



## The Relationship between Performance Management Process and Teachers' Work Motivation: A Case Study of Huashang College in Guangzhou, China

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### Abstract

This study takes teachers of Guangzhou Huashang College as the research object, aiming to explore the relationship between performance management process and teachers' motivation. The research sample is 385 in-service teachers of Guangzhou Huashang College. This study adopts a multi-stage sampling method, conducts a questionnaire survey on 385 sampled employees, and uses descriptive statistics and regression analysis to analyze the data. The results show that performance planning, performance execution, performance evaluation and performance feedback in the performance management process all have a significant positive impact on teachers' work motivation. Among them, performance planning has the most significant positive impact on internal motivation in work motivation, and performance execution has the most significant positive impact on external motivation in work motivation.

**Keywords:** Performance Management Process, Work Motivation, Teachers

### Introduction

Teachers are the core force of education, and their work motivation affects teaching quality, scientific research results and other aspects (Fahriana & Sopiah, 2022). However, the pressure of scientific research and professional titles leads to weak work motivation of teachers, which affects work engagement (Rehman & Tariq, 2021).

The performance of teachers is difficult to measure with a simple performance management process. The current performance management process faces challenges such as a single evaluation method and insufficient performance feedback, which leads to weak work motivation of teachers (Huang, 2021). Therefore, optimizing the performance management process to stimulate teachers' work motivation has become a problem that college managers need to solve.



The Chinese government attaches importance to the reform of the performance management process of teachers. In 2016, the Ministry of Education of China issued relevant documents, clarifying that the performance management system of teachers is the core task (Ministry of Education of China, 2016). In 2019, "China's Education Modernization 2035" proposed to improve the teacher performance evaluation system and optimize the performance management process to enhance teachers' work motivation (Ministry of Education of China, 2019).

Guangzhou Huashang College is a non-governmental business school in the Guangdong-Hong Kong-Macao Greater Bay Area. The school's performance management process covers many aspects of teacher performance, has a significant impact on teachers' motivation for work, and has high research value (Guangzhou Huashang College, 2024).

This study aims to explore the relationship between the performance management process and work motivation of teachers in Guangzhou Huashang College, and to provide a reference for university administrators to optimize the performance management process and enhance teachers' motivation.

### Research Significance

At present, due to the lack of theoretical research results on the relationship between the performance management process and work motivation of teachers in private universities, and the steady advancement of China's higher education reform, the academic community lacks relevant research on the relationship between performance management process and work motivation in private universities, which also limits the scientific development of the performance management process of teachers in private universities. This study, combined with the current analysis of the performance management process and work motivation of teachers in Guangzhou Huashang College, helps to enhance the pertinence and applicability of theoretical research and provide strong theoretical support for the development of private higher education represented by Guangzhou Huashang College. Studying the relationship between the teacher performance management process and work motivation can deeply understand the role of teacher performance management process in work motivation and put forward feasible suggestions for optimizing the performance management process of teachers in Guangzhou Huashang College and enhancing teacher work motivation, which has certain practical significance.

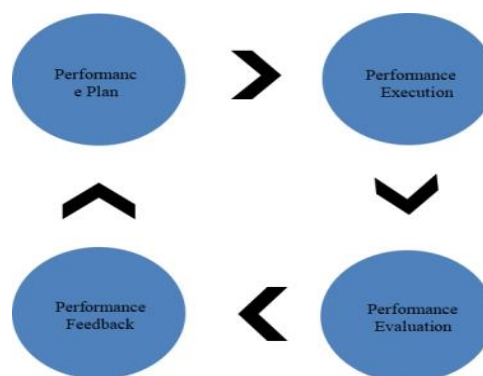
### Objectives

This study explores the relationship between performance management process and work motivation, and proposes the following research objectives:

1. To explore the current situation of teachers' performance management process in Guangzhou Huashang College.
2. To explore the work motivation of teachers in Guangzhou Huashang College.
3. To study the relationship between performance management process and work motivation of Guangzhou Huashang College?

### Concept Theory Framework

This study focuses on the relationship of the performance management process on teachers' work motivation, with PDCA theory and self-determination theory as theoretical support. Bingqing and Lei (2019) proposed that the PDCA theory emphasizes that performance management is a cyclical process. Through the four stages of planning, execution, inspection and improvement, the performance management process is continuously optimized, thereby providing teachers with clear goals and feedback to enhance their work motivation. Rigby and Ryan (2018) proposed that the self-determination theory focuses on the intrinsic motivation needs of teachers, and believes that the participation, autonomy, and identification of teachers with goals in the performance management process are crucial to their work motivation.



Petrovych and Trut (2019) proposed that performance plans should be formulated based on employee job requirements and personal goals. Managers should break down organizational performance goals and communicate them to employees to ensure that organizational goals match employee work directions. Nielsen and Grøn (2021) proposed that compared with the traditional top-down approach, performance planning with full communication and respect for employee autonomy can enhance employee work motivation and enable them to complete their work more efficiently.

Budhiraja (2022) emphasized that organizations should open communication channels to enhance employee motivation, because effective communication will run through the entire performance management process. Mesino and Harahap (2024) pointed



out that process coaching is important in performance execution, ensuring that employees have sufficient resources and support to complete performance work, and improving employee motivation through continuous guidance and support.

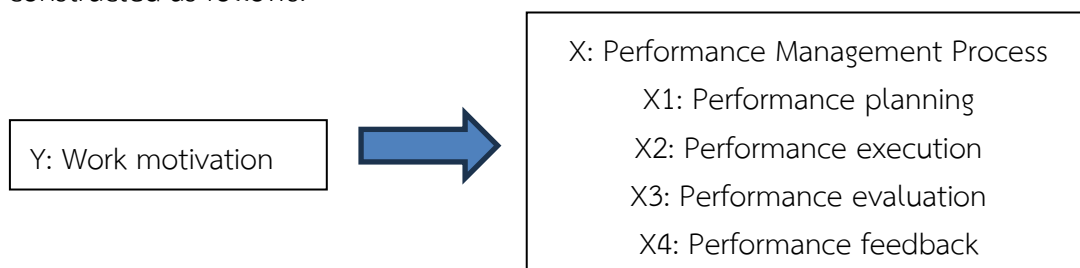
Dangol (2021) pointed out that the results of performance evaluation affect teachers' titles and promotions. If they do not truly reflect work effectiveness, they will reduce work motivation. Erialdy (2024) pointed out that performance evaluation should be fair. A fair evaluation process can enhance employees' commitment to the organization. Scientific tools can be used to conduct performance evaluation in combination with organizational reality to ensure that the process is fair and transparent and avoid simple evaluation based on good or bad.

Josika and Rathnakumar (2024) believe that timely performance feedback can improve employee motivation. After receiving feedback, employees can understand their past performance, gain organizational recognition and attention, and improve their future work motivation. Thomas and Kavitha (2024) proposed that performance feedback can apply the results of performance evaluation to employee promotion, training and development opportunities, performance bonus distribution, etc., which helps to enhance employee work motivation.

Baljoon, Banjar, and Banakhar (2018) proposed that work motivation is a combination of intrinsic and extrinsic factors that drive individuals toward specific work goals. It inspires, guides, and motivates individuals to achieve these goals. Bolbochan (2023) proposed that work motivation can be divided into two forms: intrinsic motivation and extrinsic motivation. Intrinsic motivation has high autonomy and persistence, while extrinsic motivation has strong social orientation and result orientation, but the two can be transformed into each other in different situations.

## Research Hypothesis and Research Framework

This study uses the performance management process as an independent variable, which is divided into four dimensions: performance planning, performance execution, performance evaluation, performance feedback, and work motivation as the dependent variable. Based on previous research results and research theories, the framework of this study is constructed as follows:





- H1: Performance planning has a statistically significant impact on work motivation.  
H2: Performance execution has a statistically significant impact on work motivation.  
H3: Performance evaluation has a statistically significant impact on work motivation.  
H4: Performance feedback has a statistically significant impact on work motivation.

## Materials and Methods

The questionnaire of this study is divided into three parts. The first part is demographic questions, which consists of five questions; the second part is performance management process, which consists of 18 questions; and the third part is work motivation, which consists of 12 questions.

This study uses questionnaire survey method to collect data. The questionnaire method helps save time, quickly collect enormous amounts of data, and ensure privacy and anonymity (Breakwell et al., 2020). This study adopts a multi-stage sampling method. First, stratified sampling is performed for each college to improve sample representativeness and information accuracy; then convenient sampling is performed for teachers in each stratum to facilitate rapid data collection and improve questionnaire response rate. This method combines the accuracy of stratified sampling with the flexibility of convenient sampling, which can efficiently collect data and maintain a certain representativeness of the sample (Gupta & Gupta, 2021). After calculation, a total of 440 questionnaires were distributed in this study, and 385 valid questionnaires were collected, with a recovery rate of 87.5%, which is consistent with previous studies (Christensen et al., 2020).

This study conducted a Cronbach's Alpha reliability test on the collected data. Cronbach's Alpha is a reliability indicator for measuring internal consistency, with a total score of 0.929. A reliability coefficient between 0.9-1 is very dependable (Surucu & Maslakci, 2020).

After arranging the collected data, data analysis methods are used to study the relationship between variables. The steps include: first, descriptive analysis is conducted to present sample characteristics; second, multiple regression analysis is conducted to study the impact of performance management on teacher work motivation, and the degree of influence of each variable on the dependent variable is explained through regression coefficients.



## Results

Variables	Mean( $\bar{x}$ )	Standard deviation (S.D.)
Performance planning	4.337	1.354
Performance execution	4.326	1.383
Performance evaluation	4.256	1.429
Performance feedback	4.264	1.423
Internal motivation	4.310	1.420
External motivation	4.305	1.423

Through descriptive statistics, it can be seen from the above table that the mean value of performance planning is 4.337 (S.D.=1.354); the mean value of performance execution is 4.326 (S.D.=1.383); the mean value of performance evaluation is 4.256 (S.D.=1.429); the mean value of performance feedback is 4.264 (S.D.=1.423); the mean value of internal motivation is 4.310 (S.D.=1.420); and the mean value of external motivation is 4.305 (S.D.=1.423).

Variables	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t	VIF	Tolerance
Constant	0.645	–	2.848	–	–
Performance Plan	0.269	0.254	5.165	1.583	0.632
Performance Evaluation	0.198	0.202	4.285	1.459	0.685
Performance Execution	0.197	0.192	4.023	1.494	0.669
Performance Feedback	0.189	0.192	4.036	1.482	0.675
$R^2 = 0.420$ , Adjusted $R^2 = 0.414$ , $F(4, 380) = 68.754$ , $p = 0.000$ , $D-W = 1.988$ . $p < 0.05$					

As can be seen from the table above, the model equation is internal motivation =  $0.645 + 0.269 \times \text{performance plan} + 0.197 \times \text{performance execution} + 0.198 \times \text{performance evaluation} + 0.189 \times \text{performance feedback}$ . The model  $R^2$  is 0.420, indicating that the four links of performance management can explain 42.0% of the variation in internal motivation, which has significant explanatory power. The adjusted  $R^2$  is 0.414, and the model is robust. The F test results ( $F=68.754$ ,  $\text{Sig}=0.000 < 0.05$ ) show that the model is



significant and the overall prediction effect is obvious. The VIF values are all less than 5, and there is no covariance problem; the D-W value is 1.988, close to 2, and the residual has no autocorrelation, which meets the linear regression hypothesis.

Variables	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t	VIF	Tolerance
Constant	0.707	–	2.981	–	–
Performance Execution	0.262	0.250	5.109	1.494	0.669
Performance Plan	0.257	0.237	4.703	1.583	0.632
Performance Evaluation	0.191	0.191	3.952	1.459	0.685
Performance Feedback	0.126	0.126	2.574	1.482	0.675
R <sup>2</sup> = 0.389, Adjusted R <sup>2</sup> = 0.383, F (4, 380) = 60.573, p = 0.000, D-W = 1.917. p<0.05					

From the above table, we can see that the model equation is: External motivation = 0.707 + 0.257 × performance plan + 0.262 × performance execution + 0.191 × performance evaluation + 0.126 × performance feedback. The model R<sup>2</sup> is 0.389, indicating that the four links of performance management can explain 38.9% of the variation in external motivation, which has significant explanatory power. The adjusted R<sup>2</sup> is 0.383, and the model is robust. The F test results (F=60.573, Sig=0.000<0.05) show that the model is significant and the overall prediction effect is obvious. The VIF values are all less than 5, and there is no covariance problem; the D-W value is 1.917, close to 2, and the residual has no autocorrelation, which meets the basic prerequisites of linear regression analysis.

This study verified the relationship between the performance management process and work motivation through regression analysis and verified the research hypothesis and research framework through regression analysis, thus achieving the research purpose. In summary, the impact of performance planning on work motivation is statistically significant, indicating that performance planning has a strong effect on improving work motivation; the impact of performance execution on work motivation is statistically significant, indicating that performance execution has a strong promoting effect on work motivation; the impact of performance evaluation on work motivation is statistically significant, indicating that performance evaluation has a strong effect on improving work





motivation; the impact of performance feedback on work motivation is statistically significant, indicating that performance feedback has a strong effect on improving work motivation. This shows that by optimizing each link of the performance management process, teachers' work motivation can be effectively improved.

## Conclusions and Discussion

This study aims to explore the relationship of the performance management process on teachers' work motivation and reveal the mechanism of action of each link. The following is a discussion of the findings of this study after combining the literature review.

This study explored in detail the status of the performance management process of teachers in Guangzhou Huashang College through questionnaire surveys and data analysis.

Teachers believe that the school will fully communicate when formulating performance plans, and they engage in the formulation of personal performance evaluation indicators. This is consistent with the research of Nielsen and Grøn (2021), which emphasizes the importance of communication and participation in the formulation of performance plans. Petrovych and Trut (2019) proposed that performance plans should be formulated based on employees' job requirements and personal goals to ensure that organizational goals are consistent with employees' work directions. The results of this study further verified this view, indicating that through full communication and participation, teachers' identification with goals and commitment to the organization are significantly enhanced. Teachers received support and guidance from their superiors during the performance execution process, which is consistent with the research of Musheke and Phiri (2021), indicating that effective performance execution can significantly enhance teachers' work motivation. Budhiraja (2022) pointed out that regular performance interviews and communication during performance execution can help superiors understand teachers' work progress in a timely manner and provide necessary resource support and work guidance. Teachers gave high evaluations on the fairness and accuracy of performance evaluation, which is consistent with the research of Dangol (2021), emphasizing the importance of multi-dimensional and multi-subject performance evaluation in improving teachers' motivation. Josika and Rathnakumar (2024) pointed out that performance feedback is a two-way process. By establishing a smooth performance feedback mechanism, it can connect organizational managers and employees and optimize the internal performance management process of the organization. The results of this study further verify this point.





This study explored the status of teachers' work motivation in Guangzhou Huashang College through questionnaire surveys and data analysis.

The results of this study are consistent with the PDCA cycle theory, emphasizing the continuous improvement and cyclical nature of the performance management process. Through the PDCA cycle, schools can better monitor the performance execution process, identify potential problems, and provide solutions in a timely manner (Bingqing & Lei, 2019). The four stages of the PDCA cycle are interrelated to form a closed loop to ensure the continuous optimization of the performance management process. The results of this study show that by participating in the formulation of performance goals, teachers' autonomy and identification with the goals are significantly enhanced, thereby improving their work motivation. Teachers are satisfied with the combination of performance evaluation results with promotion opportunities, performance bonuses, which is consistent with Rigby and Ryan (2018) self-determination theory, indicating that external incentives play a vital role in improving teachers' work motivation.

### Research Limitation and Suggestion for Further Study

This study provides a new perspective for the study of the relationship between performance management process and teacher work motivation in the context of private colleges and universities. However, there are still some research areas that can be further explored.

This study has limitations in sample selection. Only teachers from Guangzhou Huashang College were surveyed by questionnaire. The sample range is narrow, and the generalizability of the research results is limited to a certain extent. It may not represent the situation of teachers in other regions and other types of colleges and universities. At the same time, this limitation may also affect the study of the relationship between performance management processes and teacher work motivation. Therefore, based on the results and limitations of this study, future research should focus on expanding the sample and incorporating more types of colleges and universities, such as public colleges and universities, vocational colleges, etc., to supplement the understanding of research variables and provide a more comprehensive perspective. In addition, this study also has limitations in data collection methods. If the data collection method is based on questionnaire surveys, it may not be possible to deeply understand the dynamic changes of performance management process on teacher work motivation and its causal relationship. In subsequent studies, a variety of data collection methods can be used, combined with questionnaire surveys, face-to-face interviews and other methods, to explore the impact of performance management process on teacher work motivation from different perspectives, so that the research results are more comprehensive, in-depth and accurate.



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