

Job Training and Job Performance in Vocational Universities: The Mediating Role of Organisational Support

Tian Yufei^{1,2}, Raemah Abdullah Hashim^{1*}

¹ City Graduate School, City University Malaysia, Petaling Jaya, Selangor, Malaysia

² Liming Vocational University, Quanzhou, China

Email Address

raemah.hashim@city.edu.my(Raemah Abdullah Hashim)

*Correspondence: raemah.hashim@city.edu.my

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Abstract:

This study examines the relationship between job training and job performance among employees in vocational universities in Fujian Province, China, with particular attention to the mediating role of organisational support. Drawing on Social Exchange Theory, the study argues that job training enhances employee performance not only by improving work-related knowledge and skills but also by strengthening employees' perceptions that the organisation values and supports them. A quantitative, cross-sectional research design was adopted, and data were collected through a questionnaire survey from employees working in vocational universities in Fujian Province. A total of 367 valid responses were analysed using PLS-SEM. The results show that job training has a significant positive effect on job performance and organisational support, while organisational support also has a significant positive effect on job performance. In addition, organisational support was found to partially mediate the relationship between job training and job performance. These findings suggest that training in vocational universities should be understood not only as a developmental tool for improving employee capability, but also as an important organisational signal that shapes employees' support perceptions and work behaviour. The study contributes to the literature by offering a more focused explanation of how job training influences performance in vocational higher education and by providing empirical evidence from the context of Fujian Province, China.

Keywords:

Job Training, Organisational Support, Job Performance, Vocational Universities, Fujian Province, PLS-SEM

1. Introduction

The performance of employees in vocational universities is crucial to institutional effectiveness, educational quality, and the cultivation of application-oriented talent. In China, vocational education has been positioned as an important component of national educational modernization and skills development, with increasing emphasis on stronger integration between education and industry, teacher development, and

institutional responsiveness to social and economic needs. Within this broader context, the effectiveness of vocational universities depends not only on infrastructure, policy support, or curriculum reform, but also on the performance of their academic and administrative staff. When employees perform effectively, vocational universities are better able to respond to changing educational demands, improve service quality, and sustain long-term development. For this reason, job performance has become an increasingly important concern in research on educational management and human resource development in higher education settings.

At the same time, rapid technological change, shifting labour-market expectations, digital transformation, and organisational reform have made continuous learning and skill development indispensable in higher education institutions. Training and development have long been recognised as beneficial not only for individual employees but also for teams, organisations, and society more broadly [1]. In higher education settings, employees are increasingly expected to adapt to changing work processes, new technologies, and more complex performance requirements. In the context of China's vocational universities, this challenge is particularly salient. These institutions are expected to cultivate technically competent graduates while also aligning themselves with industrial upgrading and regional economic development. As a result, staff members must continuously update their professional knowledge, teaching practices, administrative capabilities, and service competencies. In this context, job training is not merely a routine human resource activity; rather, it is a strategic mechanism for strengthening staff capabilities, improving institutional effectiveness, and supporting educational modernization [2].

Prior research has consistently suggested that training and development can enhance employee performance by improving work-related knowledge, skills, and behavioural competence [1,2]. Recent empirical studies have continued to confirm that structured developmental programmes contribute positively to employee outcomes across sectors, including educational settings. In Chinese vocational education, for example, Jin et al. [3] found that a teacher development programme significantly improved novice teachers' efficacy and professional engagement, highlighting the practical value of systematic staff development in vocational institutions. These findings support the view advanced in the present author's doctoral thesis that job training in vocational universities should be understood not only as a capacity-building tool, but also as a vehicle for educational modernization, teaching quality improvement, and institutional competitiveness. However, although the positive association between training and performance is widely acknowledged, the explanatory focus of many studies remains largely direct and instrumental. In other words, much of the existing literature explains training effects in terms of competence acquisition, but pays less attention to the relational and perceptual mechanisms through which training may shape employees' work behaviour and performance outcomes.

One particularly important but underexplored mechanism is organisational support. Organisational support refers to employees' perception that the organisation values their contributions and cares about their well-being [4]. In educational contexts, perceived organisational support has been associated with a range of positive outcomes, including motivation, job satisfaction, engagement, and performance-related outcomes [5,6]. Recent evidence from university settings further suggests that support-oriented organisational conditions are closely linked to stronger staff outcomes. For example, Chen [7] reported that perceived organisational support was

positively associated with tertiary teachers' work engagement and job satisfaction, while Li et al. [8] showed that perceived organisational support influenced teacher job performance directly and indirectly through related psychological mechanisms. From this perspective, training may carry not only instructional value but also symbolic meaning. When employees receive relevant and sustained training opportunities, they may interpret these opportunities as signals that the organisation is willing to invest in their growth, trusts their potential, and recognises their contribution. Such perceptions are especially meaningful in vocational universities, where employees often work under multiple expectations related to teaching quality, institutional reform, student service, and industry alignment. Therefore, the performance benefits of job training may arise not only because employees learn more effectively, but also because they feel more supported by the organisation.

This line of reasoning is consistent with Social Exchange Theory, which provides a useful framework for explaining why organisational investment in employee development may lead to positive reciprocal behaviours. According to this perspective, when employees perceive that the organisation provides valued resources and demonstrates concern for their development, they are more likely to respond with stronger commitment, higher motivation, and better performance [9]. Training can thus be conceptualised as both a developmental resource and an organisational signal. While many studies have investigated direct relationships between training and performance, fewer have examined whether organisational support helps explain how training translates into improved job performance, particularly in the context of vocational universities. This gap is important because educational institutions differ from business organisations in their goals, governance structures, service orientation, and performance expectations. As a result, there is a need for more context-sensitive evidence on how human resource practices function in vocational higher education settings, especially within China, where vocational universities are playing an increasingly important role in national development and skills formation.

Against this background, the present study examines the relationship between job training and job performance and tests the mediating role of organisational support among employees in vocational universities in Fujian Province, China. By focusing on this mechanism, the study seeks to make three contributions. First, it narrows the analytical focus from a broad human resource model to a more specific and theoretically meaningful pathway linking job training, organisational support, and job performance. Second, it extends existing research by showing that the impact of training may be understood not only in terms of skill enhancement but also in terms of how employees interpret organisational investment in their development. Third, it provides empirical evidence from vocational universities in Fujian, an institutional context that remains relatively underrepresented in the international literature. In doing so, the study offers a more focused explanation of how training can contribute to performance improvement in vocational higher education and provides a clearer basis for practical recommendations aimed at strengthening employee development and organisational effectiveness.

2. Literature Review and Hypotheses Development

2.1. Social Exchange Theory

Social Exchange Theory provides an appropriate foundation for explaining the relationships proposed in this study. The theory suggests that workplace relationships

develop through reciprocal exchanges in which favourable treatment by one party is likely to be met with positive responses from the other [9]. Within organisations, when employees perceive that they receive valued resources, developmental opportunities, or supportive treatment, they are more likely to respond with constructive attitudes and behaviours that benefit the organisation. This exchange logic has been widely used to explain how human resource practices influence employee outcomes, particularly when those practices are interpreted as signals of organisational care and investment.

This perspective is especially relevant to the concept of organisational support. Perceived organisational support refers to employees' general belief that the organisation values their contributions and cares about their well-being [4]. Later reviews and meta-analytic work have shown that perceived organisational support is consistently associated with desirable employee outcomes, including stronger commitment, greater engagement, and improved performance [5] support functions as more than a background condition. It represents an important relational mechanism through which employees interpret organisational actions and decide how to respond.

In the context of this study, job training can be understood as one such organisational action. Training is not only a way of improving employees' knowledge and competence; it can also be interpreted as evidence that the organisation is willing to invest in their development. When employees perceive training in this way, they may feel recognised, valued, and supported, and these perceptions may encourage them to reciprocate through stronger work effort and better job performance. This reasoning is highly consistent with the broader argument already developed in the doctoral thesis, where organisational support was positioned as an important explanatory mechanism linking organisational conditions to employee performance. The present article applies that same logic in a more focused way by examining how job training may influence job performance directly and indirectly through organisational support.

2.2. Job Training and Job Performance

Job training is commonly understood as a planned effort by an organisation to improve employees' work-related knowledge, skills, and capabilities [2]. In higher education institutions, and particularly in vocational universities, training has become increasingly important because employees are expected to respond to curriculum reform, technological change, administrative digitalisation, student service demands, and closer alignment with industry needs. Under such conditions, staff performance cannot depend solely on prior qualifications. It also depends on whether employees are given meaningful opportunities to update their competencies and adapt to new work requirements.

A straightforward explanation for the relationship between job training and job performance is that relevant training improves employees' ability to perform their tasks effectively. When training is well designed and closely connected to actual work demands, employees are more likely to acquire useful knowledge, improve their work methods, and carry out responsibilities with greater confidence and competence. This view is well supported in the training and development literature. Aguinis and Kraiger [10] argued that training produces benefits not only for individual employees but also for teams, organisations, and society more broadly. Likewise, Noe [2] emphasised that

effective training contributes to improved job behaviour by strengthening employees' knowledge, skills, and work-related confidence.

Recent evidence from vocational education also supports this argument. In a study of novice teachers in Chinese vocational education, Jin et al. [3] found that a structured teacher development programme improved teachers' efficacy and professional engagement. Although their study did not focus directly on job performance in the same way as the present research, it still provides relevant support for the view that systematic staff development can improve important work-related outcomes in vocational settings. This is consistent with the argument advanced in the doctoral thesis that job training in vocational universities should be seen as a strategic mechanism for strengthening staff capability and institutional effectiveness rather than as a routine administrative arrangement.

For vocational universities, the link between training and performance may be particularly important because employees operate under dual expectations. They are required to meet internal educational standards while also responding to practical and industry-facing demands. In such an environment, training supports not only technical competence but also employees' ability to adjust to shifting institutional expectations. It is therefore reasonable to expect that employees who perceive stronger and more relevant training opportunities will also report higher job performance.

Based on the above reasoning, the following hypothesis is proposed:

H1: Job training has a positive effect on job performance.

2.3. Job Training and Organisational Support

Although job training is often discussed in terms of competence development, it also has relational significance. Employees do not evaluate training only by asking whether it improves their skills. They also interpret what the provision of training suggests about the organisation's attitude toward them. When an institution allocates time, effort, and resources to employee development, staff may interpret this as evidence that the organisation values their contribution and is willing to invest in their future. In this way, training may influence not only what employees know or can do, but also how they perceive the organisation itself.

This point is important because organisational support is inherently perceptual. As noted earlier, perceived organisational support concerns employees' belief that the organisation values their contributions and cares about their well-being [4]. Research has shown that such support perceptions are shaped not only by material benefits but also by how employees are treated more broadly within the organisation [5]. Developmental practices, including training, are therefore not neutral. They can be experienced as signals of trust, recognition, and organisational concern. This logic aligns closely with the doctoral thesis, which argued that training becomes more effective when it is embedded in a supportive institutional climate and that its significance extends beyond purely technical improvement.

Recent research on training transfer provides further support for this view. Yaquab et al. [11] showed that support-related conditions shape the extent to which training is transferred into workplace behaviour. Although their study focused on training transfer rather than perceived organisational support as conceptualised here, it still highlights the broader point that employees experience training through a wider support environment. In other words, training is more likely to be interpreted

positively when it is accompanied by encouragement, follow-up, and organisational backing. In vocational universities, where employees often face substantial teaching, service, and reform-related demands, access to relevant training may therefore strengthen the perception that the institution is genuinely committed to their development.

Accordingly, it is reasonable to expect that employees who perceive stronger and more meaningful training opportunities will also report stronger organisational support.

H2: Job training has a positive effect on organisational support.

2.4. Organisational Support and Job Performance

Organisational support has long been recognised as an important predictor of positive employee outcomes. Employees who feel valued and supported by their organisation are generally more likely to demonstrate commitment, sustain effort, and align their behaviour with organisational goals [5,6]. In educational institutions, this relationship may be especially important because academic and administrative work is often demanding, relational, and shaped by multiple, overlapping expectations.

From a theoretical perspective, the relationship between organisational support and job performance is readily explained by Social Exchange Theory. When employees perceive benevolent treatment from the organisation, they are more likely to reciprocate with positive attitudes and stronger work behaviour [9]. Organisational support may also help reduce uncertainty, strengthen role confidence, and increase motivation, all of which contribute to more effective performance. In this sense, support is not merely a desirable organisational feature; it is a resource that can shape how employees function in their day-to-day work.

Recent studies in educational settings continue to confirm the importance of organisational support. Chen [7] found that perceived organisational support was positively associated with tertiary teachers' work engagement and job satisfaction. Similarly, Li et al. [8] reported that perceived organisational support influenced teacher job performance directly and indirectly through related psychological variables. While these studies differ in context and model specification from the present research, they point to the same general conclusion: organisational support remains an important factor in understanding staff outcomes in higher education. This is consistent with the argument developed in the doctoral thesis, where organisational support was positioned as a meaningful mediator between organisational conditions and employee performance.

In vocational universities, the importance of organisational support may be even more pronounced. Employees often have to balance teaching responsibilities, student service, institutional reform, and performance-related demands under conditions of ongoing change. When staff perceive that the institution supports them, they may be more willing to invest effort, sustain engagement, and perform effectively despite these pressures. It is therefore reasonable to expect a positive relationship between organisational support and job performance.

Therefore, the following hypothesis is proposed:

H3: Organisational support has a positive effect on job performance.

2.5. The Mediating Role of Organisational Support

Although the direct effect of training on performance is important, it does not fully explain how training works in organisational settings. Training may improve performance because employees gain knowledge, skills, and competence, yet this explanation remains incomplete if it ignores how employees interpret the training experience. Employees do not simply receive training and then perform better in a purely mechanical sense. They also form judgments about what the provision of training means. One likely interpretation is that training reflects the organisation's willingness to invest in their development and support their future contribution.

This is where organisational support becomes analytically important. If employees interpret training as a sign that the organisation values them, training may strengthen perceived organisational support, which in turn may encourage stronger work behaviour and better job performance. This line of reasoning is highly consistent with Social Exchange Theory [9]. When organisations provide valued resources, employees are more likely to respond positively. In the present study, training can be viewed as such a resource, while organisational support represents the perception through which that resource is interpreted. This logic is also consistent with organisational support theory, which suggests that employees' attitudes and behaviours are shaped by whether they believe the organisation values their contributions and cares about their well-being [5,6].

The doctoral thesis from which this article is derived already articulated this argument in broader form, suggesting that the effect of training is fuller when it is situated within a supportive organisational environment. The present article refines that broader claim by focusing specifically on organisational support as a mediating mechanism between job training and job performance.

Recent work on training transfer also points in a similar direction. Yaqub et al. [11] found that support-related conditions influence whether training is translated into workplace behaviour, reinforcing the view that support is not incidental to the training process but can form part of the mechanism through which training produces outcomes.

Taken together, the literature suggests that job training may affect job performance not only directly, through capability enhancement, but also indirectly, through its influence on organisational support. On this basis, the following hypothesis is proposed:

H4: Organisational support mediates the relationship between job training and job performance.

Figure 1 presents the conceptual framework of the study.

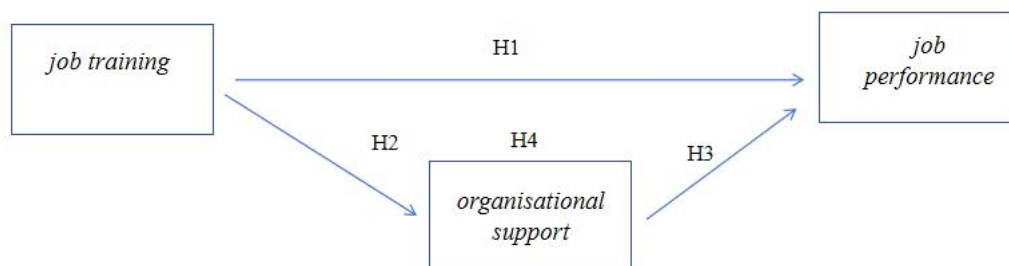


Figure 1. Conceptual framework of the study.

3. Methodology

3.1 Research Design

This study adopted a quantitative, cross-sectional research design to examine the relationship between job training and job performance and to test the mediating role of organisational support among employees in vocational universities in Fujian Province, China. The design was consistent with the broader methodological approach of the doctoral thesis, which treated the focal constructs as measurable organisational phenomena and used structured survey data to test hypothesised relationships. A questionnaire-based design was considered appropriate because the study focused on employees' perceptions of training, organisational support, and job performance, all of which are commonly assessed through standardised self-report measures in organisational and educational research [12].

The present article uses the same dataset as the doctoral thesis but narrows the analytical scope to one specific pathway. Rather than testing the full model, this paper focuses only on job training as the independent variable, organisational support as the mediator, and job performance as the dependent variable. This narrower design makes the analysis more suitable for a journal article and allows closer examination of the mechanism linking training to performance.

3.2 Population, Sampling, and Sample Size

The target population consisted of employees working in vocational universities in Fujian Province, China. In the full doctoral study, respondents were drawn from six institutions located across different parts of Fujian, including southern, northern, eastern, and western areas, in order to improve institutional coverage and contextual breadth. The study population across these institutions was reported as 4,300 employees.

A non-probability convenience sampling approach was used. This choice reflected practical constraints in gaining full sampling-frame access across multiple institutions, but it was considered acceptable for the purposes of the study because questionnaires were distributed through a combination of online platforms and institutional communication channels, allowing relatively broad access to potential respondents. The questionnaire also collected demographic information to support post-stratification and subgroup description during analysis. This logic follows the methodological justification already developed in the thesis and can be retained here in a more concise form. Convenience sampling is also widely used in survey-based educational and organisational research where access to a full probability sampling frame is difficult to achieve [12].

With reference to Krejcie and Morgan's sample size benchmark, the minimum recommended sample size for a population of 4,300 was 338. To allow for incomplete or unusable responses, 450 questionnaires were distributed. After screening and data cleaning, 367 valid responses were retained for the final analysis. This final sample exceeded the minimum threshold and was adequate for PLS-SEM analysis. In the doctoral thesis, sample adequacy was also supported by the 10-times rule and statistical power considerations, both of which indicated that the final sample size was sufficient for testing the proposed relationships.

3.3. Measures

All constructs in the doctoral thesis were measured using standardised multi-item scales adapted from prior studies and rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). For the purposes of this article, only three constructs are included: job training, organisational support, and job performance. The wording of the measures follows the validated questionnaire used in the final thesis and therefore remains fully aligned with the original research instrument.

Job training was measured with five items adapted from Noe's training effectiveness framework. The items assessed respondents' perceptions of the relevance, usefulness, and developmental value of the training provided by their universities. Sample items included whether the training programmes were well designed for job responsibilities and whether the training improved job-related skills. This operationalisation is consistent with the broader training and development literature, which conceptualises training as an organised effort to improve employees' job-related knowledge, skills, and capabilities [2].

Job performance was measured with five items adapted from Williams and Anderson's job performance scale. These items captured employees' self-reported effectiveness in areas such as timely task completion, quality of work, problem solving, collaboration, and improvement-oriented behaviour. This approach is consistent with the measurement strategy adopted in the doctoral thesis, which treated job performance as a multi-item latent construct reflecting employees' work effectiveness.

Organisational support was likewise measured using five items in the original questionnaire. The scale focused on the extent to which employees felt that the university recognised their contributions, cared about their well-being, and provided support for their work and development. In conceptual terms, this operationalisation is consistent with the classic definition of perceived organisational support proposed by Eisenberger et al. [4]. In the doctoral thesis, organisational support was explicitly treated as the mediating construct linking organisational conditions to job performance, and the same operationalisation is retained in this article.

Demographic variables such as gender, age, qualification, academic rank, work experience, and location were collected for descriptive purposes. In the final doctoral version, these variables were not retained as core structural model components, and the present article follows that simplified approach.

3.4. Data Collection Procedure

Data were collected through a structured questionnaire survey administered to employees in the participating vocational universities. The questionnaire included a cover letter introducing the purpose of the study and assuring respondents that participation was voluntary, responses would remain confidential, and no identifying personal information was required. These features were built directly into the survey instrument used in the doctoral study.

Questionnaires were distributed through online survey platforms and institutional communication networks. Returned responses were subjected to screening and cleaning before analysis. Incomplete and invalid questionnaires were excluded so that only usable responses were retained in the final dataset. This procedure was consistent with the quality-control process described in the doctoral thesis.

3.5. Data Analysis

The data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) with SmartPLS 4.0. In the doctoral thesis, PLS-SEM was selected because it is suitable for analysing latent constructs, estimating direct and indirect effects simultaneously, and handling mediation models in applied organisational research. That rationale remains appropriate for the present article, even though the model here is narrower than the full thesis model.

The analysis proceeded in two stages. First, the measurement model was assessed to establish the adequacy of the constructs. Following the approach used in the thesis, this involved examining indicator loadings, composite reliability, and average variance extracted for convergent validity, as well as Fornell–Larcker, cross-loadings, and HTMT where relevant for discriminant validity. Second, the structural model was evaluated by examining collinearity, path coefficients, and the significance of the hypothesised relationships. The mediating effect of organisational support was tested using bootstrapping procedures. This two-stage procedure is consistent with standard PLS-SEM practice in applied social science research.

Because this article focuses only on one independent variable, one mediator, and one dependent variable, the model is substantially more parsimonious than the original thesis model. This makes the presentation more concise while preserving the same analytical logic.

3.6 Ethical Considerations

Participation in the survey was voluntary, and respondents were informed of the purpose of the study before completing the questionnaire. The instrument did not require identifying personal information, and responses were treated confidentially and used only for academic research purposes. These procedures were clearly stated in the questionnaire cover letter and formed part of the ethical handling of the data in the doctoral study.

4. Results

4.1. Respondent Overview

The analysis was based on 367 valid responses collected from employees working in vocational universities in Fujian Province, China. As noted earlier, the dataset used in this article is drawn from the final doctoral thesis, but the present analysis narrows the focus to three constructs only: job training, organisational support, and job performance. The final sample size exceeded the minimum requirement established for the broader study and was considered adequate for PLS-SEM analysis.

Because the purpose of this paper is to test a focused mediation model rather than to provide a full descriptive account of all background variables, the respondent profile is not discussed here in detail. Instead, the emphasis is placed on the adequacy of the measurement and structural models for the three focal constructs.

4.2. Measurement Model Assessment

The measurement model was first assessed to confirm the reliability and validity of the focal constructs. In the full thesis, all constructs demonstrated satisfactory internal consistency and convergent validity, and the same pattern holds for the three variables retained in this paper. For job training, item loadings ranged from 0.816 to 0.857, with a composite reliability (CR) of 0.923 and an average variance extracted (AVE) of

0.705. For job performance, loadings ranged from 0.750 to 0.832, with a CR of 0.898 and an AVE of 0.638. For organisational support, loadings ranged from 0.793 to 0.843, with a CR of 0.916 and an AVE of 0.685. These values are all above the commonly accepted thresholds, indicating that the retained constructs were measured reliably and captured sufficient shared variance.

Discriminant validity was also satisfactory. In the final thesis, the square roots of the AVE values for job training, job performance, and organisational support were higher than the correlations among these constructs, satisfying the Fornell–Larcker criterion. Specifically, the square roots of AVE were 0.840 for job training, 0.799 for job performance, and 0.828 for organisational support, all of which exceeded the corresponding inter-construct correlations. The HTMT values among these constructs were also below the recommended threshold, with 0.483 for job training and job performance, 0.500 for job training and organisational support, and 0.415 for organisational support and job performance. Taken together, these results indicate that the three constructs are empirically distinct from one another.

Overall, the measurement results suggest that the reduced model used in this article retains acceptable psychometric quality and provides a sound basis for hypothesis testing. Table 1 summarises the results of the measurement model assessment, including factor loadings, Cronbach’s alpha, composite reliability, and average variance extracted.

Table 1. *Measurement model assessment.*

Construct	Item	Loading	Cronbach’s alpha	CR	AVE
Job Training	JT1	0.838	0.895	0.923	0.705
	JT2	0.816			
	JT3	0.846			
	JT4	0.842			
	JT5	0.857			
Organisational Support	OS1	0.793	0.891	0.916	0.685
	OS2	0.834			
	OS3	0.834			
	OS4	0.834			
	OS5	0.843			
Job Performance	JP1	0.801	0.866	0.898	0.638
	JP2	0.811			
	JP3	0.796			
	JP4	0.832			
	JP5	0.750			

4.3. Structural Model Assessment

Before testing the structural relationships, collinearity was examined. In the thesis model, the lateral collinearity values were all well below the critical threshold. For the paths relevant to the present article, the VIF for job training predicting job performance was 1.522, the VIF for job training predicting organisational support was 1.412, and the VIF for organisational support predicting job performance was 1.383. These values indicate that collinearity was not a concern in the structural model.

The structural path estimates provided clear support for the direct hypotheses. First, job training had a significant positive effect on job performance ($\beta = 0.226$, $t = 4.191$, $p < 0.001$), supporting H1. Second, job training had a significant positive effect on organisational support ($\beta = 0.283$, $t = 4.995$, $p < 0.001$), supporting H2. Third,

organisational support had a significant positive effect on job performance ($\beta = 0.150$, $t = 2.849$, $p = 0.004$), supporting H3. In substantive terms, these findings suggest that employees who reported stronger training experiences also reported higher levels of organisational support and better job performance, while organisational support itself was positively associated with performance.

These results are important for two reasons. First, they confirm that job training remains directly related to work performance in vocational university settings. Second, they show that training is also associated with a stronger perception that the organisation is supportive, which is consistent with the logic developed in the theoretical framework.

4.4 Mediation Analysis

The mediation analysis further examined whether organisational support helped explain the relationship between job training and job performance. The final thesis reported a significant indirect effect of job training on job performance through organisational support ($\beta = 0.109$, $p < 0.001$), with a variance accounted for (VAF) of 32.5%. This pattern indicates that organisational support carries part of the effect of training on performance. At the same time, because the direct effect of job training on job performance remained significant, the mediation should be interpreted as partial rather than full.

This finding suggests that the effect of job training is not limited to skill acquisition alone. Part of its impact appears to work through employees' interpretation of training as a sign of organisational investment and support. In other words, training contributes to performance both directly and indirectly. Directly, it helps employees improve work-related capability. Indirectly, it strengthens organisational support, which in turn encourages better work performance. On this basis, H4 was supported.

4.5 Summary of Hypothesis Testing

All four hypotheses proposed in this article were supported. Job training was positively related to job performance and organisational support, organisational support was positively related to job performance, and organisational support partially mediated the relationship between job training and job performance. Table 2 presents the structural model and hypothesis testing results, including the direct effects and the mediating effect of organisational support.

Table 2. Structural model and hypothesis testing results.

Hypothesis	Path	Beta	t-value	p-value	Result
H1	OC $\rightarrow$ JP	0.186	3.252	0.001	Supported
H2	JT $\rightarrow$ OS	0.283	4.995	0.000	Supported
H3	OS $\rightarrow$ JP	0.150	2.849	0.004	Supported
H4	JT $\rightarrow$ OS $\rightarrow$ JP	0.042	2.477	0.013	Supported

5. Discussion

The purpose of this study was to examine whether job training contributes to job performance among employees in vocational universities and whether organisational support helps explain this relationship. The findings provide consistent support for the proposed model. Job training was found to have a significant positive effect on job performance and organisational support, while organisational support also had a

significant positive effect on job performance. In addition, organisational support partially mediated the relationship between job training and job performance. Taken together, these findings suggest that training in vocational universities works through both an instrumental path and a relational path. It improves performance not only because employees gain useful knowledge and skills, but also because training can strengthen their sense that the organisation values and supports them.

5.1. Job Training and Job Performance

The positive relationship between job training and job performance is not surprising, but it remains important in the context of vocational universities. Employees in these institutions are expected to respond to multiple and often changing demands, including teaching reform, digital administration, student support, institutional evaluation, and, in some cases, industry-linked responsibilities. Under these conditions, training helps employees update their knowledge, improve their work methods, and carry out tasks more effectively. The result supports the view that training is not simply an administrative routine but a practical means of enhancing employees' capacity to meet work requirements [1].

This finding also fits well with the position taken in the doctoral thesis, where job training was treated as a strategic human resource practice rather than a one-off intervention. In that broader argument, training was linked to staff development, institutional effectiveness, and educational modernisation. The present article narrows that larger framework and shows that even when examined on its own, job training remains a meaningful predictor of performance. In other words, once the broader model is stripped back to a more focused pathway, the contribution of training still holds. That gives the present result more weight, not less.

Another point worth noting is that the effect of training here should not be reduced to technical skill alone. In vocational universities, work performance often depends on whether employees can adapt what they know to changing institutional realities. Relevant training appears to help with that adaptation. It gives employees not only updated competence but also a clearer sense of how to perform effectively under current organisational expectations. That interpretation is also broadly consistent with recent evidence from Chinese vocational education showing that structured teacher development programmes improve professional efficacy and engagement, both of which are closely related to work effectiveness [3].

5.2. Job Training and Organisational Support

The finding that job training positively influences organisational support is especially important because it moves the discussion beyond a narrow skills-based interpretation of training. Employees do not experience training in a purely technical way. They also interpret what it means when an institution chooses to invest in their development. In this study, stronger perceptions of training were associated with stronger perceptions of organisational support, suggesting that training functions partly as a signal of how the organisation regards its employees.

This interpretation is highly consistent with the logic already present in the doctoral thesis. There, training was discussed not merely as a mechanism for competence development but as something that becomes more effective when embedded in a supportive institutional climate. The current finding refines that point. It suggests that training does not just depend on support; it can also help generate support perceptions.

When employees receive meaningful and relevant training, they may infer that the university recognises their contribution, cares about their growth, and is willing to invest in their future. In that sense, training carries symbolic value as well as practical value.

This interpretation is also consistent with organisational support theory, which suggests that employees develop general beliefs about whether the organisation values their contributions and cares about their well-being on the basis of how they are treated [4,5]. Training can therefore be experienced not only as a developmental activity but also as a sign of recognition and organisational concern. That wider meaning may be especially important in vocational universities, where staff often work under multiple expectations related to teaching quality, institutional reform, student service, and industry alignment.

This is particularly plausible in vocational universities, where professional development often has visible implications for teaching quality, service effectiveness, and career progression. Staff may therefore interpret access to training as evidence that the organisation is not simply demanding results, but also providing developmental support. That perception matters because it changes the meaning of training. Training stops being just an assigned activity and becomes part of the employee's wider relationship with the institution. This line of interpretation also resonates with recent work on training transfer, which shows that support-related conditions shape whether training is sustained and translated into workplace behaviour [11].

5.3. Organisational Support and Job Performance

The study also found that organisational support had a significant positive effect on job performance. This result suggests that employees who feel recognised, cared for, and supported by their institution are more likely to perform well in their work. In practical terms, support can strengthen confidence, reduce uncertainty, and encourage employees to put more effort into their tasks. In educational institutions, where work often involves service, coordination, and sustained interpersonal responsibility, these effects are especially meaningful.

For vocational universities, this result is not only theoretically reasonable but also contextually important. Employees in such institutions often work under layered expectations. They may need to meet internal teaching or administrative requirements while also responding to external evaluation, student needs, and policy changes. Under these conditions, perceived support can act as a stabilising organisational resource. When staff believe the institution stands behind them, they may be more willing to sustain effort, engage constructively with work demands, and maintain performance even under pressure.

This finding is also consistent with the broader literature on perceived organisational support. Reviews and meta-analytic evidence have shown that organisational support is associated with a wide range of favourable employee outcomes, including stronger commitment, engagement, and performance-related behaviour [5,6]. Recent studies in educational settings point in the same direction. Chen [7] found that perceived organisational support was positively linked to tertiary teachers' work engagement and job satisfaction, while Li et al. [8] reported that perceived organisational support influenced teacher job performance directly and indirectly. Although those studies used somewhat different models, they reinforce the

general argument that support is not a background condition but an important factor shaping how employees function at work.

This finding also strengthens the article's broader argument. If organisational support had not shown a meaningful relationship with performance, the mediating logic would have been much weaker. Instead, the result confirms that support is not a secondary background condition; it is part of the process through which performance is shaped in the workplace.

5.4. The Mediating Role of Organisational Support

The most important contribution of this study lies in the mediation result. Organisational support partially mediated the relationship between job training and job performance, which means that training influences performance in more than one way. Part of its effect is direct: employees who receive useful training are better equipped to do their jobs. But another part of the effect runs through employees' perception of organisational support. Training appears to help employees feel that the organisation values them, and that perception in turn contributes to stronger job performance.

This finding matters because it gives a fuller account of how training works. If the analysis had stopped at the direct effect, the conclusion would have been relatively conventional: training improves performance. The mediation result adds a more nuanced explanation. It shows that the effect of training is not exhausted by competence improvement. Training also shapes how employees interpret their relationship with the organisation. Once that relational dimension is taken into account, the connection between training and performance becomes clearer.

The fact that the mediation is partial rather than full is also meaningful. It suggests that training retains its own direct value even after organisational support is considered. That is an intuitively plausible outcome. Some of the benefit of training comes from real improvement in job knowledge, skill, and task execution. At the same time, another part comes from the message training sends: the organisation is prepared to invest in its employees. These two mechanisms coexist rather than replace one another. This makes the present result more convincing, because it avoids the unrealistic assumption that training matters only through perceptions. Instead, it shows that training has both practical and relational consequences.

From the perspective of Social Exchange Theory, this pattern is easy to understand. Training can be viewed as an organisational resource. When employees perceive that the university is willing to allocate resources to their development, they are more likely to respond positively. That response may take the form of stronger effort, greater responsibility, and better performance [9]. The mediation result therefore supports the idea that employee development practices can trigger reciprocal behaviour when they are interpreted as evidence of support and recognition. This interpretation is also consistent with organisational support theory, which emphasises that employees' responses to organisational practices depend partly on whether those practices are understood as signs that the organisation values them [4,5].

5.5. Overall Interpretation

Taken as a whole, the findings point to a simple but important conclusion: in vocational universities, job training is most meaningful when it is understood not only as a way to enhance capability but also as part of a supportive organisational

relationship. This broader interpretation is what allows the present study to move beyond a purely technical view of training. Training matters because it helps employees do their work better, but it also matters because it affects how they see the institution they work for.

This has particular relevance in the context of Fujian's vocational universities. Such institutions are under ongoing pressure to improve quality, adapt to reform, and remain aligned with regional development needs. Under these circumstances, performance improvement cannot depend solely on formal expectations or performance monitoring. It also depends on whether employees feel that the organisation is investing in them in a meaningful way. The present findings suggest that training can serve both purposes at once: it builds competence and reinforces support. That dual function may be one reason why its contribution to job performance remains significant in this study.

More broadly, the study helps sharpen the argument developed in the doctoral thesis. The larger thesis showed that job training is one of several important antecedents of job performance and that organisational support plays a mediating role within a broader model. This article isolates one pathway from that larger framework and demonstrates that the pathway holds on its own. In doing so, it provides a more focused explanation that is better suited to a journal article and easier to translate into practical recommendations for institutional management.

6. Limitations and Future Research

This study has several limitations that should be acknowledged. First, the research employed a cross-sectional design, which means that the data were collected at one point in time. Although the findings support the proposed relationships among job training, organisational support, and job performance, the design does not allow strong causal conclusions to be drawn. Future studies could adopt longitudinal designs to examine whether the effects of training and perceived organisational support on job performance remain stable over time.

Second, the data were collected from vocational universities in Fujian Province, China. While this context is meaningful and relevant to the purpose of the study, it may limit the generalisability of the findings to other regions or types of higher education institutions. Organisational structures, management practices, and staff development policies may differ across provinces and institutional settings. Future research could therefore extend the analysis to other regions in China or compare vocational universities with other categories of higher education institutions in order to test the broader applicability of the proposed model.

Third, the study relied on self-reported questionnaire data. Although this approach is widely used in organisational and educational research, self-reported responses may be influenced by social desirability or common method bias. In particular, employees may evaluate their training experiences, perceived organisational support, and job performance in ways that reflect subjective tendencies rather than purely objective conditions. Future research may address this issue by combining self-reported data with supervisor ratings, institutional records, or other multi-source measures.

In addition, the present study focused only on the mediating role of organisational support in the relationship between job training and job performance. This narrower model was appropriate for the purpose of the article, but it does not capture all

possible explanatory factors. Future studies could explore additional mediators or moderators, such as work engagement, leadership support, organisational culture, or psychological empowerment, in order to develop a more comprehensive understanding of how training contributes to employee performance in vocational universities.

Despite these limitations, the study provides useful evidence on the role of job training and organisational support in shaping job performance in vocational higher education. It also offers a focused basis for future research seeking to refine and extend this line of inquiry.

7. Conclusions

This study examined the relationship between job training and job performance among employees in vocational universities in Fujian Province, China, with particular attention to the mediating role of organisational support. The findings showed that job training was positively associated with both organisational support and job performance, while organisational support also had a significant positive effect on job performance. In addition, organisational support was found to partially mediate the relationship between job training and job performance.

These findings suggest that training in vocational universities should not be understood only as a means of improving technical competence. It also shapes how employees perceive the organisation's commitment to their development. When staff view training as a sign of organisational investment and support, the effect of training on performance becomes stronger and more meaningful. In this sense, the contribution of training extends beyond skill enhancement and enters the broader domain of organisational relationships.

Overall, the study provides a more focused explanation of how job training contributes to employee performance in vocational higher education. By highlighting the mediating role of organisational support, it shows that performance improvement depends not only on what employees learn, but also on how they interpret the organisation's treatment of them. This offers a useful perspective for understanding staff development in vocational universities and adds empirical evidence from the context of Fujian Province, China.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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