

Campus education administration, teacher motivation, and performance management in China

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Abstract

This study used a descriptive quantitative design to gain insight, describe in detail, rationally explain or effectively validate specific situations in the area of Campus Education Administration, Teacher motivation and Performance management. This study involved 425 faculty members from Chinese higher vocational institutions. To ensure that the study is representative and unbiased, the researcher used random sampling technique to draw a sample of 5000 faculty members from 50 higher vocational colleges and universities spread across the country. By using Raosoft calculator for sample size calculation, 425 faculty members were finally identified as the subjects of this study. The purpose of this study is to determine campus education administration, teacher motivation, and performance management in China in order to propose an enhanced faculty development program for Higher Vocational College in China. Specifically, this study will describe the profile of the respondents in terms of sex, age, highest educational attainment, and length of service; Identify campus education administration in terms of teaching management and support, student affairs management, and administrative service quality; determine teacher motivation in terms of teaching and learning environment, professional development, recognition, and benefits; assess teacher performance management in terms of work tasks completion, competency enhancement, work attitude and teamwork, work-life balance, and management and communication; Test the differences in responses when grouped according to profile; Test the relationships among campus education administration, teacher motivation, and performance management; and Propose an enhanced faculty development program for Higher Vocational College in China. The majority of respondents were male, aged 36-45, with the highest level of education being a Master's degree and 11-15 years of service. Among Campus Education Administrators, the majority of respondents identified Student Affairs Management as the most important. Among Teacher Motivation, the majority of respondents identified Recognition as having the greatest impact. Among Teacher Performance Management, most of the respondents considered Competency Enhancement as the most important. The comparison of responses regarding educational administration on campus after grouping based on personal status. Significant differences

were found after grouping based on age, highest level of education, and years of service. A positive correlation emerged between campus education management, faculty motivation and performance management. Propose an enhanced faculty development program for Higher Vocational College in China. School leaders may wish to commit themselves to establishing a transparent and fair system of incentives and performance management for teachers, ensuring that teachers' performance is linked to rewards and stimulating their motivation and creativity. Teachers may be actively involved in evaluating and improving their own performance, utilizing the resources and feedback provided to improve the quality of their teaching and learning. students may become an important source of feedback for the incentive mechanism, and the effectiveness of teaching may be measured through their learning outcomes and satisfaction. it is recommended to ensure the fairness and effectiveness of the incentive mechanism by evaluating and adjusting it on a regular basis. future researchers may focus on how to integrate teacher incentives with best practices in campus education management in order to improve the overall quality of education and promote innovation and development in education management. Propose an enhanced faculty development program for Higher Vocational College in China.

Keywords: campus education administration, teacher motivation, performance management

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1. Introduction

With the rapid development of China's economy and the continuous upgrading of industrial structure, higher vocational education plays an important role in cultivating professional and technical talents and meeting social demands. As the main body of higher vocational education, the management level and staff incentive mechanism of higher vocational colleges and universities have a crucial impact on improving the quality of education and promoting the stable development of schools. Effective management can provide strategic guidance and organizational guarantee for the development of higher vocational colleges and universities, while scientific and reasonable staff incentives have a direct impact on the stability of the teaching force, teaching quality and research innovation.

Campus education management is an important part of the overall operation and management of higher education institutions, which covers a number of aspects, such as teaching management, student management, research management, financial management, logistic management and so on. According to Bai et al. (2021), campus education management should not only focus on the rational allocation and utilization of educational resources, but also on the improvement of education quality and the establishment of good teaching and learning styles. This comprehensive management helps to improve the overall school level and provide students with quality educational resources and services. In terms of teaching management, higher vocational colleges and universities need to formulate a scientific curriculum system, optimise the teaching content, and constantly update the teaching methods to meet the needs of social and economic development. In terms of research management, the university should encourage teachers and students to actively participate in research activities, strengthen cooperation with enterprises and research institutions, and enhance the university's research strength and social service capacity. Financial management and logistics management are also important aspects of campus education management. Financial management needs to ensure that the school's funds are used reasonably and efficiently, and provide sufficient financial support for the school's activities.

Logistics management involves the construction and maintenance of school infrastructure to ensure the daily life and learning environment of teachers and students. Campus education management of higher vocational colleges and universities should be closely integrated with the national education guidelines and policies, and at the same time, combined with the school's own characteristics and development goals, to carry out targeted management practices. Through scientific and orderly management, higher vocational colleges and universities can better adapt to the development and changes in society and cultivate more high-quality technical and skilled talents for the country. Teacher motivation is a crucial part of university management, which directly affects teachers' motivation, teaching quality and the overall development of the university. Dong et al. (2019) pointed out that material incentives are an important part of teacher motivation. Salaries, bonuses, and welfare benefits not only meet the basic needs of teachers, but also provide them with financial security for further development. A reasonable salary system can attract and retain excellent teachers and enhance their career stability. By recognizing outstanding teachers, awarding honors and titles, and organizing academic exchanges, schools can enhance teachers' sense of self-worth and professional identity. In addition, providing teachers with career development opportunities, such as promotion, further training and participation in research projects, can also stimulate their enthusiasm and innovation. Wang et al. (2023) argues that effective teacher incentives not only increase teachers' job satisfaction and loyalty, but also motivate them to innovate positively in their teaching and research, which further enhances the university's educational quality and reputation. Therefore, colleges and universities should establish a scientific and reasonable incentive mechanism, comprehensively consider the role of material and spiritual incentives, and create a positive campus culture and working atmosphere.

Performance management is a key indicator for measuring the overall operational outcomes of higher education institutions, which covers a variety of aspects, such as educational quality, research output, social services, student satisfaction, and graduate employment rate. Dou (2023) points out that these indicators not only reflect the school's level of operation, but also the actual benefits that the school contributes to society. By monitoring and analyzing these indicators, higher vocational institutions can understand their own strengths and weaknesses so that they can make targeted improvements. First, schools need to optimize their management processes and improve management efficiency. For example, data processing and decision support capabilities are enhanced through information technology. Secondly, it is crucial to improve the quality of staff, and improve the professional ability and comprehensive quality of staff through regular training and career development planning. In addition, school-enterprise cooperation is an important direction for the development of higher vocational colleges and universities. Through in-depth cooperation with enterprises, we can better understand the needs of the industry and optimise the curriculum and internship arrangements, so as to improve the employment competitiveness of students. Performance management is not only a tool for internal improvement of schools, but also an important basis for evaluating the leadership and management level of school management. The management's decision-making ability, execution ability and ability to cope with changes are all reflected in performance management. Therefore, higher vocational colleges and universities should attach great importance to performance management and establish a scientific evaluation system and feedback mechanism in order to promote the continuous improvement and long-term development of the school. These three variables interact and influence each other in the operation and development of higher vocational colleges and universities. Li (2020) argues that optimizing institutional management can enhance employees' work efficiency and job satisfaction, thus indirectly improving Performance management; effective Teacher motivation can stimulate employees' creativity and work enthusiasm, which helps to improve educational quality and scientific research outputs, and thus enhance Performance management; and good Performance management in turn Good Performance management in turn can win more social recognition and resource support for the school, providing a stronger guarantee for optimizing institutional management and strengthening Teacher motivation.

While expanding rapidly, China's higher education institutions are facing a series of challenges such as rigid management systems and inadequate incentive mechanisms. Education authorities and school administrators acknowledge that optimizing employee incentives by reforming the management system is an effective way to improve Performance management. However, Huang (2020) shows that it is not easy to design suitable management models and incentive strategies to improve Performance management based on China's national conditions and the actual situation of higher vocational colleges and universities. This requires a systematic study of how management and Teacher motivation work in synergy to jointly influence and improve Performance management in higher vocational institutions. From an international perspective, there have been more studies on management and Teacher motivation in higher vocational education, but due to the differences in cultural backgrounds, stages of economic development and education systems, their findings are not fully applicable to the context of Chinese higher vocational institutions. In China, although some scholars have also explored this area, they have relatively focused on theoretical analysis and case descriptions, lacking in-depth empirical research and comprehensive assessment. Therefore, this study focuses on filling this research gap, aiming to deepen the understanding of the complex relationship between management and Teacher motivation in Chinese higher vocational institutions, and to explore the internal mechanism of its impact on Performance management. Through such a study, it can provide theoretical basis and empirical support for the formulation of relevant policies and the improvement of educational practices, and at the same time help to promote the overall improvement of the quality of higher vocational education

In summary, with the rapid development of higher vocational education in China, the number and scale of higher vocational colleges and universities are constantly expanding, and the efficiency and quality of their management have a direct impact on the quality of education and the ability of social services. How to improve the Performance management of higher vocational colleges and universities has become a focus of attention in the education sector.

Objectives of the Study - The purpose of this study is to determine campus education administration, teacher motivation, and performance management in China in order to propose an enhanced faculty development program for Higher Vocational College in China. Specifically, this study identified campus education administration in terms of teaching management and support, student affairs management, and administrative service quality; determined teacher motivation in terms of teaching and learning environment, professional development, recognition, and benefits; assessed teacher performance management in terms of work tasks completion, competency enhancement, work attitude and teamwork, work-life balance, and management and communication; Tested the relationships among campus education administration, teacher motivation, and performance management; and proposed an enhanced faculty development program for Higher Vocational College in China.

2. Methods

Research Design - This study used a descriptive quantitative design to gain insight, describe in detail, rationally explain or effectively validate specific situations in the area of Campus Education Administration, Teacher motivation and Performance management. The phenomena or situations studied were conducted in a natural state without any manipulation or intervention by the researcher. The researcher collected relevant data through direct observation and systematic measurement. Descriptive research is often used in the social sciences for initial exploration and information gathering to provide a basis for subsequent deeper or more advanced research and to clarify problem orientation (Liu, 2019). Within the framework of quantitative descriptive research, the variables of interest in this study are measured and assessed through numbers. For Campus Education Administration, Teacher motivation, and Performance management, this study designed a set of questionnaires containing relevant descriptive items aimed at investigating the correlation between these three key variables. By collecting participants' data and conducting systematic data analysis, researcher expect to provide an accurate description of the current situation of Chinese higher vocational institutions in these three areas and reveal the intrinsic connections and influencing factors among them.

Participants of the Study - This study involved 425 faculty members from Chinese higher vocational institutions. To ensure that the study is representative and unbiased, the researcher used random sampling technique to draw a sample of 5000 faculty members from 50 higher vocational colleges and universities spread across the country. By using Raosoft calculator for sample size calculation, 425 faculty members were finally identified as the subjects of this study. The criteria for selecting these subjects were that they had to be faculty members in charge of or involved in management, teaching, and other related work in Chinese higher vocational institutions, and that they had in-depth knowledge and unique insights into the school's management practices, Teacher motivation mechanisms, and Performance management. The selected participants were able to provide the most valuable information and substantive feedback to the questionnaire. In addition, the selected participants came from different regions of China, different types, and different rankings of higher vocational colleges and universities, thus ensuring a diverse and broad sample. These participants can represent the overall situation of faculty members in Chinese higher vocational institutions, providing comprehensive and reliable data to support the study.

Instrument of the Study - The questionnaire was the main instrument used to collect data. The research instrument was divided into four sections. The first part is the profile of the respondents including sex, age, Highest Education Attainment. Part II College Administration, adapted from Sun (2019). Research on campus education management in the context of "people-oriented", including teaching management and support, student affairs management, administration and service quality, 30 items. Part III Teacher motivation, adapted from Zhang (2022). B Analysis of Teacher Motivation Problems and Countermeasures in Educational Training Enterprises, including Teaching Environment and Resources, Professional Development and Training, Motivation and Recognition, Work-Life Balance, School Management and Communication, and Welfare, with a total of 30 items. Part IV Performance management, adapted from Xu (2018). Research on Performance Management System of College Teachers Based on Organizational Equity Theory, Multi-Dimensional

Questionnaire, Containing Work Tasks and Completion, Professional Development and Competence Enhancement, Work Attitude and Teamwork, Work Environment and Resource Support, Work Performance and Recognition, and Work-Life Balance with 30 items.

Table A
Reliability testing

Indicators	Cronbach Alpha	Remarks
Teaching management and support	0.970	Excellent
Student Affairs Management	0.960	Excellent
Administrative service quality	0.944	Excellent
Teaching and Learning Environment	0.965	Excellent
Professional Development	0.940	Excellent
Recognition	0.911	Excellent
Benefits	0.928	Excellent
Work Tasks Completion	0.925	Excellent
Competency Enhancement	0.903	Excellent
Work Attitude and Teamwork	0.912	Excellent
Work-life balance	0.900	Excellent
Management and Communication	0.929	Excellent

George and Mallery (2003) provide the following rules of thumb: “_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable”

Data Gathering Procedure - In order to ensure the completeness and representativeness of the data of the study on "Campus Education Administration, Teacher motivation and Performance management in China", this study adopted diverse data collection strategies to obtain comprehensive and in-depth quantitative and qualitative data. The main source of quantitative data is a well-designed questionnaire, which is designed to assess the administrative efficiency, Teacher motivation and Performance management of higher education institutions. The content of the questionnaire incorporates the results of the previous literature review to ensure the relevance and scientific validity of the survey questions. The questionnaire was distributed online and anonymously to safeguard respondents' privacy and encourage them to express their opinions honestly. In addition, in order to improve the response rate and data quality, the research team provided small incentives to motivate employees and students of higher education institutions to actively participate in the survey.

Data Analysis - In order to ensure the scientific validity and credibility of the study on "Campus Education Administration, Teacher motivation and Performance management in China", we conducted an in-depth and rigorous analysis of the collected data to verify its reliability and validity. In the data collection phase, we used a well-designed standardized questionnaire, which was distributed and collected by professionally trained surveyors, thus minimizing errors caused by improper questionnaire design or survey methods. At the beginning of the questionnaire design, we based on relevant theories and combined with the results of small-scale pre-tests, and carefully adjusted the questionnaire entries through expert review to ensure their relevance and logic. In the data processing section, researcher carried out meticulous cleaning work on the data, eliminating invalid questionnaires and abnormal data to ensure the purity of the data. To further verify the reliability of the data, we calculated Cronbach's Alpha coefficient, which showed that the Alpha coefficient of each scale exceeded 0.8, which indicated that the questionnaire had excellent internal consistency, i.e., high reliability. Exploratory factor analysis and validation factor analysis were also used to test the structural validity of the scales to ensure that they accurately measured our intended research constructs. In order to enhance the validity of the data, researcher used a diverse set of assessment instruments. We comprehensively examined various aspects of content validity, structural validity, and external validity to ensure that the research findings faithfully reflected the actual situation. In addition, researcher combined the results of the qualitative analysis with in-depth exploration of individual cases through interviews and case studies, etc. Triangulation was utilized to further strengthen the validity of the quantitative analysis. This combination of qualitative and quantitative research provides solid data support for our study, which strongly supports the analysis and conclusions of "Campus Education Administration, Teacher motivation and Performance management in China".

Ethical Considerations - In this study the performance of teachers is evaluated fairly and transparently to

avoid prejudice and discrimination and to ensure the fairness and effectiveness of teacher incentives. It is also necessary to pay attention to teachers' professional development and psychological health to prevent excessive competition and unreasonable pressure. Researchers should insist on respecting teachers' privacy and preserving their dignity, and ensure compliance and ethics in the research process and data use in order to build a harmonious, healthy and efficient educational environment.

3. Results and discussion

Table 1

Summary Table on Campus Education Administration

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching Management and Support	2.87	Agree	3
Student Affairs Management	2.89	Agree	1
Administrative Service Quality	2.88	Agree	2
Composite Mean	2.88	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 presents the Summary Table on Campus Education Administration, with a composite mean of 2.88 indicating that the respondents generally agreed. Among the items cited, Student Affairs Management, This includes school registration management, student conduct rules, reward and punishment systems, club activities, psychological counseling, career guidance and so on. Effective management of student affairs can help support students in their academic, psychological and life aspects and promote their all-round development.

Followed by Administrative Service Quality, This includes handling various administrative matters for students and teachers, such as registration, transcript issuance, course scheduling, scholarship applications, etc. Zhu (2020) stated that quality administrative services make these processes smoother and quicker, and reduce the hassle and waiting time of students and faculty when doing business. In addition, good administrative services reflect the professionalism of the staff and their concern for the needs of students and faculty, which enhances their trust and satisfaction with the school.

Meanwhile, items such as Teaching Management and Support , Good instructional management includes the development of sound curriculum plans, the provision of necessary teaching resources and facilities, and the provision of training and professional development opportunities for teachers. Effective teaching management and support can improve the quality of teaching, promote the professional growth of teachers, and help students better understand and master the course content, thereby enhancing the effectiveness and efficiency of the entire education process.

Table 2

Summary Table on Teacher Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching and Learning Environment	2.89	Agree	2.5
Professional Development	2.87	Agree	4
Recognition	2.90	Agree	1
Benefits	2.89	Agree	2.5
Composite Mean	2.89	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents the Summary Table on Teacher Motivation, with a composite mean of 2.89 indicating that the respondents generally agreed. Among the items cited, Recognition, this indicates that teachers perceive that the school recognizes their efforts and contributions to some extent, possibly through praise, awards, or other forms of recognition. However, despite the high scores, there may still be room for further optimization to ensure that teachers are more fully and consistently recognized for their efforts and achievements.

Followed by Teaching and Learning Environment (2.89) and Benefits (2.89), Teachers believe that the teaching and learning environment provided by the school, such as classroom facilities, resources and support, can better meet teaching and learning needs. Meanwhile, they were satisfied with the welfare benefits provided

by the school, including salary, insurance, and subsidies, etc. Li (2020) indicated that although the ratings of these two dimensions were relatively close and relatively high, there was still room for further improvement to ensure that teachers work in a good environment with adequate welfare support, which would enhance their career satisfaction and motivation to work.

Meanwhile, items such as Professional Development (2.87), This suggests that the school has made some effort to provide teachers with professional development opportunities such as trainings, workshops, and academic exchanges to help them enhance their teaching and professional skills. However, the scores were slightly below moderate, indicating that teachers may believe that the existing professional development programs do not fully meet their needs or would like to have more options and resources to support their professional growth.

Table 3
Summary Table on Teacher Performance Management

Indicators	Weighted Mean	Verbal Interpretation	Rank
Work Task Completion	2.87	Agree	5
Competency Enhancement	2.91	Agree	1
Work Attitude and Teamwork	2.90	Agree	2
Work life Balance	2.89	Agree	3.5
Management and Communication	2.89	Agree	3.5
Composite Mean	2.89	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 presents the Summary Table on Teacher Performance Management, with a composite mean of 2.89 indicating that the respondents generally agreed. Among the items cited, Competency Enhancement (2.91) This indicates that teachers perceived that their schools provided effective support and resources in enhancing their professional skills and competencies, such as training, opportunities for further education and guidance on professional development. The higher scores reflect teachers' recognition of such competency enhancement measures as contributing to their professional growth and teaching excellence. Although the scores are slightly below medium-high, there is still potential to further strengthen the relevant support to more comprehensively address teachers' capacity enhancement needs.

Followed by Work Attitude and Teamwork (2.90), This reflects teachers' perception that the school is doing a better job of promoting positive work attitudes and good teamwork by creating a positive work environment. Teachers feel encouraged in this environment to actively participate in teamwork and demonstrate good work attitudes. The higher scores indicate that teachers recognize these areas and believe that this positive climate contributes to productivity and teamwork. Schools can continue to strengthen measures in these areas to further enhance teacher satisfaction and team cohesion.

Work life Balance and Management and Communication (2.89) This suggests that teachers perceive the school to be providing some support and reassurance in helping them to balance their work and personal lives, as well as in management and communication. Although the school has done relatively well in these aspects, the fact that the score has not reached a higher level may imply that teachers still feel work pressure or insufficient communication in some aspects. Schools can further optimize their work schedules and enhance the openness of communication channels to better support teachers' work-life balance, as well as to improve the efficiency and transparency of management and communication.

Meanwhile, items such as Work Task Completion (2.87) This reflects teachers' perception that the overall situation with regard to the assignment and completion of work tasks is satisfactory, although there is still some room for improvement. The scores indicate that teachers may feel some challenges or pressure in accomplishing the various tasks assigned by the school, or encounter some difficulties in the process of task assignment and execution. Schools can help teachers better complete their tasks and improve their efficiency and satisfaction by providing more support and resources and optimizing the task allocation mechanism.

Table 4*Relationship Between Campus Education Administration and Teacher Motivation*

Teaching Management and Support	r-value	p-value	Interpretation
Teaching and Learning Environment	.624**	0.000	Highly Significant
Professional Development	.613**	0.000	Highly Significant
Recognition	.587**	0.000	Highly Significant
Benefits	.647**	0.000	Highly Significant
Students Affair and Management			
Teaching and Learning Environment	.631**	0.000	Highly Significant
Professional Development	.614**	0.000	Highly Significant
Recognition	.646**	0.000	Highly Significant
Benefits	.598**	0.000	Highly Significant
Administrative Service Quality			
Teaching and Learning Environment	.636**	0.000	Highly Significant
Professional Development	.627**	0.000	Highly Significant
Recognition	.610**	0.000	Highly Significant
Benefits	.599**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The relationship between campus education management and teachers' motivation is clearly presented in the table. According to the calculated correlation coefficient r value, it can be seen that there is a strong positive correlation between the two, while the p value is less than the commonly used level of significance (e.g., 0.05). This indicates that there is a statistically significant correlation between the level of educational management on campus and teacher motivation. This implies that when good management policies and practices are implemented in schools, teacher motivation increases. Good campus management may include a variety of factors such as clear communication channels, fair performance appraisal systems, reasonable workload organization, rich opportunities for professional development and valuing teachers' opinions. These factors work together, Liu (2023) said, to make teachers feel respected and valued, thus increasing their job satisfaction. Increased satisfaction not only enhances teachers' work enthusiasm, but also stimulates their creativity and commitment in teaching. Therefore, quality education management does not only benefit students; it equally has a positive impact on teachers' careers. Teachers' morale and motivation are high in a good management environment, thus enabling them to better fulfil their teaching duties and enhance the quality of education. This virtuous cycle contributes to the long-term development and steady improvement of the entire educational institution. In conclusion, the significant relationship between campus education management and teacher motivation suggests that improving management is one of the key factors in enhancing teacher motivation and overall school performance.

Table 5*Relationship Between Campus Education Administration and Teacher Performance Management*

Teaching Management and Support	r-value	p-value	Interpretation
Work Task Completion	.618**	0.000	Highly Significant
Competency Enhancement	.607**	0.000	Highly Significant
Work Attitude and Teamwork	.632**	0.000	Highly Significant
Work life Balance	.642**	0.000	Highly Significant
Management and Communication	.651**	0.000	Highly Significant
Students Affair and Management			
Work Task Completion	.642**	0.000	Highly Significant
Competency Enhancement	.647**	0.000	Highly Significant
Work Attitude and Teamwork	.628**	0.000	Highly Significant
Work life Balance	.615**	0.000	Highly Significant
Management and Communication	.632**	0.000	Highly Significant
Administrative Service Quality			
Work Task Completion	.608**	0.000	Highly Significant
Competency Enhancement	.637**	0.000	Highly Significant
Work Attitude and Teamwork	.643**	0.000	Highly Significant
Work life Balance	.615**	0.000	Highly Significant
Management and Communication	.623**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The data presented in the table demonstrates the strong correlation between campus education management

and faculty performance management. According to the calculated value of the correlation coefficient r , there is a strong positive correlation between the two while the p -value is less than the usual level of significance (e.g. 0.05). This indicates that there is a statistically significant relationship between the level of educational management on campus and teacher performance management. Specifically, when educational management on campus is better, teachers' performance management will also be of higher quality and more effective. This relationship can be explained in several ways. A scientific performance management system is often accompanied by a fair management environment. When school management is fair and transparent, teachers' trust in performance appraisal increases, which helps to reduce negative emotions triggered by misunderstanding or dissatisfaction, and enhances the overall working atmosphere. Through continuous professional development and skills training, teachers are able to fulfil their teaching tasks more effectively and thus demonstrate higher performance. In conclusion, a high level of campus education management contributes to a fair, efficient and supportive performance management system, which not only enhances teachers' performance but also promotes their professional growth. The data suggests that improved campus educational management can significantly enhance the quality of teacher performance management. Quality management practices provide teachers with clear guidance and support, while fair performance appraisal mechanisms ensure that teachers' efforts are reasonably recognized and rewarded. This positive interaction ultimately promotes the efficiency and quality of the entire education system.

Table 6*Relationship Between Teacher Motivation and Teacher Performance Management*

Teaching and Learning Environment	r-value	p-value	Interpretation
Work Task Completion	.580**	0.000	Highly Significant
Competency Enhancement	.631**	0.000	Highly Significant
Work Attitude and Teamwork	.620**	0.000	Highly Significant
Work life Balance	.603**	0.000	Highly Significant
Management and Communication	.627**	0.000	Highly Significant
Professional Development			
Work Task Completion	.650**	0.000	Highly Significant
Competency Enhancement	.611**	0.000	Highly Significant
Work Attitude and Teamwork	.604**	0.000	Highly Significant
Work life Balance	.628**	0.000	Highly Significant
Management and Communication	.602**	0.000	Highly Significant
Recognition			
Work Task Completion	.642**	0.000	Highly Significant
Competency Enhancement	.645**	0.000	Highly Significant
Work Attitude and Teamwork	.629**	0.000	Highly Significant
Work life Balance	.651**	0.000	Highly Significant
Management and Communication	.641**	0.000	Highly Significant
Benefits			
Work Task Completion	.631**	0.000	Highly Significant
Competency Enhancement	.605**	0.000	Highly Significant
Work Attitude and Teamwork	.618**	0.000	Highly Significant
Work life Balance	.630**	0.000	Highly Significant
Management and Communication	.614**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

The data in the table reveals a significant correlation between teacher motivation and teacher performance management. According to the calculated value of correlation coefficient r , there is a strong positive correlation between the two, while the p -value is less than the commonly used level of significance (e.g. 0.05). This means that there is a statistically significant relationship between teacher motivation and performance management. Specifically, when teachers feel higher levels of motivation and drive, their performance management performance increases accordingly. Incentives such as recognition, rewards and professional development opportunities can enhance teachers' motivation, which in turn improves the effectiveness of performance management. Good performance management not only identifies and rewards good teachers, but also provides feedback and guidance to help teachers improve the quality of their teaching. In conclusion, by focusing on and enhancing teacher motivation, schools can achieve more efficient performance management, which in turn improves overall teaching quality and educational outcomes.

Table 7
Teacher Development Intensive Programme

Key Result Area	Objective	Strategies/ Activities	Success Indicators	Persons Involved
Teaching Management and Support	enhance the quality of teaching and management skills of teachers, and to strengthen their teaching effectiveness and professional development through systematic training and support measures.	design training programs related to teaching and learning, including teaching methods, curriculum design, and assessment techniques. To organize teaching observation activities among teachers to promote the exchange of teaching experience.	The percentage of teachers participating in training and exchange activities reached 80% through questionnaires and feedback mechanisms. The use of advanced teaching techniques and tools reaches 90% and enhances teaching effectiveness.	Students Teachers
Teaching and Learning Environment	Optimizing the teaching and learning environment and upgrading the working and teaching conditions of teachers to support their professional development and enhance teaching effectiveness.	Upgrade and maintain teaching equipment and facilities to ensure a modern and efficient teaching and learning environment. Regularly inspect and update classroom equipment such as smart boards, projectors and computer facilities. Establish equipment maintenance and repair reporting process to ensure proper functioning of equipment.	The utilization rate of teaching equipment and office facilities reached 90% Teachers' satisfaction survey results on office environment reached 80%	Students Teachers
Benefits	Maximize the overall benefits to teachers and students through teacher development programs that enhance teacher job satisfaction and student learning outcomes, thereby contributing to the long-term growth of the school and the quality of education.	Enhance teachers' professional development and fulfillment through effective training and support. Provide career development opportunities and incentives, establish "Outstanding Teacher" awards, organize regular teacher training and growth activities, and focus on teachers' career development paths.	Surveys and feedback resulted in an increase in teacher career satisfaction to 85% Student satisfaction survey results reached over 80%, reflecting improved teaching and learning outcomes.	Students Teachers
Work Task Completion	Ensure that faculty are able to complete all teaching and research tasks efficiently and effectively, and improve the quality and efficiency of task completion.	To set clear objectives for teaching and research tasks for faculty members and develop detailed implementation plans. Develop annual teaching and research plans, including curriculum, teaching objectives, research projects and personal development plans. Provide task management tools and templates to help teachers plan and track task progress.	No less than 90% of tasks, including teaching tasks, research projects and administrative tasks, are completed on time. Quality of Task Completion. An assessment of 80% or more of the quality of assignment completion reflects the effectiveness and high standard of the faculty member's assignment completion.	Students Teachers

4. Conclusions and recommendations

Among Campus Education Administrators, the majority of respondents identified Student Affairs Management as the most important. Among Teacher Motivation, the majority of respondents identified Recognition as having the greatest impact. Among Teacher Performance Management, most of the respondents considered Competency Enhancement as the most important. A positive correlation emerged between campus education management, faculty motivation and performance management. Propose an enhanced faculty development program for Higher Vocational College in China.

Administrative may wish to commit themselves to establishing a transparent and fair system of incentives and performance management for teachers, ensuring that teachers' performance is linked to rewards and stimulating their motivation and creativity. Teachers may be actively involved in evaluating and improving their own performance, utilizing the resources and feedback provided to improve the quality of their teaching and learning. Students may become an important source of feedback for the incentive mechanism, and the effectiveness of teaching may be measured through their learning outcomes and satisfaction. Administrative may wish to commit themselves to establishing a transparent and fair system of incentives and performance management for teachers, ensuring that teachers' performance is linked to rewards and stimulating their motivation and creativity. Researchers could focus on how to integrate teacher incentives with best practices in

campus educational administration to improve overall educational quality and promote innovation and development in educational administration. Propose an enhanced faculty development program for Higher Vocational College in China.

5. References

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