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Research Article

The Effect of Teaching Team Building and Demographic Factors on Employees' Performance of Vocational Education Schools in Honghe Prefecture, China

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Abstract.
As the education industry undergoes rapid changes, vocational education faces unprecedented demands and challenges. A high-quality teaching staff is crucial for educational institutions' success and sustainable development. This study explores the impact of teaching team building and demographic factors on employee performance in vocational education schools. Data was collected through an online questionnaire and analyzed using SPSS. The research finds that teaching team building and demographic factors significantly affect employee performance. Collaboration and team spirit, sharing teaching resources, and learning atmosphere and environment are essential for building a competent teaching team. Demographic factors such as age, education level, and work experience also affect employee performance. These findings provide valuable insight into the sustainable development of vocational education schools.

Keywords: teaching team building, demographic factors, employee performance

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1. Introduction

1.1. Background

In today's rapidly evolving global educational landscape, vocational education bridges traditional academic pursuits and the specific skill sets demanded by various industries. Such an intermediary role necessitates a robust infrastructure and, most importantly, an exceptional teaching team dedicated to fostering the next generation of skilled professionals [1].

Vocational educators are not mere conveyors of knowledge. They are industry specialists, often with rich professional backgrounds, entrusted with the responsibility to mold students into industry-ready professionals. Darling-Hammond [2] argued that

institutions distinguished by high-quality teaching staff invariably become magnets for talent, drawing in students eager for top-tier vocational training.

The nuances of effective teaching, especially in vocational education, are influenced by numerous factors. Collaboration and team spirit, which Johnson and Johnson [3] emphasize in their social interdependence theory, form the bedrock of any successful teaching ensemble. Student outcomes are invariably positive when educators collaborate, share resources and strategies, and foster a positive learning environment. However, while the significance of teamwork is universally acknowledged, the role of demographic factors in shaping vocational teaching efficacy remains under-explored. Age, educational background, and work experience - factors that Hanushek and Rivkin found instrumental in general educational settings - potentially hold profound implications for vocational education. This is especially pertinent in regions like the Honghe Prefecture, which, with its distinctive cultural and educational milieu, offers a rich tapestry of challenges and opportunities for investigation.

The vocational education schools in the Honghe Prefecture are uniquely situated amidst regional peculiarities and a diverse educational landscape. A profound understanding of the intricate relationship between teaching team building, demographic factors, and employee performance is essential to effectively address the distinctive challenges and capitalize on emerging opportunities. By thoroughly examining the factors that influence the efficacy of teaching teams, including demographic factors and their contributions to employee performance, this research offers pragmatic recommendations and strategies for optimizing teaching staff construction in the Honghe Prefecture.

This study aims to contribute substantially to vocational education research by meticulously exploring the variables encompassing teaching team building, including the influence of demographic factors. Uncovering the inherent correlations between the characteristics of teaching teams, including demographic composition and employee performance outcomes, will provide invaluable insights for policymakers, school administrators, and educators alike. Ultimately, this endeavor will pave the way for elevating vocational education quality and fostering a culture of continuous improvement in vocational education schools across the Honghe Prefecture.

1.2. Research objectives

1. To study teaching team building in vocational education schools.
2. To study employee performance in vocational education schools.
3. To study the effect of teaching team building on employee performance.
4. To investigate the influence of demographic factors on employee performance.

1.3. Research hypothesis

1. Hypothesis 1: Teaching Team Building significantly affects employee performance in vocational education schools in the Honghe Prefecture.

- Hypothesis 1.1: Collaboration and Team Spirit among faculty members influence employee performance, leading to improved teaching quality and overall work effectiveness.
- Hypothesis 1.2: Sharing of Teaching Resources enhances employee performance, enabling educators to adapt to diverse student needs and deliver high-quality instruction.
- Hypothesis 1.3: Learning Atmosphere and Environment foster a work environment that motivates educators, resulting in increased job satisfaction and improved overall performance.

2. Hypothesis 2: Demographic Factors, including age, education level, and work experience, significantly affect employee performance in vocational education schools in the Honghe Prefecture.

- Hypothesis 2.1: The age of teaching staff influences employee performance.
- Hypothesis 2.2: The Education Level of faculty members affects employee performance.
- Hypothesis 2.3: Work Experience of educators affects employee performance.

2. Literature Review

2.1. Teaching team building in vocational education schools

Hargreaves and Fullan [4] emphasized the concept of professional capital in transforming teaching practices. Their influential work highlighted the importance of investing

in developing teachers' skills and knowledge to build a strong faculty team. Little [5] examined the role of professional community and professional development in learning-centered schools. The study emphasized the importance of creating a culture of collaboration and continuous learning among faculty members to enhance their collective effectiveness. Louis and Marks [6] investigated the influence of the professional community on classroom practices and student experiences in restructuring schools. Their research highlighted the positive effect of a robust professional community in promoting collaboration, shared learning, and improved teaching practices. These studies, conducted by esteemed authors from different countries, provide valuable insights into the importance of teaching team building in vocational education schools.

2.2. Employee performance in vocational education schools

Stoll et al. [7] explored the concept of professional learning communities and their influence on teacher performance. Their research emphasized the importance of collaborative cultures, shared decision-making, and ongoing professional development in enhancing employee performance in vocational education schools. Hattie [8] conducted a comprehensive synthesis of over 800 meta-analyses on factors influencing student achievement. His research highlighted the significant effect of teacher expertise, instructional quality, and feedback on employee performance and student learning outcomes.

2.3. Teaching team building influencing employee performance

2.3.1. Collaboration and team spirit

Bryk and Schneider [9] emphasized the significance of trust in schools as a core resource for improvement. They found that collaborative relationships among educators create trust, enhancing the school's overall performance. Fullan [10] discussed the change imperative for whole system reform and emphasized the need for collaborative approaches to drive educational improvement. He argued that effective collaboration among educators is essential for achieving systemic change and enhancing employee performance. West [11] focused on effective teamwork in organizational contexts and provided practical lessons applicable to educational settings. They emphasize the positive effect of collaboration on employee performance and creating a supportive and

productive work environment in vocational education schools. The following hypothesis was established.

Hypothesis 1.1: Collaboration and Team Spirit among faculty members influence employee performance, leading to improved teaching quality and overall work effectiveness.

2.3.2. Sharing of teaching resources

Hattie [8] conducted a meta-analysis of numerous studies and found that the availability and utilization of high-quality teaching resources significantly contribute to improved student achievement. The study emphasized the importance of sharing effective teaching practices among educators. Little [5] explored the concept of professional learning communities and highlighted the significance of resource sharing within these communities. The study emphasized that collaborative sharing of resources and expertise enhances teaching effectiveness and promotes professional growth. Wenger [12] introduced the concept of communities of practice and highlighted the importance of shared resources and knowledge exchange among educators. The study emphasized that active participation in communities of practice supports professional development and enhances teaching effectiveness. They highlight the positive effect of resource sharing on instructional quality, professional growth, and overall teaching effectiveness. The following hypothesis was established.

Hypothesis 1.2: Sharing of Teaching Resources enhances employee performance, enabling educators to adapt to diverse student needs and deliver high-quality instruction.

2.3.3. Learning atmosphere and environment

Deci and Ryan [13] introduced the Self-Determination Theory, emphasizing the importance of autonomy, competence, and relatedness in promoting intrinsic motivation and performance. The study highlighted the role of a positive work environment in supporting employees' psychological needs and fostering their engagement and performance. Edmondson [14] examined the concept of psychological safety in teams and organizations. The study emphasized that creating a safe and supportive environment encourages collaboration, risk-taking, and innovation, ultimately leading to improved

performance. Grant and Dweck [15] researched the role of a growth mindset in promoting motivation and performance. The study highlighted the significance of a learning-oriented environment that encourages individuals to embrace challenges, persist in the face of setbacks, and continuously improve their skills and knowledge. These influential studies by renowned scholars highlight the significance of a positive learning atmosphere and environment in enhancing employee performance. They emphasize the role of psychological needs, empowerment, growth mindset, and autonomy in fostering motivation, collaboration, and innovation. The following hypothesis was established.

Hypothesis 1.3: Learning Atmosphere and Environment foster a work environment that motivates educators, resulting in increased job satisfaction and improved overall performance.

2.4. Demographic factors influencing employee performance

2.4.1. Age and employee performance

For instance, in a study by Özdemir and Erkmen [16], which examined the effect of age on employee performance in the hospitality industry, it was found that older employees demonstrated higher levels of job satisfaction and better job performance compared to their younger counterparts. The study suggested that older employees' accumulated knowledge and experience contributed to superior performance. Extending the discourse, Sturman [17] conducted comprehensive meta-analyses exploring the relationships between experience, tenure, age, and performance. The findings underscored the complexity of these relationships, suggesting that there is not a straightforward linear relationship between age and performance but rather an intricate interplay influenced by various factors like job type, industry, and cultural contexts. In a more nuanced examination, Ng and Feldman [18] delved into how age relates to ten dimensions of job performance. Their findings indicate that while some aspects of performance might decline with age, others, particularly those related to interpersonal interactions and knowledge-based expertise, tend to improve. The following hypothesis was established.

Hypothesis 2.1: The age of teaching staff influences employee performance.

2.4.2. Education level and employee performance

The findings indicated that higher education-level employees displayed superior analytical and critical thinking skills, leading to better decision-making and job performance. The study emphasized investing in employees' education and professional development to enhance overall performance. Similarly, a research study by Sethi et al. [19] in the healthcare sector revealed that employees with advanced educational qualifications demonstrated greater competence and expertise in their respective roles, positively affecting patient care and overall organizational performance. The study highlighted the role of education in shaping employees' abilities and performance levels. Lastly, Barrett and Depinet [20] offered a nuanced perspective by comparing competency tests with intelligence tests. They highlighted that educational attainment might be more strongly linked to specific competencies, often directly relevant to job performance, rather than broad cognitive abilities. The following hypothesis was established.

Hypothesis 2.2: The Education Level of faculty members affects employee performance.

2.4.3. Work experience and employee performance

Quińones et al. [21] conducted a meta-analytic review, revealing that work experience is a meaningful predictor of job performance under certain conditions. Their findings emphasized the importance of the quality of experience, not just the number of years, in determining its influence on performance. Similarly, McDaniel et al. [22] highlighted how different dimensions of job experience, such as job tenure and job-related training, correlate with various measures of job performance. Tesluk and Jacobs [23] presented a model illustrating how diverse aspects of work experience affect employee adaptability and performance. They stressed the role of varied tasks and broad roles in enriching work experience. Sturman [17] conducted an extensive meta-analysis to understand the intricate relationship between experience and performance, emphasizing the dynamic nature of this relationship over time. The following hypothesis was established.

Hypothesis 2.3: Work Experience of educators affects employee performance.

2.5. Research framework

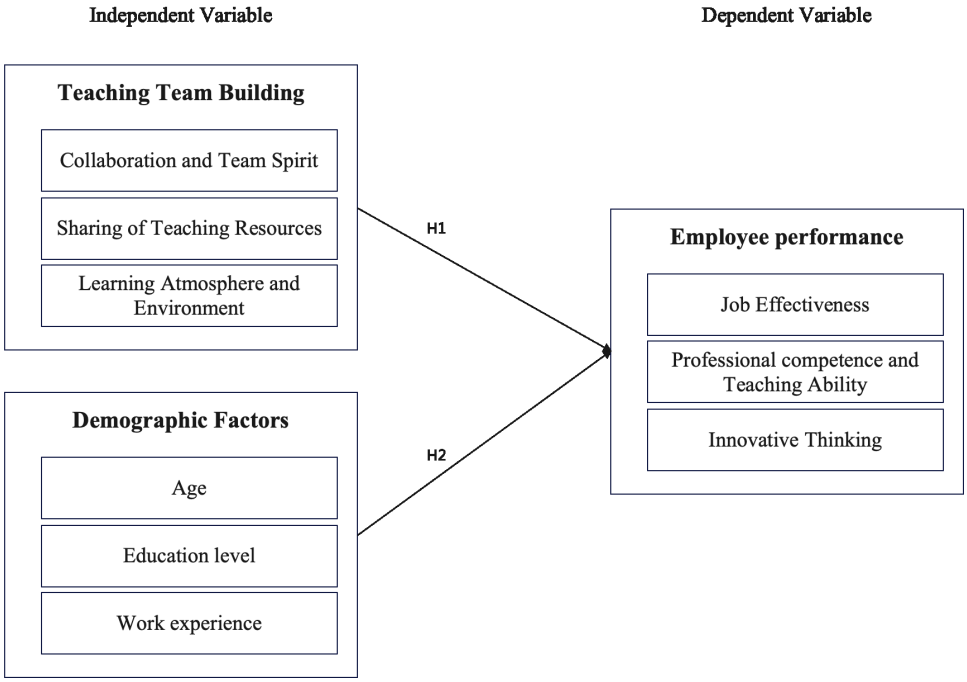

Figure 1: Conceptual framework.

3. Research Methodology

3.1. Research design

Quantitative research was conducted.

3.2. Research population and samples

3.2.1. Population

The research population includes teachers teaching for over six months in all vocational education schools in Honghe Prefecture, China. It includes multiple schools across various disciplines and levels of vocational education. The Population represents a diverse range of educational institutions, each contributing to the regional landscape of vocational education. In 2022, 28 secondary vocational schools (middle vocational schools) in Honghe Hani and Yi Autonomous Prefecture, Yunnan Province, China, are

qualified to offer formal education programs. Among them are 20 public secondary vocational schools and 8 private secondary vocational schools.

3.2.2. Samples

According to Yamane's [24] formula from the Population of vocational education schools in the Honghe Prefecture, The sampling process will use a systematic approach to ensure inclusion of schools from various regions, disciplines, and levels of education. Four hundred questionnaires are expected to be distributed. The sample will be large enough to provide sufficient data for analysis and ensure that the findings can be generalized to the entire Population. With a total population size N of 4,361 and a margin of error e of 0.05, the calculated sample size n would be approximately 366. Four hundred questionnaires are expected to be distributed. The sample will be large enough to provide sufficient data for analysis and ensure that the findings can be generalized to the entire Population.

3.2.3. Sampling methods

A stratified random sampling method will achieve a diverse and representative sample. First, the vocational education schools within the Honghe Prefecture will be categorized into strata based on location, discipline, and educational level. Then, a random sample of schools will be selected from each stratum to participate in the study. This approach will ensure that schools from various regions and disciplines are included in the sample, providing a comprehensive view of teaching team building and employee performance across Honghe Prefecture.

3.3. Content validity and reliability

Content Validity: To ensure our research instruments accurately measure intended constructs and align with objectives, experts in vocational education and research methodology will review and provide feedback on the questionnaires. Their input will refine the questions for better alignment.

Validity Assessment: To confirm content validity, we will conduct Item-Objective Congruence (IOC) analysis. An IOC value ≥ 0.5 indicates effective construct capture and alignment with research objectives [25].

Reliability: We will assess questionnaire reliability using Cronbach's alpha coefficient. An alpha value ≥ 0.7 signifies good internal consistency and reliable measurement.

After data collection, we will use statistical software to calculate IOC values and Cronbach's alpha. Ensuring IOC ≥ 0.5 and Cronbach's alpha ≥ 0.7 will confirm the validity and reliability of the questionnaire's content. Adjustments will be made if needed [25].

This study aims to ensure accurate and consistent research instruments through rigorous testing, providing trustworthy results for investigating teaching team building's effect on employee performance in Honghe Prefecture's vocational education schools in China.

4. Research Findings

4.1. Description of the sample

Age distribution: 15 participants (3.66%) aged 20-30, indicating a small representation of younger employees. The majority (40%) fall within the 31-40 age group, with 164 individuals representing those in their prime working age. Close to this, 157 individuals (38.29%) belong to the 41-50 age group, suggesting a balanced distribution of middle-aged employees. Seventy-four individuals (18.05%) are over 50 years old, reflecting a significant presence of experienced senior employees.

Educational level:88 individuals (21.46%) hold a bachelor's degree, representing the lowest educational attainment. One hundred seventy-one participants (41.71%) have a master's degree, the highest represented educational level. One hundred fifty-one educators (36.83%) possess a doctorate or Ph.D., indicating a strong academic foundation.

Work experience:96 individuals (23.41%) have 6 months to 1 year of experience, signifying recent hiring or turnover. Ninety-four participants (22.93%) have 1 to 5 years of experience in vocational education. One hundred twelve educators (27.32%) fall within the 6 to 10 years bracket, indicating substantial experience without reaching a decade. One hundred eight participants (26.34%) have more than 10 years of experience, showing the presence of seasoned educators in the sample.

The data provides insights into five performance metrics, each assessed on a scale of 1 to 5. Based on the findings from 410 respondents, the first performance metric has an average score of 3.36, showcasing a moderate level of employee performance. However, the scores vary, with a standard deviation of 1.28, indicating diverse perspectives. The second performance metric presents a slightly improved scenario with an average score of 3.70, albeit with a reduced variability evident from its standard deviation of 1.06. Further exploration into the third metric reveals a mean score of 3.82, showcasing a higher consensus among the respondents, given its standard deviation of approximately 0.99.

Interestingly, the fourth performance metric also reflects an average score of 3.82, with a slightly greater spread of 1.18. Lastly, the fifth metric resonates well among the respondents, with an average score nearing 4 (3.97). This positive inclination is further reinforced by no respondent rating it the lowest, as the minimum score recorded was 2. The consistent scores across all metrics suggest an overall positive employee performance within the sampled Population.

4.2. Inferential statistical

4.2.1. Correlation analysis

Understanding the strength and directionality of relationships between key study variables offers valuable insights into the underlying patterns and dynamics of the research context. This section delves deeper into the results obtained from the pairwise correlation analysis of the critical constructs: Collaboration and Team Spirit, Sharing of Teaching Resources, Atmosphere and Environment, and Employee Performance.

Table 1: Pairwise correlation coefficients.

Variables	Collaboration and Team Spirit	Sharing of Teaching Resources	Atmosphere and Environment	Employee Performance
Collaboration and team spirit	1	-	-	-
Sharing of teaching resources	0.783***	1	-	-
Atmosphere and environment	0.767***	0.749***	1	-
Employee performance	0.785***	0.789***	0.798***	1

Note: *** significance at the 0.01

Notably, all correlations are positive and statistically significant at the 0.1% level. This indicates that increases in one variable are associated with increases in the other, suggesting symmetrical influences among the constructs under investigation. For instance, a correlation coefficient of 0.783 between Collaboration and Team Spirit and Sharing of Teaching Resources suggests a strong, positive linear relationship between these variables (see Table 1).

It is paramount to note that correlation does not imply causation, and the presented relationships should be interpreted with caution. Further analyses, such as regression or structural equation modeling, would be requisite to more robustly explore any causal relationships among these variables. Additionally, the validity of these findings is contingent upon the rigor and precision of the data collection and analysis processes underpinning these results.

4.2.2. Multiple regression analysis

TABLE 2: Multiple regression analysis.

Variables	B	SE. B	β	t	Sig.	VIF
(Constant)	4.23	0.58		7.29	0.00	
Collaboration and team spirit	0.37	0.08	0.31	4.63	0.00	1.03
Sharing of teaching resources	0.28	0.07	0.26	4	0.00	1.03
Learning atmosphere and environment	0.25	0.07	0.24	3.57	0.00	1.02
R^2	0.63					
Adjusted R^2	0.61					
ANOVA [F (7, 492), p]	12.03				0.00	

The variables - Collaboration and Team Spirit, Sharing of Teaching Resources, Learning Atmosphere, and Environment significantly predict Employee Performance in vocational schools. Pointing towards strategic areas for enhancing employee performance through interventions in collaborative practices, resource sharing, and fostering conducive work environments.

$$Employee\ Performance = 4.23 + 0.31(Collaboration\ and\ Team\ Spirit)$$

$$+ 0.26(Sharing\ of\ Teaching\ Resources) + 0.24(Learning\ Atmosphere\ and\ Environment)$$

The R^2 and adjusted R^2 values were 0.63 and 0.61, respectively, indicating that the independent variables in the model explained approximately 63% of the variability in employee performance. The ANOVA provided an F statistic of 12.03, which was significant at $p < 0.000$, indicating that the model significantly predicted the dependent variable (see Table 2).

TABLE 3: ANOVA analysis for employee performance against demographic factors (n=410).

Variables	Sum of Squares (SS)	MS	F	p-value	R-squared	Adj R-squared
Age	1.867	0.622	0.64	0.5877	0.0047	-0.0026
Education level	2.013	1.006	1.04	0.3533	0.0051	0.0002
Work experience	0.306	0.102	0.10	0.9572	0.0008	-0.0066

The ANOVA analyses highlight a nuanced understanding of Employee Performance within vocational education settings. While variables like age, education, and work experience are often seen as foundational in assessing employee capabilities, they do not significantly predict performance in this context (see Table 3).

4.2.3. Hypothesis testing results

In order to explain the statistical relationship between the independent variables of teaching team building and demographic factors and the dependent variable of employee performance in this study, the researcher applied multiple regression analysis and ANOVA to test the hypotheses. The hypothesis testing results show that the three hypotheses of hypothesis H2 are not valid, and the remaining hypotheses are valid. The results of the hypothesis testing are summarized in Table 4 below.

TABLE 4: Hypothesis testing results.

Hypothesis		P-Value	Result
H1	H1.1	0.000	Supported
	H1.2	0.000	Supported
	H1.3	0.000	Supported
H2	H2.1	0.5877	Not supported
	H2.2	0.3533	Not supported
	H2.3	0.9572	Not supported

In navigating through the various dimensions, intricacies, and dynamics embedded within the educational sector, particularly within the vocational schools of the Honghe Prefecture, China, this research excavated pivotal insights pertinent to organizational behavior and employee performance [11]. The discussion herein delves into each hypothesis, teasing apart the subtleties and nuances that surfaced through the empirical findings.

The underscored significance of Collaboration and Team Spirit in determining Employee Performance is consonant with extant literature emphasizing teamwork and collective efficacy within organizational contexts [26]. It further elicits a contemplative dialogue concerning the symbiotic relationship between intra-organizational collaboration and educational effectiveness, particularly pondering how team spirit translates into optimized teaching practices and institutional performance.

The permeation of tangible and intangible resources within the educational network enriches teaching practices and inherently scaffolds a supportive and synergetic environment where educators are buoyed by collective knowledge and resources.

The robust influence of the Learning Atmosphere and Environment on Employee Performance begets a critical discourse on the structural, cultural, and emotional facets that conspire to shape the educational atmosphere [27]. The environment's physical, psychological, and sociocultural dimensions seemingly interweave, crafting a tapestry that either enriches or impedes employee performance.

The nuanced influences of demographic variables like Age, Education Level, and Work Experience on Employee Performance beckon a more judicious examination [28]. While younger educators exhibited slightly elevated performance metrics, the positive effect of enhanced education and accumulated work experience, especially within the vocational education context, prompts considerations concerning recruitment, development, and retention strategies within educational institutions [29].

5. Conclusions and Implications

5.1. Conclusions

A study found that teaching team building is crucial for creating a conducive learning environment. Collaboration among teaching staff leads to higher job satisfaction and teaching effectiveness. Employee performance varies based on continuous professional

development and access to teaching resources. Teaching team-building has a strong positive correlation with employee performance, and schools promoting team-building activities see an improvement in overall teaching quality. Demographic factors like age, experience, and education level affect employee performance, but work experience does not guarantee modern teaching approaches. This study emphasizes the value of collaborative environments, continuous professional growth, and resource availability in improving employee performance. Investing in team-building initiatives positively affects performance. These insights are helpful for vocational education leaders, policymakers, and educators.

5.2. Recommendations

First, prioritizing collaborative platforms for educators to share and innovate teaching methods fosters growth and community. Tailored team-building exercises addressing vocational challenges enhance cohesion and problem-solving. Introducing a reward system can promote collaboration. Second, demographic diversity enriches vocational schools, but training should be customized to educators' needs. Mentorship programs pairing younger tech-savvy educators with experienced ones enhance education. Feedback mechanisms aligned with educators' demographics pinpoint challenges for more effective solutions. In summary, vocational school success relies on proactive policy-making and leadership. Recognizing teamwork and demographic dynamics and crafting policies around them creates a vibrant and effective educational environment.

5.3. Future research

Future research on vocational teaching can focus on cross-cultural studies, exploring how teaching dynamics differ across cultures and socioeconomic settings. Additionally, investigating the influence of technology on team-building among vocational educators through virtual platforms, online workshops, and digital mentorship programs can offer valuable insights. To overcome the limitations of self-reported data, future studies may use mixed-method approaches, combining quantitative and qualitative data through surveys, interviews, and observations. Longitudinal studies that track educators over several years can reveal how team-building efforts and demographic factors evolve, helping policymakers and institutions prepare for future challenges and opportunities.

This study illuminates essential aspects of vocational teaching, but the field remains expansive and ever-changing, inviting further exploration and comprehension.

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