

A THREE-DIMENSIONAL SYNERGISTIC MODEL OF TEACHER JOB PERFORMANCE: ORGANIZATIONAL CLIMATE, PSYCHOLOGICAL CAPITAL, AND CAREER DEVELOPMENT OPPORTUNITIES IN GUANGXI VOCATIONAL COLLEGES*

Huan Yang¹, Napawan Netpradit² and Richeng Huang³

¹⁻³Faculty of Management, Lampang Rajabhat University, Thailand

Corresponding Author's Email: 66877010202@glpru.ac.th

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Abstract

This study aims to construct a three-dimensional framework to explain the job performance of teachers in Guangxi higher vocational colleges, clarifying the joint effects of organizational climate, psychological capital, and career development opportunities on performance. The study adopts a conceptual research approach, based on literature integration and policy text analysis, and proposes three direct paths: (A) Organizational Climate → Performance, (B) Psychological Capital → Performance, (C) Career Development Opportunities → Performance, as well as one synergistic path that emphasizes their mutual enhancement. The theoretical contribution of this research lies in integrating traditional performance evaluation theories and proposing a three-dimensional synergistic model of organization, psychology, and opportunity. Its practical value lies in providing a systematic and operational reference model for the

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construction of incentive mechanisms, career management, and organizational support systems for teachers in higher vocational colleges.

Keywords: Teacher Job Performance, Organizational Climate, Psychological Capital, Career Development Opportunities, Higher Vocational Education

Introduction

In the global context of advocating high-quality education, Teacher Job Performance has become an important indicator for measuring educational quality, organizational effectiveness, and teachers' professional growth. The United Nations Sustainable Development Goal (SDG) 4 explicitly states "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," in which "enhancing teacher quality and building educational systems" is regarded as a key pathway to achieving the goal (United Nations, 2015). In China, the State Council released the strategic document China Education Modernization 2035 in 2019, identifying the improvement of vocational education service capacity and the modernization of educational governance as key tasks (State Council of the People's Republic of China, 2019). The Ministry of Education further emphasized the construction of a high-quality and professional teaching workforce in the 14th Five-Year Plan (Ministry of Education of the People's Republic of China, 2021). The Guangxi Education Department included "moral education, teaching, research, and service" as the core dimensions of teacher performance evaluation (Guangxi Education Department, 2019).

Despite the continuous introduction of policies at national and local levels, structural problems still exist in the performance management of vocational education teachers. First, the evaluation system neglects the dual characteristics of teaching and practice in teachers' work, resulting in a disconnection from actual responsibilities. Studies show that performance is significantly influenced by contextual factors such as organizational climate,

communication mechanisms, and job autonomy; if the evaluation system does not cover these critical variables, the improvement effect will be limited (Diamantidis & Chatzoglou, 2019). Second, psychological stress and job burnout are widespread. It is necessary to incorporate the development of Psychological Capital into institutionalized support (Luthans & Youssef-Morgan, 2017). Third, unequal career development channels and non-transparent promotion mechanisms weaken sustained engagement and performance improvement (Puruwita et al., 2022). Guangxi, located in the southwest border area of China, is characterized by multi-ethnic settlements, and the level of educational resources and economic development differs significantly from developed cities. Teachers in higher vocational colleges undertake multiple responsibilities, including teaching, research, industry–education integration, and social services (Hidayat, 2020). However, institutional support, Psychological Capital development, and career channels are uneven across institutions and individuals, which in turn affects performance outcomes. Existing evidence on teacher performance mainly comes from Western paradigms, while evidence from Asia remains relatively scarce (Puruwita et al., 2022). Based on this, this study proposes and elaborates the Three-Dimensional Synergistic Model as a conceptual framework for subsequent empirical testing. This article does not include statistical testing.

Based on the above background and problems, this study takes teachers in Guangxi higher vocational colleges as research subjects, integrates organizational behavior theory, Psychological Capital theory, and career development theory, and proposes the Three-Dimensional Synergistic Model of Organization, Psychology, and Opportunity to explain the generative mechanism of teacher performance. It also provides operational management reference for regional education policy, institutional performance management, and teachers' career development. The study not only fills the theoretical gap in teacher

performance research in border multi-ethnic regions but also provides practical guidance for promoting the high-quality development of vocational education.

Literature Review and Theoretical Foundation

1. Connotation and Measurement Dimensions of Teacher Job Performance

Vocational colleges aim to cultivate technical and skilled talents aligned with industry needs, and teacher performance is directly related to classroom quality, practical training outcomes, and student employment. To cover these objectives, this study adopts the “threefold classification” of teacher performance at the theoretical level, namely task performance, contextual performance, and adaptive performance (Borman & Motowidlo, 1993; Pulakos et al., 2000). Considering the characteristics of teachers in higher vocational colleges, task performance is further divided into process and outcome. Task performance (process) includes classroom teaching, practical training, and school-enterprise collaborative teaching, while task performance (outcome) focuses on students' academic achievements and employment quality. Contextual performance emphasizes the support of organizational citizenship behavior for intra-school collaboration, school-enterprise cooperation, and community service. Adaptive performance highlights teachers' responses to changes in industrial technologies and job standards. At the same time, it is acknowledged that performance outcomes are jointly influenced by knowledge, skills, and motivation (Campbell et al., 1990; Kirkpatrick, 1994). Accordingly, this study divides Teacher Job Performance into four complementary dimensions to better reflect the job characteristics of higher vocational colleges.

Dimension	Connotation Expansion
Teaching Quality / Practical Training Effectiveness	Focus on the quality of classroom teaching, practical training, and the integrated implementation of “teaching–learning–doing,” as well as the execution of school–enterprise collaborative teaching.
Student Development	Emphasizes student-centered outcomes, including academic achievement, career guidance, and employment readiness, reflecting the direct impact of Teacher Job Performance on students’ academic progress and personal development.
Academic and Teaching Innovation / Achievement Transformation	Covers curriculum and teaching reform, educational innovation, and their application outcomes, addressing the requirement of “technological applicability” in vocational education.
Social Service and Organizational Contribution	Reflects teachers’ contributions in serving industry and community, conducting enterprise training, participating in school governance, and engaging in teamwork, highlighting the function of regional service of vocational colleges.

Table 1: Connotation and Measurement Dimensions of Teacher Job Performance

To explain the impact of Guangxi’s multi-ethnic structure on differences in teacher performance, ethnicity/culture-sensitive indicators can be introduced into the definition of performance dimensions and subsequent measurement design. Examples include localization of teaching materials, dialect support and cross-cultural classroom management, cross-cultural communication and collaboration in school–enterprise cooperation, as well as community and ethnic

cultural services as observable indicators. These measures can reduce language and cultural barriers, enhance classroom participation, strengthen the sense of belonging and graduation retention rate of ethnic minority students, and reflect teachers' supportive contributions to a multicultural campus.

2. Theoretical Perspectives on the Integration of Teacher Job Performance

Organizational climate includes leadership and support, resource allocation, fair incentives, and communication and collaboration. By shaping teachers' psychological safety and value recognition, it influences their motivation and behavior, and enhances multi-dimensional performance in classroom teaching, practical training, and social services. For example, in Indonesian vocational schools, organizational support and instructional leadership are significantly related to teacher performance (Puruwita et al., 2022). Psychological Capital (PsyCap) is a type of positive psychological resource that can be improved through training, which promotes teachers' attitudes and behavioral performance. Systematic reviews show that PsyCap interventions have significant positive effects on performance-related outcomes (Luthans & Youssef-Morgan, 2017). In the vocational education system, training systems, promotion mechanisms, and role expansion not only influence individual capacity growth but also shape performance willingness and organizational commitment. Research indicates that in-service training and motivation have significant positive effects on performance, while the effects of Person-Job Fit (PJ-fit) vary across regional samples, suggesting that development policies need to be adapted to local contexts (Iqbal et al., 2019).

Reviewing existing studies, research on Teacher Job Performance still shows the following limitations: first, most studies focus on structural factors such as compensation incentives and institutional support, while ignoring the role of individual psychological variables such as Psychological Capital (Alviani, 2024); second, there is a lack of localized research on the ecology of vocational teachers

in underdeveloped border ethnic regions, with studies mainly concentrated in large cities or developed areas (Izzati et al., 2023); third, existing models show limited integration and lack mechanism paths of multi-factor synergistic influence.

Based on the existing evidence, organizational climate, Psychological Capital, and career development opportunities influence performance respectively through institutional resources, individual resources, and upward channels, and they are interrelated. Organizational climate is the “soil” of systems and culture, Psychological Capital is the “motivation” to cope with challenges, and career development opportunities are the “pathway” to realize self-value and improve performance. A single theory is often insufficient to fully reveal its dynamic mechanisms. In the context of Guangxi higher vocational education, this integration is particularly important. The region is characterized by multi-ethnic settlements and uneven economic and educational development. Teachers in higher vocational colleges show great diversity in institutional environment, resource conditions, and psychological states. A single perspective cannot accurately explain performance differences. Based on this, this study deduces and constructs the Three-Dimensional Synergistic Model of Organization, Psychology, and Opportunity, forming a logical loop of institutional, psychological, and developmental pathways, which is more consistent with the practical characteristics of Guangxi higher vocational colleges and provides theoretical references for regional policy and institutional practices.

Construction of the Three-Dimensional Theoretical Model and Analysis of Its Fit with the Educational Context of Guangxi

1. Overall Structure of the Model and Its Action Paths

This study integrates three types of theories-organizational behavior, positive psychology, and career development-to construct the “Organization-

Psychology-Opportunity” mechanism model, which is used to explain performance differences among teachers in Guangxi higher vocational colleges. The framework starts with the three-dimensional elements of “context-individual-channel” and emphasizes the core paths of institutional and resource allocation, positive psychological resources, and career advancement channels to performance outcomes. The main structure of the model is as follows:

Element	Extended Explanation
Organizational Climate	Including management systems, moral evaluation, fair incentives, teaching resources, compensation systems, campus culture, and leadership support, it serves as the environmental foundation and institutional soil for the generation of Teacher Job Performance.
Psychological Capital	Including the four dimensions of hope, resilience, optimism, and self-efficacy, it is the psychological adjustment resource for teachers when facing teaching pressure and change challenges, and it serves as the internal driving force for stimulating engagement and innovation.
Career Development Opportunities	Including promotion mechanisms, professional title evaluation, government-sponsored further study, school-enterprise temporary positions, and international exchange, it is the key pathway for teachers to achieve growth, enhance their sense of self-value, and strengthen long-term commitment.
Teacher Job Performance	Including teaching quality and classroom/practical training effectiveness, student learning outcomes and guidance, research projects and academic outputs (including

	achievement transformation), as well as social service and organizational contribution (industry–education integration, enterprise training, program and curriculum development, teamwork).
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Table 2: Structural Description of the Three-Dimensional Synergistic Model of Organization, Psychology, and Opportunity

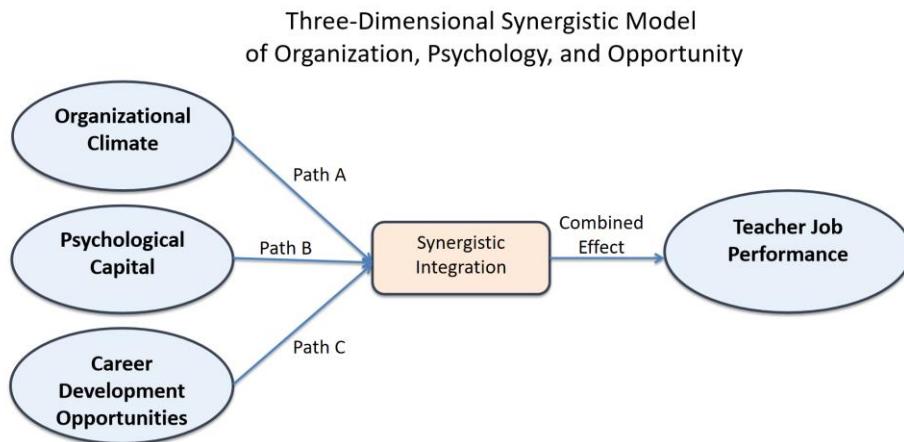


Figure 1: Three-Dimensional Synergistic Model of Organization, Psychology, and Opportunity

The explanation of the model paths is as follows: Path A, a high-quality organizational climate provides supportive and fair institutional arrangements, transparent management, and sufficient resource supply, which offer stable support for teachers to achieve teaching and research goals, thereby exerting a sustained positive effect on performance outcomes. Path B, Psychological Capital, with high levels of self-efficacy, hope, optimism, and resilience, helps improve task completion and teaching innovation, and demonstrates stronger resilience and engagement in organizational service and cooperation, thus transforming into better performance. Path C, career development opportunities,

through smooth, fair, and accessible channels of promotion and training, enable teachers to convert their accumulated knowledge and abilities into teaching quality and research outputs in a timely manner, thereby improving overall performance outcomes. In addition, there exists a Combined Effect, in which the synergistic integration of the three produces an overlapping effect that significantly enhances Teacher Job Performance, while weakness in any single dimension limits the overall effect. This article is a conceptual academic study, without statistical testing, and the propositions are demonstrated through literature integration and comparative analysis of policy texts.

2. Policy Practices of Guangxi Higher Vocational Education Supporting the Model Variables

Guangxi has issued a combination of policies covering institutional standards, resource allocation, and development channels, creating a fertile environment for the performance of teachers in vocational colleges. Guangxi introduced the Measures for the Assessment of Professional Ethics of College Teachers in Guangxi and its supporting interpretation, which refined the indicators and disciplinary regulations of professional ethics assessment, emphasized morality as the priority, and established a predictable performance management chain: evaluation–allocation–promotion (Guangxi Education Department, 2019). The Human Resources and Social Security Department delegated the authority of professional title evaluation to universities, allowing them to conduct evaluations independently and appoint teachers according to positions, which enhanced the fairness and transparency of professional development and promotion channels (Guangxi Human Resources and Social Security Department, 2018). Guangxi released the Implementation Scheme for the Recognition of “Dual-Qualified” Teachers in Vocational Education, in line with the job requirements of “classroom–training–industry,” by delegating part of the recognition authority and establishing regional recognition mechanisms (Guangxi Education Department, 2023a). At the same time, teaching innovation team

projects were launched to promote team-based training and project collaboration (Guangxi Education Department, 2023b). The Ministry of Education and Guangxi jointly launched a collaborative program of “industry–education agglomeration and integration facing ASEAN,” requiring alignment with regional industrial chains and promoting teachers’ cross-school–enterprise, cross-regional practice, and international perspectives through school–enterprise cooperation (Ministry of Education of the People’s Republic of China, 2024). From the perspective of implementation and performance, the Guangxi annual quality report shows that the recognition and incentive system of “dual-qualified” teachers has been continuously improved, the scale of dual-qualified teachers has expanded, and performance indicators such as classroom and training quality and graduate destinations have shown an improving trend (Guangxi Education Department, 2025).

These policy variables respectively correspond to the three dimensions of organizational climate, Psychological Capital, and career development opportunities in the model, and show different effectiveness under ethnic/regional differences.

3. Regional Adaptability Analysis of the Model

Model Dimension	Corresponding Policy Practices	Mechanism of Influence on Teacher Job Performance
Organizational Climate	Moral Standards–Linked System, Compensation Incentive Reform, and Diversified Evaluation	Institutional Security + Honor Incentives → Enhance Teachers’ Engagement, Institutional Trust, and Career Stability
Psychological Capital	Training, Psychological Intervention, Research	Building Hope and Resilience → Enhance Innovative

	Team Building, and Enterprise Practice Mechanism	Behavior, Emotional Regulation, and Occupational Optimism
Career Development Opportunities	Job Promotion Mechanisms, Industry Exchange Platforms, and International Cooperation Opportunities	Clear Pathways and Growth Expectations → Provide Practical Support for Enhancing Teaching and Research Initiative, and Promote Performance Outcomes

Table 3: Analysis of the Alignment Between the Theoretical Model and Local Policies

Guangxi's related policies provide measures in the three aspects of organizational support, Psychological Capital, and development channels, thereby forming a joint force to promote teacher performance and offering clear contextual and policy scenarios for the Teacher Job Performance Three-Dimensional Synergistic Model proposed in this study. Professional ethics assessment, salary incentives, and diversified evaluation provide organizational support, which can enhance teachers' engagement and career stability. Systematic training and enterprise practice strengthen Psychological Capital, build hope and resilience, and improve teachers' optimism and innovative behaviors. The recognition of "dual-qualified" teachers, promotion mechanisms, and the expansion of regional/international platforms broaden career development opportunities, clarify growth paths and expectations, and enhance teaching and research enthusiasm, thus driving performance outcomes. These mechanisms correspond to the three dimensions of the model and reflect each other, providing an interpretable theoretical path for differences in Teacher Job Performance. In the context of Guangxi's multi-ethnic culture and borderland

economy, differences in ethnic structures and regional development can serve as moderating factors to explain variations in teacher performance across institutions and groups.

Conclusions

1. Main Findings

1.1 The three-dimensional framework can well explain the generative logic of Teacher Job Performance: organizational climate, Psychological Capital, and career development opportunities act on Teacher Job Performance through three clear and stable paths and produce a synergistic effect in the chain coupling of “climate → psychology → opportunity,” making the overall effect stronger than any single path.

1.2 The connotation of Teacher Job Performance in higher vocational colleges should simultaneously cover teaching quality and training outcomes, research and achievement transformation, as well as social service and organizational contribution, which better fits the characteristics of this type.

1.3 The policy supply and institutional practices in Guangxi correspond to the model elements of organizational support, Psychological Capital, and development channels, and provide operational implementation scenarios.

2. Theoretical Contributions

2.1 Integrated perspective: incorporating contextual factors, individual resources, and development channels into the same framework, overcoming the fragmented explanations of the past “single-factor/two-factor” approaches, and forming a testable three-dimensional model.

2.2 Vocational education contextualization: including the unique “industry–education integration and social service” of higher vocational education into the connotation of performance, thereby expanding the boundary of the traditional “teaching–research” binary evaluation.

2.3 Path clarification: taking the three direct paths as the unit of analysis, avoiding identification difficulties caused by excessive model complexity, and making it more feasible to conduct comparable tests across different institutions and different stages.

3. Practical Implications for Higher Vocational Education in Guangxi

Based on the above framework, the existing policies and institutional practices in Guangxi are mapped item by item. Combined with the characteristics of Guangxi higher vocational education—multi-ethnic structure, unbalanced development, ASEAN orientation, and service to regional industries, the following recommendations are proposed:

3.1 Organizational dimension (system and governance): improve the “evaluation results–performance allocation–title promotion” closed loop, and include contributions to local industries, ASEAN cooperation, duration of social service, and effectiveness of school–enterprise collaborative education into performance evaluation. In job evaluation, highlight the elements of “dual-qualified” ability, cross-cultural communication, and industry alignment. Teachers’ representatives and industry representatives jointly participate in governance to enhance institutional transparency and organizational trust.

3.2 Psychological dimension (empowerment and support): establish “Psychological Capital growth files” relying on teacher development centers, focusing on border and cross-cultural teaching contexts, and systematically embedding emotion regulation, peer supervision, and growth records. Connect empowerment courses with enterprise practice and project responsibility to form a continuous support mechanism of “empowerment + practice.” Provide customized counseling and cross-cultural training for teachers in grassroots institutions to relieve stress and burnout, improve efficacy and resilience, and give full play to the positive role of Psychological Capital.

3.3 Opportunity dimension (channels and platforms): since the “green channel for professional talents” and the “integration of skills and professional

titles,” implement three normalized channels, namely enterprise attachment, job rotation, and overseas (ASEAN) cooperation projects. Set up exclusive tracks for county-level institutions and weak disciplines to strengthen Person-Job Fit (PJ fit) and enhance the visibility and accessibility of development opportunities. Through faculty exchanges, joint curriculum development, and collaborative projects, expand external platforms connecting to ASEAN industrial chains and regional industrial clusters, and directly promote performance improvement.

3.4 Evaluation and improvement: establish annual monitoring indicators and closed-loop improvement mechanisms, focusing on teacher satisfaction and organizational trust, course and project outputs, achievement transformation and duration of enterprise service, quantity and quality of ASEAN cooperation projects, as well as title promotion and retention rates, linking performance allocation with the configuration of development opportunities.

4. Future Research Directions

This study is designed mainly based on literature and policy texts, lacking first-hand questionnaires and data tracking, with limited external validity and causal identification. The performance dimensions in this study have not yet been decomposed into task, innovation, and organizational contribution, and potential common method bias has not been tested. The sample comes from a single region in Guangxi, and cross-institutional or cross-regional comparisons have not been conducted. Future research directions can be carried out as follows:

4.1 Construct a multi-dimensional measurement model of performance, such as adding factors of task, innovation, and organizational contribution, and set common method controls and key control variables, such as teaching age, discipline, institutional level, and ethnic structure, to improve the robustness of causal identification and explanatory power of the model.

4.2 Use digital evaluation and AI as tools to carry out assessment and tracking in dimensions such as performance measurement, Psychological Capital intervention, and career opportunity matching, and set privacy protection, algorithmic fairness, and information transparency as ethical boundaries.

4.3 Conduct mixed research, combining cases and interviews, to deeply analyze the mechanism differences and localization strategies of minority and county-level institutions in the three dimensions of “organization–psychology–opportunity.”

AI use statement

We used ChatGPT (OpenAI) solely for language editing and formatting. No text, analysis, results, or citations were generated by AI. All content was reviewed and verified by the authors, who take full responsibility for the work. AI tools were not credited as authors.

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