

Li Wei,

Postgraduate student, Sumy National Agrarian University

ORCID ID: <https://orcid.org/0000-0001-9855-229X>

Li Zongxi,

Postgraduate student, Sumy National Agrarian University

ORCID ID: <https://orcid.org/0000-0002-9153-909X>

DOI: 10.32702/2306-6814.2022.19-20.114

ORGANIZATIONAL AND METHODOLOGICAL AND PRACTICAL FEATURES OF THE STUDY OF THE RELATION BETWEEN THE UNIVERSITY HIGHLY PRODUCTIVE LABOR SYSTEM AND THE COMPETENCE OF THE TEACHER

Лі Вей,

аспірант, Сумський національний аграрний університет

Лі Цзунсі,

аспірант, Сумський національний аграрний університет

ОРГАНІЗАЦІЙНО-МЕТОДИЧНІ ТА ПРАКТИЧНІ ОСОБЛИВОСТІ ДОСЛІДЖЕННЯ ЗВ'ЯЗКУ МІЖ УНІВЕРСИТЕТСЬКОЮ ВИСОКОПРОДУКТИВНОЮ СИСТЕМОЮ ПРАЦІ ТА КОМПЕТЕНТНІСТЮ ВИКЛАДАЧІВ

The scientific work is devoted to the analysis of organizational, methodological and practical features of the study of the relationship between the university highly productive labor system and the competence of teachers. The relevance of the article is due to the fact that a significant number of teachers are involved in the educational process at universities and colleges in China. Accordingly, to ensure an effective human resources management system, it is necessary to clearly substantiate the prevailing influence of factors on improving the competence and efficiency of teachers' work. It is proved that the increase in labor efficiency corresponds to the organizational measures of human resource management, abilities and motivation. In addition, the relationship between these three variables affects the organizational component of the management process. It is substantiated that in the process of management there is a close relationship between the process of managing labor resources and the competence, motivation and achievements of teachers. Based on the results of a survey based on data from 28 universities in China, a sample of data was made, which became the basis for statistical analysis, the results of which showed a high level of correlation of such factors as a highly productive work system, competencies and motivation of teachers. In addition to statistical methods of analysis, for the objectivity of substantiating the conclusions, the provisions of Maslow's hierarchy of needs theory were taken into account. Also, in the scientific work were investigated the competence of teachers from four positions, namely: competence in the scientific field, basic competence, pedagogical competence and competence in the field of social services. It has been established that, thanks to their own efforts, scientific and pedagogical workers always strive to improve the quality of teaching, the educational process and the level of their own scientific potential. In the context of the issues under study, evidence was obtained that the leadership of universities and colleges in China creates appropriate conditions for teachers for development (equal working conditions, financial incentives for professional development, promotion of scientific potential).

Наукова праця присвячена аналізу організаційно-методичних та практичних особливостей дослідження зв'язку між університетською високопродуктивною системою праці та компетентністю викладачів. Актуальність статті обумовлена тим, що в університетах та коледжах Китаю

до освітнього процесу залучено значну кількість викладачів. Відповідно, для забезпечення дієвої системи управління трудовими ресурсами, необхідне чітке обґрунтування переважаючого впливу факторів на підвищення компетентності та ефективності праці викладачів. Доведено, що підвищення ефективності праці кореспондується з організаційними заходами управління людськими ресурсами, здібностями та мотивацією. Крім того, взаємозв'язок між зазначеними трьома змінними здійснює вплив на організаційну компоненту управлінського процесу. Обґрунтовано, що в процесі управління існує тісний зв'язок між процесом управління трудовими ресурсами та компетенцією, мотивацією та досягненнями викладачів. За результатами анкетування, яке базувалося на даних з 28 університетів Китаю, було здійснено вибірку даних, які стали основою для проведення статистичного аналізу, результати якого засвідчили високий рівень кореляції таких факторів, як високопродуктивна система праці, компетенції та мотивація викладачів. Крім статистичних методів аналізу для об'єктивності обґрунтування висновків, було враховано положення теорії ієрархії потреб Маслоу. Також в науковій праці було досліджено компетентність викладачів з чотирьох позицій, а саме: компетентність в науковій сфері, базова компетентність, педагогічна компетентність та компетентність у сфері соціального обслуговування. Встановлено, що завдяки власним зусиллям, науково-педагогічні працівники завжди прагнуть підвищити якість викладання, освітнього процесу та рівень власного наукового потенціалу. В контексті досліджуваної проблематики, було отримано докази, що керівництво університетів та коледжів Китаю створюють для викладачів належні умови для розвитку (рівні умови праці, матеріальне стимулювання професійного розвитку, сприяння розвитку наукового потенціалу).

Key words: high-performance work system, competency, motivation, teachers, human resource management.

Ключові слова: система високопродуктивної праці, компетентність, мотивація, викладачі, управління людськими ресурсами.

INTRODUCTION

In 1995, Huselid first proposed the existence of an optimal human resource management model, which is conducive to maximizing organizational performance [1]. From the perspective of "behavior" in the research of human resource management, it is believed that the human resource management system will ultimately achieve the organizational goals by promoting the desirable behavior of employees [2]. There are a large number of university teachers in China, but there are some problems such as low efficiency and few scientific research achievements. The competence and achievement motivation of university teachers are important factors that affect their work efficiency. Therefore, it is necessary to further explore how the high-performance work system can improve teachers' competence by stimulating teachers' achievement motivation. The result is of great significance to improve teachers' competence and the efficiency of human resource management in colleges and universities.

LITERATURE REVIEW

Scientists and scholars currently engaged in research in this field mainly include: Jiang, K., Lepak, D. P., Hu, J., Baer, J. C. Ye Renmin, Wen Zhonglin, Zhang Lei, Hou Jietai, Khilji, S.E., Wang, X.Y., Nishii, L. H., Lepak, D. P., Schneider, B., Liang, Rongcheng, Ma Silu, Rao Min, Cheng, Bojin, Chen Peng, Chen Yusheng.

THE PURPOSE OF THE ARTICLE

The purpose of the article is to study the organizational, methodological and practical characteristics of the study of the relationship between the university's high-performance work system and the teacher's competence.

THE MAIN RESULTS OF THE RESEARCH

The university high performance work system, teachers' competence and achievement motivation are mutually reinforcing. High performance human resource management measures in universities promote teachers to work hard and study hard by improving their achievement motivation, thus improving teachers' post competence.

A questionnaire survey was conducted with Chinese university teachers as the survey objects, and the convenient sampling method was used to select eight provinces in the east (Shandong, Guangdong), central (Henan, Hebei, Hubei) and west (Xinjiang, Sichuan, Chongqing) of China. Teachers from 28 universities were the subjects of the study, and electronic questionnaires were distributed to them. A total of 400 questionnaires were recovered, of which 390 were valid, with an effective rate of 97.5%.

A self-compiled university high-performance work system questionnaire was used to evaluate teachers' perceptions of the degree to which a high-performance work system was implemented in the school. The questionnaire test topics include: teacher selection and development, performance-related compensation, information sharing, occupational safety and security, equal working environment, five first-level indicators and 24 second-level indicators. The respondents were asked to answer based on their perceived level of compliance with the school's situation. Choose from a total of 5 options from "Not at all" to "Completely". The reliability and validity of the scale were tested according to the data collected from the scale. The overall α coefficient of the questionnaire data is 0.967, and the α coefficient of each

Table 1. High performance work system questionnaire overall fit index

Fit metrics	X2/df	NFI	CFI	IFI	TLI	PCFI	RMSEA
Reference	<3	>0.9	>0.9	>0.9	>0.9	>0.5	<0.08
Numerical value	2.111	0.882	0.908	0.908	0.894	0.793	0.089

latent variable is greater than 0.96, so the overall reliability of the questionnaire is very good, the scale is very suitable for the purpose of this research, and can be further analyzed. Teacher selection and development, performance-related compensation, information sharing, occupational safety and security, and equal working environment have standard factor loadings of more than 0.6, indicating that all the items in the scale are related to their corresponding variables. have good explanatory power. From the combined reliability and average variance extraction values, the minimum combined reliability CR of each latent variable is 0.8429; the AVE values are all greater than the standard reference value of 0.50. The overall fit index also achieved the fit index (table 1). It can be seen that the scales used in this questionnaire design have good convergent validity.

An assessment of teacher achievement motivation. The Achievement Motivation Scale (AMS), compiled by psychologists Gjesme and Nygard (1970) at the University of Oslo, Norway, and revised by Ye Renmin and Hagtvet (1992), uses a 4-point score. It is divided into two dimensions: motivation to pursue success (Ms) and motivation to avoid failure (Mf). According to Atkinson's theory, the achievement motivation score (Ma) consists of the pursuit of success score minus the avoidance of failure score (Ma=Ms-Mf). The higher the score, the higher the achievement motivation. According to the research results of the scale revisers, the split-half reliability of the scale was 0.77 (P < 0.01), and the validity was 0.58 (P < 0.01) [3]. Through the analysis of the data of this study, the overall α coefficient of the scale data is 0.892, and the α coefficient of each latent variable is greater than 0.9, so the overall reliability of the scale is very good and can be further analyzed.

This research adopts the self-assessment questionnaire of university teachers' competence to evaluate the competence level of teachers. The questionnaire test topics include: basic competency, scientific research competency, teaching competency and social service competency four first-level indicators and 22 second-level indicators. Through the analysis of the survey data, the overall α coefficient of the questionnaire data is 0.953, and the α coefficient of each latent variable is greater than 0.87, so the overall reliability of the questionnaire is very good and can be further analyzed. The standard factor loadings of the measurement items included in the variables of scientific research competence, basic competence, teaching competence, and social service competence are all greater than 0.6, indicating that all the measurement items in the scale have better performance for their corresponding variables. interpretive ability. Judging from the combined reliability and average variance extraction

Table 2. Overall Fit Index Table of Teacher Competency Questionnaire

Fit metrics	X2/df	NFI	CFI	IFI	TLI	PCFI	RMSEA
Reference	<3	>0.9	>0.9	>0.9	>0.9	>0.5	<0.08
Numerical value	2.625	0.944	0.913	0.913	0.901	0.802	0.078

Table 3. The relationship between high-performance work system, achievement motivation and teacher competency

Indicators		Scientific Research Competency	Basic Competency	Teaching Competency	Social Service Competency
High performance work system	Selection and Development	0.416***	0.420***	0.455***	0.399***
	Performance-based Compensation	0.427***	0.434***	0.427***	0.414***
	Information Sharing	0.466***	0.439***	0.431***	0.426***
	Occupational Safety and Security	0.435***	0.387***	0.432***	0.469***
	Equal Work Environment	0.469***	0.437***	0.441***	0.425***
Achievement Motive	Pursuit of Success	0.333***	0.290***	0.406***	0.442***
	Avoid Failure	-0.023	-0.059	-0.043	0.035

Note: * * * indicates p < 0.001.

Table 4. Relationship between high-performance work system and achievement motivation

Indicators	Pursuit of Success	Avoid Failure
Selection and development	0.270***	0.064
Performance-based compensation	0.196***	0.060
Information sharing	0.228***	0.085
Occupational safety and security	0.271***	0.100*
Equal work environment	0.261***	0.105*

Note: * * * indicates p < 0.001.

values, the combined reliability CR of each latent variable is at least 0.8903; the AVE values are all greater than the standard reference value of 0.50. The overall fitting indicators of the questionnaire all reached the adaptation indicators (table 2). It can be seen that the scales used in this questionnaire design have good convergent validity.

For correlation analysis, we used SPSS 17.0 statistical software. For intermediary effect analysis, we used LISREL 8.7 statistical analysis software.

The data in table 3 shows that there is a significant positive correlation between the five dimensions of the high-performance work system and the four dimensions of teacher competence; there is also a significant positive correlation between the motivation to pursue success and the four dimensions of teacher competence Positive correlation; motivation to avoid failure was not related to teacher competency.

The data in table 4 show that there are significant positive relations between the five dimensions of high-performance work system and the motivation to pursue success, and between occupational security and equal working environment and the motivation to avoid failure.

Because the high-performance work system and teacher competence has a significant positive relationship, and the pursuit of success motivation also has a significant positive relationship, so we pursue the motivation of success as the intermediary variable (W), with high performance work system score independent variable (X),

Table 5. The intermediary role of pursuing motivation in the relationship between high-performance work system and teacher competency

	t	p
Y=0.431X	13.084	0.000
W=2.597X	5.512	0.000
Y=0.371X	11.480	0.000
+0.023W	6.812	0.000

Table 6. The proportion of the intermediary effect of pursuit motivation in the relationship between high-performance work system and teachers' competency

	Effect	Boot SE	Boot LLCI	Boot ULCI	Effect ratio
Direct Effect	0.4082	0.038	0.3333	0.4824	94.80%
Indigo Effect	0.0225	0.0117	0.0018	0.0479	5.23%
Gross Effect	0.4306	0.553	0.366	0.495	

to teacher competence score dependent variable (Y), through the method of regression to test the intermediary effect.

The data in table 5 and table 6 indicate that the motivation to pursue success has a partial mediating effect in the relationship between high-performance work systems and teacher competence, with a ratio of $0.023/0.431=5.23\%$.

Mediation effect means that the effect of X on Y is achieved through W, that is, W is a function of X and Y is a function of W. Considering the effect of the independent variable X on the dependent variable Y, if X affects the variable Y via W, W is called the mediation variable [4]. Because there is a significant positive relationship between high-performance work systems and teacher competence, there is also a significant positive correlation with the motivation for pursuing success. To test the hypothesis of this study, the mediating effect of college faculty achievement motivation between university high performance work system and faculty competence. This study in the motivation of success as the intermediary variable (W), with high performance work system score independent variable (X), teacher competence to the dependent variable (Y), by testing the mediation effect, in order to verify the achievement motivation in high performance work system and the intermediary effect in the relationship between teachers' competence.

First, the total score of the high-performance work system examines its influence on the total score of the teacher's competence, that is, whether the results of the regression coefficient t-test are significant. As shown in tables 5 and 6, the total score of the high-performance work system had a positive effect on the teachers' total teacher competency score, with a t-value of 13.084. Then, achievement motivation was introduced as a mediation variable. When the mediation effect test was introduced, the result of the regression coefficient t-test of the independent variables' influence on the mediation variable was 5.512. This shows that the motivation to pursue success plays a partial intermediary effect in the relationship between high-performance work system and teacher competence. The university work system and the competence of teachers and the pursuit of success are interrelated. The pursuit of success is the attribution of

teachers' competence to the university work system, that is, the intermediary variable, which affects the direction (positive or negative) and strength of the relationship between the dependent variables and the independent variables. Regression test indicated significant regression coefficients, indicating a significant dynamic mediation effect in pursuit of success.

The results of the relevant data analysis showed that, there were significant positive associations between high performance work systems and achievement motivation and teacher competency, on the one hand, we tested the hypothesis and motivation for achievement of this study, there are significant differences in employee perception of HM within the organization (Edgar & Geare, 2005), their perception of HR practice (Khilji & Wang, 2006) or attribution (Nishii, Lepak, & Schneider, 2008), will ultimately affect their work behavior and performance [5], high-performance work system plays a significant role in teachers' competence [6]. On the other hand, the "achievement need" was first proposed by Murry. Some scholars have translated the need for achievement into achievement motivation, namely the internal motivation and psychological tendency to strive for excellence to achieve higher goals. Demand is a necessary condition for motivation, which is a necessary condition for all behavior except reflecting behavior. Achievement motivation as an internal driving force has an important influence on human behavior. Achievement motivation plays an important positive role in the development of teachers' competence.

Achievement motivation of measurement for further understanding of the subject's personality, needs, expectations and understanding attitude to success or failure, as well as the possible behavioral consequences to cultivate, training the correct understanding and attitude, improve the efficiency of learning and work in the education of teachers to take appropriate teaching methods, has a very important practical significance. In this study, achievement motivation had two dimensions of pursuing success and avoiding failure, and the relationship between discussion and teacher competence was analyzed from these two dimensions. According to the analysis results, the achievement motivation to pursue success has a positive predictor effect on the teacher's competence, and presents a positive correlation, while the achievement motivation to avoid failure has nothing to do with the teachers' competence.

In this study, the four dimensions of scientific research competence, basic competence, teaching competence and social service competence were measured and analyzed. According to the research results, both the high-performance work system and the achievement motivation have a significant positive correlation on teacher competence. Among them, the equal working environment has an obvious positive correlation on scientific research competence, and the positive correlation of occupational safety guarantee on social service competence. Further research and discussion, high performance work system five dimensions of teachers' scientific research ability, basic ability, teaching ability and social service force put forward higher standards, teachers' reasonable allocation of human resources, efforts to create a "suitable" working environment, motivate the pursuit of success, boost teachers improve work efficiency and competence.

Teacher competency was positively correlated with motivation to pursue success, not with motivation to avoid failure. Achievement motivation has a significant positive prediction effect on the behavior performance of teachers' learning input, which can directly affect teachers' input state, and ultimately affect teachers' competence. The stronger the individual's motivation for achievement, the more time and energy are often invested in learning related skills to improve teachers' ability, thus improving teachers' competence in [7].

The results of the correlation data analysis show that the five dimensions of the high-performance work system and the motivation to pursue success are significantly positively correlated. This is because the aggregation of high-performance work system, as a series of human resource management practices to improve organizational performance, provides employees with extensive training, targeted guidance and effective participation of employees, enhances the sense of belonging and identity to the organization, and improves the self-efficiency of employees [8]. It can be found that the high-performance work system takes organizational performance as the primary service goal. Both the implementation of practice and the improvement of performance are inseparable from the development and utilization of human capital. Employees can improve the performance of enterprises, so it is a valuable resource for enterprises. Similarly, for colleges and universities, in order to improve their teaching competence, the setting of human resources practice in schools must follow the objective development law of teachers' mental activities, which, as the driving force of external behavior, can stimulate teachers' internal behavior motivation. In this study, the high performance work system of colleges and universities, on the one hand, the selection and development of more competent teachers, performance linked salary system can satisfy the teachers' pursuit of a higher quality of life level, can improve the enthusiasm of work, coupled with the sharing of information platform can provide university teachers with more teaching and academic resources, make teachers are more willing to improve their participation in decision and work input. Through their own efforts, teachers constantly pursue high-quality teaching and high-level scientific research achievements, hold up challenging jobs, improve their attention, and stick to it. Colleges and universities, on the other hand, provide teachers with equal working environment and give professional security this is from the perspective of strategic human resource management, focus on the long-term sustainable development of college teachers, can reduce the trouble back at home of teachers, can secure to let teachers give full play to their own ability, rich professional knowledge, improve personal ability. While providing high-quality welfare and logistics support, it also conveys the attention, respect, support and care of colleges and universities to teachers, effectively meets teachers' needs for external conditions, and enhances teachers' motivation to pursue success, so as to improve their respective teaching competence. In addition, the high-performance work system has a double-edged sword effect, both a positive and sunny side, and also a negative side, which has a problem of "degree", beyond a certain limit, welfare will also become a disaster.

According to the results of this study, there is a significant positive relationship between occupational safety guarantee and equal working environment and the motivation to avoid failure. When faced with good welfare benefits and an equal working environment, college teachers have to a degree a long-term commitment from the school; perceived safety and stability at work; the motivation to avoid failure also increases; lower the pursuit of their own performance; fear and fear of the possible consequences of mission failure; unwilling to accept a certain degree of risky and challenging tasks; more inclined to maintain an avoidance attitude; have a negative impact on the innovation and development of colleges and universities; if the degree of occupational safety and equal working environment provided by universities for teachers is low, college teachers' achievement motivation level will be improved, double up your efforts to improve your work performance, thus to avoid the danger of being eliminated. Therefore, colleges and universities should determine an appropriate occupational security level in human resource practice [9]. On the one hand, the level of occupational security as an important health factor should not be too high, otherwise it will affect teachers' achievement motivation, increase the factors to avoid failure; on the other hand, the occupational security should not be too low, otherwise it will not encourage more bold challenging work, pursue higher teaching and research achievements, increase university teachers' work investment and happiness.

From another perspective, according to Maslow's hierarchy of needs theory, several aspects of the university performance system can be regarded as several levels of needs. When the external lower level of professional equality environment and occupational security meet will pursue a higher level of selection development needs, and motivation is on the basis of need, for teachers have different degrees of external needs, corresponding will be converted into different and motivate teachers' future behavior positive motivation, also can see the five dimensions of performance work system and the pursuit of successful motivation are significant positive relationship.

The research results show that the high-performance work system plays an important role in improving teachers' competence. At present, colleges and universities not only pay attention to teachers' competence, but also begin to pay attention to the establishment of a high-performance work system, so that college teachers with higher performance will have a higher level of competence. In the relationship between high performance work system and teachers' competence, the pursuit of achievement motivation plays the role of some intermediary, namely high performance work system is to some extent through the pursuit of achievement motivation affect the teacher competence, reveals the achievement motivation in high performance work system affect the important role of teacher competence process. However, in this study, when achievement motivation was introduced as an intermediary variable, the teacher competency improvement of the high-performance work system increased compared with the previous role alone on the dependent variable, indicating that teachers with high performance work system universities also had a high level of achievement motivation. It is because of the confidence and optimism of college teachers that they want to achieve achievements more

often in their work. When the achievement motivation level of college teachers increases, teachers will be encouraged to do better than before, that is, they are willing to make progress, pursue excellence, accept challenges, accept personal responsibility, and strive to achieve successful in work [10]. In this way, once college teachers can be encouraged to establish a high-performance work system by pursuing the achievement motivation of college universities, the competence of college teachers will eventually be improved. In the process of self-improvement drive, self-improvement drive is a kind of through their own efforts, can do a certain work, make certain achievements, so as to win a certain social status (or class status) need. It is satisfied by winning a certain position. The motivation for the pursuit of success is in line with the drive of self-improvement. In the efficient work system, college teachers are encouraged to fully reflect in the promotion of teachers to pursue success. According to Harvard professor David McLelland, competence distinguishes excellence in a job from the average person. The motivation of success of intermediary variable is a powerful part of competence. The importance that high performance work system attaches importance to the motivation of success will help college teachers to improve their competence through their own efforts.

CONCLUSION

Universities should promote the improvement of teachers' work efficiency by implementing high-performance work system and human resource management, focusing on providing management services for teachers' selection and development, performance-linked salary management, information sharing, teacher occupational security and creating an equal environment. If teachers feel the scientific human resource management of the high-performance work system, their motivation for success will be relatively high. They will improve their job competence through continuous learning and work practice. In this way, a virtuous circle will be formed to promote the realization of university education and teaching, scientific research and social service functions, and constantly improve the overall work efficiency of universities.

Література:

1. Huselid M.A. The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of management journal*. 1995. Vol. 38, № 3. P. 635—672.
2. Jiang K., Lepak D., Hu J., Baer J. How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms. *Academy of Management Journal*. 2012. Vol. 55. P. 1264—1294.
3. Ye R.M. Measurement and analysis of achievement motivation. *Psychological Development and Education*. 1992. Vol. 8, № 2. P. 14—16.
4. Wen Z. Intermediation effect testing procedure and its application. *Psychology newspaper*. 2004. Vol. 36, № 5. P. 614—620.
5. Khilji S.E., Wang X. "Intended" and "Implemented" HRM: the missing linchpin in strategic human resource management research. *International Journal of Human Resource Management*. 2006. Vol. 17, № 7. P. 1171—1189.
6. Nishii L.H., Lepak D.P., Schneider B. Employee attributions of the "why" of he practices: their effects on employee attitudes and behaviors, and customer satisfaction. *Personnel Psychology*. 2008. Vol. 61, № 3. P. 503—545.
7. Devells R.F. Scale compilation: theory and application. *Chongqing University Press*. 2004. P. 40—53.
8. Maslow A., Xu. Motivation and personality. *China Renmin University Press*. 2013. P. 152—160.
9. Rao M. University high performance work system and research productivity: the adjustment effect of achievement motivation. *Journal of Shenzhen University (Humanities and Social Sciences edition)*. 2010. Vol. 1. P. 156—160.
10. Cheng B.J., Chen P., Chen Y.S. The influence of the students' academic achievement motivation on the investment in technical learning: the intermediary role of self-efficacy. *Journal of Southwest Normal University: Natural Science Edition*. 2022. Vol. 47, № 4. P. 11.

References:

1. Huselid, M.A. (1995), "The impact of human resource management practices on turnover, productivity, and corporate financial performance", *Academy of management journal*, vol. 38, no. 3, pp. 635—672.
2. Jiang, K., Lepak, D., Hu, J. and Baer, J. (2012), "How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms", *Academy of Management Journal*, vol. 55, pp. 1264—1294.
3. Ye, R.M. (1992), "Measurement and analysis of achievement motivation", *Psychological Development and Education*, vol. 8, no. 2, pp. 14—16.
4. Wen, Z. (2004), "Intermediation effect testing procedure and its application", *Psychology newspaper*, vol. 36, № 5, pp. 614—620.
5. Khilji, S.E. and Wang, X. (2006), "Intended" and "Implemented" HRM: the missing linchpin in strategic human resource management research", *International Journal of Human Resource Management*, vol. 17, no. 7, pp. 1171—1189.
6. Nishii, L.H., Lepak, D.P. and Schneider, B. (2008), "Employee attributions of the "why" of he practices: their effects on employee attitudes and behaviors, and customer satisfaction", *Personnel Psychology*, vol. 61, no. 3, pp. 503—545.
7. Devells, R.F. (2004), "Scale compilation: theory and application", *Chongqing University Press*, pp. 40—53.
8. Maslow, A. and Xu. (2013), "Motivation and personality", *China Renmin University Press*, pp. 152—160.
9. Rao, M. (2010), "University high performance work system and research productivity: the adjustment effect of achievement motivation", *Journal of Shenzhen University (Humanities and Social Sciences edition)*, vol. 1, pp. 156—160.
10. Cheng, B.J., Chen, P. and Chen, Y.S. (2022), "The influence of the students' academic achievement motivation on the investment in technical learning: the intermediary role of self-efficacy", *Journal of Southwest Normal University: Natural Science Edition*, vol. 47, no. 4, pp. 11.

Стаття надійшла до редакції 12.10.2022 р.