors' professional adaptability and job performance by implementing hierarchical and categorized support, optimizing the performance system, and establishing a collaborative mechanism to comprehensively enhance the development level of instructors.

Keywords: Zhengzhou Z College, Henan Province, China, Professional Adaptability; Job Performance.

1. Introduction

Driven by the tide of globalization, the landscape of career development was undergoing profound changes that had never been seen before. In the field of higher education research and life planning research on an international scale, career adaptation and development have become core and key research topics. In the face of the rapidly changing academic environment, the comprehensive abilities demonstrated by university instructors, such as the ability to update knowledge, the ability to innovate teaching, and the ability to break through research, were not only related to their own adaptation and development in the professional field. It played a crucial role in cultivating students to adapt to the demands of the

new era and promoting the improvement of higher education quality (Savickas & Porfeli, 2012).

From an international perspective, the workplace environment in different countries and regions was characterized by diversity due to differences in culture, economy, social systems and educational concepts. In some developed countries in Europe and America, higher education focuses on cultivating students' critical thinking and innovation ability. The role of university instructors was more that of facilitators and inspirators, and teaching methods were more flexible and diverse, emphasizing instructor-student interaction and classroom discussion (Liu et al., 2020). Chen & Liu (2019) suggested that in some Asian countries, higher education may be

more focused on the imparting of knowledge and the learning of basic disciplines, and instructors' teaching tasks were often heavier, requiring systematic instruction of a large amount of professional knowledge. But wherever they are, college instructors encounter various practical difficulties in their career development. Liang (2023) suggested that at the technical level, with the rapid development of information technology and the continuous emergence of new teaching models such as online teaching and blended teaching, college instructors need to quickly master the relevant technical means and integrate them into teaching. For instance, some virtual reality (VR) and augmented reality (AR) technologies have begun to be applied in teaching, and instructors need to learn how to use these technologies to enhance teaching effectiveness.

Wang & Zhang (2021) suggested that for instructors, good professional adaptability ensures the stability of an individual's professional role, enabling individuals to find a suitable position for themselves at different career stages and in different environments, achieving internal and external balance. For example, when online teaching became mainstream, some adaptable instructors were able to quickly transform their teaching methods and use online platforms to carry out a wide variety of teaching activities, which not only ensured the quality of teaching but also explored new teaching models. This ability ensured the stability of the individual professional role of college instructors, enabling them to find a suitable position for themselves at different career stages and in different environments, achieving an internal and external balance between teaching, research, and life. In the case of some internationally renowned universities, instructors may need to change their research fields or take on new teaching tasks due to strategic adjustments of the school, and instructors with good professional adaptability could respond positively to these changes. Achieve quick success in a new field. In particular, a deep focus on work, a strong sense of self-control, an unwavering spirit of exploration, and firm confidence were key elements for professionals in various countries to enhance their professional adaptability. In the international workplace, deep focus on work enables

individuals to gain a deeper understanding of the job content and industry dynamics, and thus achieve better results at work. Therefore, job performance was widely regarded by the international community as an important psychological yardstick for measuring the career development of college instructors.

In China, with the rapid development of the economy and society and the deepening of educational reform, higher education is facing unprecedented opportunities and challenges. The continuous expansion of university enrollment has led to a significant increase in the importance attached to higher education by all sectors of society, and this trend has strongly promoted the leapfrog progress and development of higher education. Nowadays, the quality and connotation of higher education have become the core issue, and colleges and universities, as important bases for cultivating high-quality talents, shoulder important historical missions. As a key force in the higher education system, the quality and ability of college instructors are directly related to the improvement of educational quality. In the face of the growing demand for university faculty, universities were increasingly inclined to select instructors based on their research capabilities as an important criterion. High-level research results could not only enhance the academic reputation of the school but also provide students with more cutting-edge and in-depth knowledge (Guo & Liu, 2022). However, how college instructors could quickly adapt to the teaching environment, improve the quality of teaching, and maintain a balance between the busy teaching and research tasks has become a challenge for educators in the new era. College instructors need to cultivate high-quality talents with innovative spirit, practical ability and a sense of social responsibility to meet the demands of social development. From the perspective of school management systems, the continuous transformation of school management systems requires college instructors to be able to quickly adapt to new management requirements and evaluation standards, and improve work efficiency and management level (Cheng & Zhu, 2023).

Instructors were the implementers of education, and their qualities and abilities had a

concern, control, curiosity, and confidence. The questionnaire consists of 24 questions. The overall Cronbach's α of professional adaptability was 0.90, which was higher than the subscales concern ($\alpha=0.70$), control ($\alpha=0.78$), curiosity ($\alpha=0.85$), and confidence ($\alpha=0.81$). The reliability of each dimension was above 0.7, indicating that the scale had a high level of reliability in this study. The KMO sample suitability measure of the professional adaptability scale was 0.947, significantly higher than 0.5; the approximate chi-square value of the Bartlett sphericity test was 3662.831. Principal component analysis was then used to extract the common factors, and the cumulative variance interpretation rate was 61.088%, higher than the 60% standard. The above results suggested that the professional adaptability scale had good structural validity and could be used for subsequent statistical analysis.

The Instructors' Job Performance Questionnaire used in this study was a job performance scale for college instructors developed by Li et al. (2013). The scale was divided into three dimensions: teaching performance, research performance, and social service, with a total of 20 items. The overall Cronbach's α coefficient of instructors' job performance was 0.89, which was higher than the subscales teaching performance ($\alpha=0.83$), research performance ($\alpha=0.80$), and social service ($\alpha=0.72$), indicating that the scale had a high level of reliability in this study. The KMO sample suitability measure of the instructors' job performance questionnaire was 0.945, higher than 0.5, the approximate chi-square value of the Bartlett sphericity test was 3662.831, the degree of freedom was 276, and the significance level was 0.000, less than 0.05. The principal component analysis method was then used to extract the five common factors, and the cumulative variance interpretation rate was 56.241%, which was higher than the 50% standard. The results suggested that the job performance scale had good structural validity and could be used for subsequent statistical analysis.

3. Results

As shown in the table below, the specific sample sizes of the subjects in different demographic background variables were as follows. In terms of gender, 166 male instructors accounted for 54.2% of the total sample, and 140 female instructors accounted for 45.8% of the total sample. In terms of teaching experience, 50 instructors had less than 3 years of teaching experience, accounting for 16.3%; 95 instructors with 3 - 8 years of teaching experience, 31.0% of the total sample; 97 instructors had 8 - 15 years of experience, accounting for 31.7% of the total sample size. There were 64 instructors with more than 15 years of experience, accounting for 20.9% of the total sample. In terms of discipline, there were 76 Liberal Arts instructors, accounting for 24.8% of the total sample; 91 Science instructors, 29.7% of the total sample; 100 Engineering instructors, 32.7% of the total sample size; 39 Arts and Sports instructors, accounting for 12.7 % of the total sample. In terms of academic rank, there were 47 teaching assistants, accounting for 15.4% of the total sample; 106 lecturers, accounting for 34.6% of the total sample; 99 associate professors, accounting for 32.4% of the total sample; and 54 professors, accounting for 17.6% of the total sample.

Table 1: Demographic Backgrounds Analysis for Samples (N=306)

Demographic Backgrounds	Group	n	%
Gender	Male	166	54.2
	Female	140	45.8
Teaching Experience	Less than 3 years	50	16.3
	3 - 8 years or less	95	31.0
	8 - 15 years	97	31.7
	More than 15 years	64	20.9
Discipline	Liberal Arts	76	24.8
	Science	91	29.7
	Engineering	100	32.7
	Arts and Sports	39	12.7
Academic Rank	Teaching Assistant	47	15.4
	Lecturer	106	34.6
	Associate Professor	99	32.4
	Professor	54	17.6
Total		306	100.0

(1) Analysis of the Current Level of Instructors' Professional Adaptability and Job Performance at Zhengzhou Z College

Table 2 Current Level of Instructors' Professional Adaptability and Job Performance

Dimensions	M	SD	Interpretation
Concern	3.40	.706	Moderate
Control	3.28	.734	Moderate
Curiosity	2.96	.785	Moderate
Confidence	3.25	.741	Moderate
Overall professional adaptability	3.22	.590	Moderate
Teaching performance	3.42	.685	Moderate
Research performance	3.35	.661	Moderate
Social service	3.00	.641	Moderate
Overall job performance	3.26	.546	Moderate

The overall mean of instructors' professional adaptability at Zhengzhou Z College was $M=3.22$, and the mean of each dimension was in the range of 2.96-3.40. According to the questionnaire score interpretation standard, professional adaptability was generally at a moderate level. The overall mean of instructors' job performance at Zhengzhou Z College was 3.26, and the mean of each dimension was in the range of 3.00-3.42. According to the interpretation standard of questionnaire scores, job performance was generally at a moderate level.

(2) Analysis of Differences in Instructors' Professional Adaptability and Job Performance at Zhengzhou Z College in Different Demographic Background Variables

Table 3 Comparison of Differences in Instructors' Professional Adaptability at Zhengzhou Z College by Different Genders

Dimensions	Gender	n	M	SD	t	p
Concern	Male	166	3.48	.663	2.160	.032*
	Female	140	3.31	.746		
Control	Male	166	3.37	.711	2.310	.022*
	Female	140	3.18	.748		
Curiosity	Male	166	3.08	.749	2.984	.003**
	Female	140	2.82	.805		
Confidence	Male	166	3.33	.715	2.158	.032*
	Female	140	3.15	.761		
Overall professional adaptability	Male	166	3.32	.558	3.047	.003**
	Female	140	3.11	.611		
Teaching performance	Male	166	3.54	.660	3.373	.001**
	Female	140	3.28	.690		
Research performance	Male	166	3.44	.650	2.635	.009**
	Female	140	3.24	.660		
Social service	Male	166	3.05	.606	1.343	.180
	Female	140	2.95	.678		
Overall job performance	Male	166	3.34	.517	3.006	.003**
	Female	140	3.16	.563		

Male instructors, instructors with high

teaching experience, Engineering instructors, and instructors with senior academic rank had relatively high levels of professional adaptability. In terms of job performance, male instructors, instructors with high teaching experience, Science instructors, and senior academic rank instructors had relatively high job performance levels.

(3) Analysis of the Relationship between Instructors' Professional Adaptability and Job Performance at Zhengzhou Z College

The correlation coefficient between the population of instructors' professional adaptability at Zhengzhou Z College and the population of job performance was $r=.512$, $p < .001$, reaching a significant level. This indicated a significant positive correlation between instructors' professional adaptability and job performance.

Table 4 Correlation Matrix of Instructors' Professional Adaptability and Job Performance

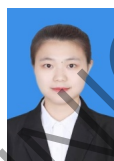
Dimensions	1	2	3	4	5	6	7	8	9
Concern									
Control	.527***	1							
Curiosity	.516***	.491***	1						
Confidence	.485***	.549***	.506***	1					
Overall professional adaptability	.786***	.804***	.798***	.797***	1				
Teaching performance	.348***	.346***	.366***	.319***	.433***	1			
Research performance	.297***	.335***	.294***	.378***	.409***	.539***	1		
Social service	.328***	.286***	.342***	.392***	.423***	.496***	.518***	1	
Overall job performance	.394***	.392***	.406***	.439***	.512***	.830***	.832***	.808***	1

4. Discussion

(1) The instructors' professional adaptability at Zhengzhou Z College was at a moderate level, indicating that instructors as a whole had a certain sense of career development, a sense of job control and professional confidence, and could effectively adapt to the practical requirements of college teaching work. However, it should also be noted that instructors still need more support and guidance in career exploration and continuous expansion to further promote the overall improvement of their professional adaptability. The instructors' job performance at Zhengzhou Z College was at a relatively moderate level, indicating that the overall performance of instructors was good and they could effectively complete the core job tasks of college instructors. Among them, teaching performance was

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