PERCEIVED CONTROL HUMAN RESOURCE MANAGEMENT AND INNOVATIVE BEHAVIOR OF CHINESE UNIVERSITY TEACHERS: THE ROLE OF EMOTIONAL COMMITMENT

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Received: May 15, 2023; **Revised:** October 2, 2023; **Accepted:** October 2, 2023

Abstract

The research topic “Perceived Control Human Resource Management and Innovative Behavior of Chinese University Teachers: The Role of Emotional Commitment” aims to study 1) To explore the content of the practice of controlling human resources in Chinese universities. 2) To explore the influence of perception-controlled HRM on emotional commitment. 3) To explore the influence of emotional commitment on teachers' innovative behavior, and to reveal the mediating role of emotional commitment between controlling HRM and teachers' innovative behavior. 4) To explore the moderating role of person-post matching between controlling HRM and emotional commitment, and further study its mechanism.

The control of human resource management practice has been questioned. The use of strict control and supervision to manage teachers may lead to excessive pressure on teachers, which can easily lead to dissatisfaction and resistance, leading to the loss of teachers and a decline in organizational performance, affecting work enthusiasm and creativity. To fill this gap, this study is based on related theories and previous studies, based on fairness theory, using structural equation modeling to establish a formative model that can identify the determinants of innovative behavior. Through the study of Guangdong, China The analysis of questionnaire information of 254 teachers in colleges and universities in economically underdeveloped areas of the province

shows that the high-performance work system has a significant impact on the control-oriented human resource practice and teachers' innovative behavior; the mediating role of control-oriented human resource practices and innovative behavior. The results of this study have implications for the development and implementation of high-performance work systems in colleges and universities.

Keywords: Control Human Resource System; Emotional Commitment; Innovative Behavior

Introduction

High performance work system (HPWS), as a management model with the core goal of improving organizational performance, has a significant role in stimulating teachers' innovative behavior (Way 2002). Many studies have shown that high-performance work systems in Western countries were established relatively early. However, due to the different national conditions in China, there are many differences between the high-performance work system of Chinese universities and that of Western countries (Zhongxing 2010). However, there is a belief that in the practice of control human resources management (HRM), the leadership of universities adopts strict control and supervision to manage teachers, which will lead to excessive pressure on employees, easily lead to dissatisfaction and resistance of teachers, and hinder high-performance workers. System application and development (Zhao Dongmei 2013).

In today's environment where universities are highly competitive and require high-performing talents to innovate, university management organizations are under pressure to continuously innovate and adapt to changing environments. One of the ways to foster innovation is to create a work environment that fosters and supports employee creativity and initiative. Research has shown that employees who have an emotional commitment to the organization are more likely to exhibit innovative behaviors (Jafri 2010). Human resource management (HRM) plays a vital role in the operation of China's higher education institutions (HEIs), which face various challenges and pressures in improving their performance and competitiveness. The development of human resource management practices in institutions of higher learning has become an important agenda for improving the quality of education and research.

While there is a considerable body of literature addressing the relationship between HRM practices and innovative behavior, relatively little attention has been paid to the mechanisms underlying this relationship. A potentially important factor is the role of emotional commitment in mediating the relationship between HRM practices and innovative behavior, but this factor has received limited empirical attention. Furthermore, the impact of work-person fit, or "person-organization fit," on this relationship has not been adequately explored. Despite the importance of HRM practices in institutions of higher learning, research on the relationship between HRM practices and innovation behavior in the context of Chinese higher education is still limited. In particular, the mediating role of emotional commitment between HRM practices and innovative behaviors has not been fully explored in Chinese higher education institutions.

This study aims to examine the mediating role of emotional commitment between human resource management practices and innovative behavior in Chinese universities. In addition, this study also aims to explore the impact of job-person matching on this relationship. The findings of this study will provide practical insights into the development of human resource management practices in Chinese universities to promote innovation in the work environment and improve organizational performance.

Research Objectives

1. To explore the content of the practice of controlling human resources in Chinese universities.

2. To explore the influence of perception-controlled HRM on emotional commitment.

3. To explore the influence of emotional commitment on teachers' innovative behavior, so as to reveal the mediating role of emotional commitment between controlling HRM and teachers' innovative behavior.

4. To explore the moderating role of person-post matching between controlling HRM and emotional commitment, and further study its mechanism.

Literature Reviews

The fairness theory was proposed by the American psychologist Adams. It is a theory that studies the influence of the rationality and fairness of salary distribution on employees' work enthusiasm. The theory holds that: People's work enthusiasm is not only related to the amount of personal actual compensation, but also more closely related to whether people feel fair about the distribution of compensation. People will always consciously or unconsciously compare the labor price they pay and the reward they get with others, and make judgments about whether it is fair or not. The sense of fairness directly affects employees' work motivation and behavior（Sun Wei, & Huang Peilun 2004).

The fairness theory serves as an important theoretical basis for the mechanism of the influence of compensation fairness on innovative behavior. Su Zhongxing (Su Zhongxing 2010) based on the Chinese management situation, through the empirical analysis of Chinese enterprises, believes that the control human resource management practice has a very significant positive impact on the performance of Chinese enterprises. Believes that it is difficult to achieve success solely on the commitment and initiative of employees. From the perspective of social exchange theory, Wu & Chaturvedi (Wu and Chaturvedi 2009) studied the cross-level relationship between high-performance work systems at the organizational level and employee emotional commitment and job satisfaction at the individual level. It plays a partial intermediary role, that is, the high-performance work system satisfies employees' fairness through procedures, and then has a positive effect on employees' emotional commitment and job satisfaction.

Simultaneously, while heightening teachers' job demands, accumulated teacher fatigue can lead to self-sabotaging behavioral control HRM as a HR practice that corrects teacher burnout levels also increases burnout levels. Moreover, the control HRM inhibits teachers' work autonomy to a certain extent. The research of Turnipseed pointed out that within the organization, those who lack work autonomy tend to show more negative attitudes and behaviors at work.

Based on exchange theory, fairness theory, job demand-resource theory, and previous research results, this study believes that control HRM may have a significant effect on the emotional commitment of college teachers.

Hypothesis 1: The Control HRM perceived by teachers has a positive impact on emotional commitment.

Innovative behavior is an important aspect of organizational success. Studies have found that emotional commitment is positively correlated with innovative behavior (Jin, et al. 2011). Emotional engagement includes motivation and commitment and is one of three types of engagement that have been identified (Francescucci and Rohani 2018). Emotional intelligence has also been found to be positively related to innovative work behaviors (Shojaei and Emadi Siuki 2014). In addition, emotional intelligence has been found to be positively associated with career commitment (Kerry, et al. 1998). Emotional intelligence has also been found with research finding that emotional intelligence is positively correlated with both emotional commitment and innovative behavior. Organizational commitment was found to be positively correlated with innovative behavior (Ketut, et al. 2020).

To sum up, emotional commitment is positively related to innovative behavior. Therefore, organizations should focus on developing employees' emotional intelligence and emotional commitment to promote innovative behavior and improve organizational performance.

Hypothesis 2: Emotional commitment has a positive impact on teachers' innovative behavior.

Hypothesis 3: Emotional commitment plays a mediating role between control HRM and teachers' innovative behavior.

Person-job fit refers to the degree to which an individual's skills, abilities, and interests match job requirements (Cable and Derue 2002). It has been found to be a moderator of the relationship between job role stressors and employee outcomes (Bindu). Furthermore, as a related concept, person-organization fit was found to be positively correlated with job satisfaction (Chen, et al. 2016).

In addition, person-organization fit was also found to moderate the relationship between employee engagement in CSR and job satisfaction, organizational identification, and organizational commitment. Person-organization fit was also found to moderate the relationship between employee development and job satisfaction and organizational commitment.

In conclusion, person-job fit and person-organization fit are important variables that can moderate the relationship between various job-related factors and employee outcomes, such as job satisfaction, organizational commitment, and turnover intention (Im, et al. 2016). Therefore, organizations should focus on ensuring employee-job fit and ensuring a good fit between employees and organizations to improve employee outcomes and organizational performance (Jehanzeb and Mohanty 2018).

Hypothesis 4: Person-job matching plays a moderating role between control HRM and emotional commitment.

Research Methodology

This study adopted a mixed methods research design, including two stages of qualitative analysis and quantitative analysis.

This thesis is aimed at the colleges and universities in the economically underdeveloped areas such as the eastern, western and northern parts of Guangdong. Guangdong Province is one of the most economically developed provinces in China, but there are still some economically underdeveloped areas within its borders. Universities in these areas have some unique problems and characteristics in terms of resource allocation, faculty strength, and teaching quality, which provide representative and reference cases for research.

The scales used in the questionnaire were adapted from scales developed in previous studies. The employee innovative behavior system scale developed by Zhang Zhengang et al., the emotional commitment scale developed by Gao-Urhahn et al., and the high-performance human resource management practice scale suitable for Chinese enterprises developed by Su Zhongxing were respectively adopted. Competitive flow and discipline management, results-based assessment, etc. are the scales for the control part. A five-point Likert scale was used, ranging from "strongly disagree" to "strongly agree".

The scale used in this study is rarely used in the university industry. There are many differences between Chinese universities and enterprises. Therefore, in order to further verify the applicability of the scale in the management of teachers in Chinese universities, this study used the method of semi-structured interviews to conduct in-depth discussions on the respondents,

and verified the usability of the scale through qualitative analysis. The first is to conduct in-depth interviews with some college teachers, use semi-structured interview methods and theoretical derivation to conduct open coding, axis coding and selective coding on the interview results and other qualitative materials in the qualitative materials collected by the case colleges, and summarize Constructs were refined and scales revised.

This paper selects 31 university teachers in the economically underdeveloped areas of Guangdong Province, China as the object of case study. The questionnaire collection method adopts random sampling. For the sampling data collected through questionnaire survey, the collected data should be cleaned first to improve the data quality (Wong 2019). In the end, 34 data records were cleaned up, and 254 valid data were retained, resulting in a utilization rate of 88.2%.

In this study, SPSS25 was used for demographic analysis, and Smart PLS 3.0 software was used to test the hypothesized relationship.

The sample was 57.5% male and 42.5% female. In terms of education level, 53.54% have a doctorate in research, 44.49% have a master's degree, and 1.97% have a bachelor's degree or less. In terms of age, 27.17% were 35 years old and below, 40.94% were 36-45 years old,27.56% were 46-55 years old, and 4.33% were over 56 years old. In terms of professional title level, 6.69% are professors, 23.23% are associate professors, 53.15% are lecturers, 10.24% are assistant lecturers, and 6.69% are unassessed professional titles. There are 64 people in eastern Guangdong, accounting for 25%, and 82 people in western, accounting for 32%, 108 people in the north, accounting for 43%. The sampling distribution of the samples is more reasonable.

The use of second-order or higher-order models in PLS-SEM has attracted increasing attention from researchers. This study introduces a high-level structure of reflection formation, that is, control HRM, including two low-level components of competitive flow, strict discipline, and result-based assessment.

A disjoint two-stage approach was used in this analysis to validate and test higher-order models (Becker, et al. 2012). In Stage One, the researchers conduct path analysis on the model without considering the high-order

components. First, they need to evaluate the internal consistency of the first-order model (see Table 2), convergent validity (Table 3), and discriminant validity (Table 4), holds latent scores for first-order model components. In the second stage, researchers use the latent scores obtained in the first-order model component segment to analyze them as indicators of higher-order model components, and then evaluate the higher-order model's convergent validity, collinearity, significance of external weights Becker (Becker, et al. 2012).

Results

Qualitative Findings: Through interviews, through initial editing and classification, focused coding and classification, it was found that the control-type HRM of Chinese colleges and universities includes two aspects: strict discipline and competitive flow, and result-based assessment. At the same time, it was also found that the expression habits are different due to different industries. What companies call "final elimination" is called "leave if you are promoted" and "transfer if you are not promoted" in colleges and universities. However, colleges and universities in economically underdeveloped areas, due to the impact of insufficient talent pool, have not implemented "no promotion or resignation, no promotion and transfer".

Table 6 shows the correlations and coefficients of the latent variables. The results showed that control HRM was significantly positively correlated with emotional commitment (Hl: T=9.566, P = 0.00), and emotional commitment was significantly positively correlated with innovative behavior (H2: T = 5.699, P = 0.00). Person-job matching was found to have a significant positive moderating effect between control HRM and emotional commitment (H3: T=5.123, P=0.00). That is to say, person-job fit plays a moderating role in the relationship between control human resource practices and emotional commitment, and changes in person-job fit will trigger changes in emotional commitment. The results support the hypotheses H1, H2, and H3 of this paper.

Table 7 shows that the emotional commitment was found to mediate between control HRM and innovative behavior (T=3.475, P=0.00), indicating that the indirect effect between them is significant.

Table 6 show that the control HRM has a significant impact on predicting emotional commitment (f^2=0.388). Person-post matching has a

significant effect on predicting emotional commitment in the control HRM moderation (f^2=0.098). Emotional commitment also has a significant effect on predicting innovative behavior (f^2=0.192). The F^2 value of the control HRM is greater than 0.35 (Hair et al. 2017), which can be considered to have significant explanatory power, and the others are greater than 0.15, which is considered to have moderate or above explanatory power.

Table 8 shows that the endogenous variables emotional commitment and innovation row are all higher than 0.02. From the results, it can be seen that 44.5% of the high-performance work system and job fit can be clarified by emotional commitment. Innovative behavior explained 43.9% of emotional commitment. Therefore, the R^2 of emotional commitment and innovative behavior are significant, and the R^2 values are both greater than 0.26 (Cohen 1988), which can be considered to have important explanatory power.

Table 8 shows that the Q^2 of emotional commitment and innovative behavior are both greater than zero in the research model. It is shown that the predictive relevance of the proposed model can be achieved.

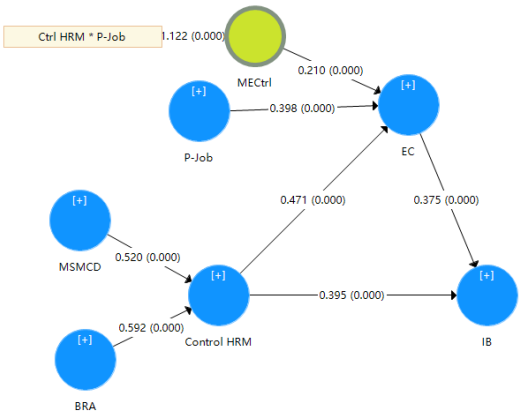


Figure 1: PLS Bootstrapping output for Structural Model – path coefficients and P-Values

Table 6 Path coefficient Analysis

Hypothesis	Path Relations	Mean	T-Values	F^2	Support
H1	Ctrl HRM -> EC	0.471***	9.566	0.388	Yes
	Ctrl HRM -> IB	0.395***	5.476	0.210	
H2	EC -> IB	0.375***	5.699	0.192	Yes

Hypothesis	Path Relations	Mean	T-Values	F^2	Support
H4	MECtrl -> EC	0.211***	3.475	0.098	Yes
	P-Job -> EC	0.398***	8.561	0.273	

Table 7 Analysis of mediation path coefficients

Hypothesis	Path Relations	Mean	T-Values	Support
H3	Ctrl HRM -> EC -> IB	0.177***	5.123	Yes
	Ctrl HRM -> IB	0.395***	0.210	

Table 8 R^2 and Q^2 Effect size

	R Square	R Square Adjusted	Q Square (=1-SSE/SSO)
EC	0.435	0.428	0.363
IB	0.439	0.435	0.240

Note: Note : *** significant at: p < 0.025. Ctrl HRM=Control HRM, EC = emotional commitment, IB = innovative behavior,MECtrl=the moderating effect between control HRM and emotional commitment,P-Job=person-job matching.

Discussions

Research objective 1: To study the composition of high-performance work system in colleges and universities.

We found that in the context of China, University high -performance work systems are generally supported by control HRM factors. Researchers put this control HRM due to China's unique management background (Su Zhongxing 2010). On the one hand, human resources practice implementation interaction and support, and control HRM is the support of commitment human resources management practice. For example, the results of the assessment provide the basis and implementation standard for the distribution (Zhang Jin 2014) for salary management and promotion. On the other hand, due to the influence of "relational culture", fair factors are still the concern of teachers, and

strict discipline and assessment are considered to help fair evaluation (Wang Xinyan 2008).

Research objective 2: To explore the influence of controlling HRM on teachers' emotional commitment and innovative behavior.

The findings revealed a significant positive relationship between control HRM and teachers' emotional commitment. This finding is consistent with conclusions drawn from previous studies. Control HRM can promote employees to abide by rules and regulations, improve work efficiency and ensure work quality, and improve employees' work performance and organizational commitment. In addition, control HRM can also motivate employees to be loyal to the organization, thereby enhancing employees' emotional commitment (Miao Rentao, Zhou Wenxia, & Feng Xiliang, 2018).

However, there are also studies that believe that the impact of control HRM on employees' emotional commitment is not always positive. Control HRM that place too much emphasis on performance appraisals and reward and punishment systems can lead to employees feeling stressed and dissatisfied, thereby reducing their emotional commitment (Lin Congcong 2016). That is to say, results-based assessment may cause teachers to feel stressed and unfair, competitive mobility may lead to intensified competition among teachers, thereby destroying the cooperative atmosphere within universities, and strict discipline may make teachers feel distrusted and excluded. Surveillance, these reduce their emotional commitment. Therefore, it needs to be properly adjusted and balanced according to the specific situation in practice to achieve the best effect.

Research objective 3: To explore the influence mechanism of emotional commitment on controlling HRM and teachers' innovative behavior.

The positive correlation between emotional commitment and innovative behavior is in line with theoretical expectations. On the one hand, emotional commitment reflects the degree of loyalty and identification of teachers with universities, and this emotional commitment may prompt teachers to participate more actively in innovative activities in universities. On the other hand, innovative behavior usually requires employees to have a certain degree of initiative, creativity, and risk tolerance, while emotional commitment can

enhance employees' self-confidence and enthusiasm, thereby improving their willingness and ability to participate in innovative activities. In short, emotional commitment can promote teachers' participation in organizational innovation activities, thereby improving organizational innovation capabilities and competitiveness. This is very important for modern universities.

Research objective 4: To explore the influence mechanism of person-post fit between controlling HRM and emotional commitment

In the relationship between control HRM and emotional commitment, human-post mixing may play a regulatory role. When the personal characteristics of teachers match the requirements of work, their work performance is higher, and it is also easier to produce emotional commitments. On the one hand, the practice of control HRM is usually facing the entire college, not the individual, so if the teacher feels that his personal characteristics are matched with the requirements of work, then they may feel more attention and respect for colleges and universities, thereby generating more Emotional commitment.

Some studies support this assumption, and the person-job matching has significantly regulated the relationship between emotional commitments and organizational citizenship (Li Jianding, 2015). The relationship between Human-Gang matching control HRM and employee work performance has played a role in regulating.

In summary, people-job matching can play a regulatory role in the relationship between control HRM and emotional commitments, which is worthy of attention and attention in practice in practice.

New knowledges

The control-type HRM of Chinese colleges and universities includes two aspects: strict discipline and competitive flow, and result-based assessment. At the same time, it was also found that the expression habits are different due to different industries, college administrators should pay attention to the important impact of human resource management practices on teachers' emotional commitment and innovative behavior.

Conclusions

This study explores the impact of Chinese university teachers' perceived-controlling human resource management practices on emotional commitment and innovative behavior, as well as the mediating role of emotional commitment and the moderating role of person-post fit. The results of the study show that there is a significant positive correlation between controlling human resource management practices and teachers' emotional commitment and innovative behavior, and emotional commitment plays a partial mediating role. In addition, person-job fit plays a positive moderating role between controlling human resource management practices and emotional commitment. Therefore, college administrators should pay attention to the important impact of human resource management practices on teachers' emotional commitment and innovative behavior, and pay attention to the mediating role of emotional commitment and the moderating role of person-post matching, so as to improve teachers' performance and school competitiveness.

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