


Teachers' motivation, quality of work life, and work performance in Chinese universities

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Abstract

This study utilized a descriptive research methodology to determine teachers' motivation, quality of work life, and job performance in applied undergraduate colleges and universities in China. A total of 385 teachers from different universities participated in this study. Respondents identified with teacher motivation in terms of exogenous regulation, intake regulation, self-identification, and internal motivation. Similarly, university teachers agreed on the impact of working conditions for personal competence development, opportunities for future employment growth and job security, and work and recreational space aspects on the quality of work life. They are supportive of job performance in terms of talent development, scientific research, and social services. There is no significant difference between motivation, quality of work life, and job performance of university teachers. This study found a significant correlation between the three of them. This means that the more motivated they are and the better their quality of work life, the better job performance they can have. Finally, a professional development program is proposed to improve Chinese university teachers' work motivation, quality of life, and job performance. Therefore, this study proposes some policies and improvements that can be useful for improving the productivity and increasing the performance output of university teachers. In addition, the results of this study can better facilitate participation, and serve as a basis for innovation to meet the development of Chinese higher education and the continuous professional needs of teachers.

Keywords: Chinese university teachers, motivation, quality of work life, work performance, applied undergraduate school

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1. Introduction

1.1 Background and status of the study

Performance management has been implemented in Chinese universities for many years. The education department has carried out performance management work with performance as the core and has begun to link funding with university performance. Many universities have begun to promote this performance-centered performance management model vigorously. Teacher motivation is the intrinsic fundamental force that drives teachers to engage in behaviors and activities prescribed by the teaching profession in their unique professional roles. Teacher work motivation refers to the stable psychological tendency that drives teachers to complete the specific goal of teaching and educating people to meet the needs of teachers (Peng, 2020). Teachers' motivation inspires teachers to be proactive in teaching work, and directly determines the participation and sustainability of teachers' teaching behavior, determines teachers' teaching efforts, and ultimately affects teachers' teaching level and educational professional standards (Yao & Yang, 2022).

The quality of life of Chinese university teachers is lower than the quality of life of the Chinese people, and the quality of work and life of university teachers needs urgent attention. From the perspective of the development of colleges and universities, research on the quality of work and life of college teachers will, on the one hand, help enhance the sense of responsibility and ownership of college teachers, thereby promoting the efficient completion of school goals. On the other hand, it will help maintain the stability of the college teacher team and prevent School brain drain (Li, 2021).

The problem of work performance comes from motivation theory. The importance of work performance in the field of management has also attracted increasing attention from scholars. From different perspectives, scholars have different understandings of work performance. From the perspective of management, work performance is the expected result of the organization and the effective output of the organization to achieve a certain goal (Hou, 2021); from the perspective of economics, work performance, and incentive behavior are the relationship between employees and the organization. Mutual commitments are connected with corresponding relationships; from a sociological perspective, work performance is the responsibility that employees should undertake according to their respective positions.

1.2 Significance of the study

Different from previous studies, this study analyzes the work performance of college teachers as a whole and explores its related factors. The differences include the following two aspects: First, the different research objectives. This study will comprehensively study the factors related to teachers' work performance from three dimensions: talent training, scientific research, and social services, and conduct targeted research and analysis on these three dimensions respectively. Second, the research contents are different. The content of this study involves teacher motivation, including external regulation, invective regulation, identification, and internal motivation. Quality of working life, including working conditions for the development of personal abilities, social integration in the work organization, opportunities for future growth and employment security, and space for work and recreation. Compared with previous similar studies, the content is richer and more diverse.

1.3 Problems and scope of the study

Chinese college teachers have insufficient motivation to practice their profession and lack work motivation. In the current era of information explosion, college teachers no longer a single access to knowledge for students,

teachers have difficulty in inherent teaching mode for teaching, it is difficult to get a sense of achievement in classroom teaching, and the social status of college teachers declined, the sense of mission of their roles, the decline in professional recognition, and the lack of original motivation to teach. At the same time, with the development of artificial intelligence, teaching pressure is too high, and teachers' sense of belonging is missing.

Research on the quality of work life of teachers in Chinese universities lacks systematization and authority, and when faced with the heavy pressure of scientific research and the task of title appraisal, teachers will actively lean toward it, thus lacking the accumulation of teaching experience. Moreover, in the current research on the quality of working life in Chinese universities, there is little discussion of the impact of working conditions, social integration, and employment security on the development of individual capabilities.

Since the implementation of work performance management in Chinese universities, only teaching and research outputs have been emphasized, while other quality requirements as teachers have been neglected, resulting in teachers' professional development direction with obvious narrowness. At the same time, over-emphasizing the incentives of external material benefits and ignoring the specificity of the teaching profession make teachers lack internal spiritual motivation in the process of professional development. Some universities pay more attention to teachers' personal achievements and individual roles, which leads to the lack of teamwork and cooperation spirit cultivation. Performance allocation based on the level of title as the main reference basis will lead to the deepening of conflicts between groups of teachers, which is not conducive to passing on and team building. The appraisal principle that emphasizes success or failure makes teachers develop bad values in their professional development.

This study provides an in-depth analysis of the problems of work performance in Chinese colleges and universities and tries to find effective measures and solutions to improve performance management. To promote the development of teachers in colleges and universities, it expands the direction of teachers' professional development, improves professional motivation, and enhances teamwork. The results of this study are aimed at the cultivation of talents in colleges and universities, to improve the status of teachers' centers, and to improve the teaching work environment, so that teachers' implicit payment can be reasonably compensated. For academic research in colleges and universities, correct the academic behavior of scientific research, follow the natural law of scientific research, allow teachers to carry out scientific research from the heart, and create a good academic ecology so that college and university teachers can do academic research calmly and quietly. For social service, increase the opportunity for teachers to participate in enterprise service, more scientific research results into productive forces, enhance the social participation of teachers, lead students to participate in enterprise production internships, and effectively integrate into the development of social enterprises in the tide.

1.4 Objectives of study

This article delved into the motivation, quality of work life, and work performance of Chinese university teachers, and proposed some corresponding countermeasures based on empirical analysis. Specifically, it sought to describe the respondents in terms of age, sex, educational background, and work experience in universities; to identify the teacher's motivation in terms of exogenous regulation, intake regulation, self-identity, and internal motivation; to determine the quality of work life of universities teachers as to working conditions for human capacity development, social integration in the work organization opportunities for future job growth and job security, work and recreational space; to assess the work performance in terms of talent development, scientific research, and social services; to test the significant differences in teacher motivation, quality of work life, and work performance when grouped according to profile; to test the significant relationship among teachers' work motivation, quality of work life, and work performance; propose a professional development program for Chinese universities teachers, based on the methods of the study.

2. Methods

Research Design - This study used teacher motivation, quality of work life, and work performance as latent variables and constructed a model of factors influencing the performance of Chinese university teachers from three aspects: talent training, scientific research, and social services. The scales used in the measurement process of this study have been empirically tested many times, which ensures that this study has good reliability and validity

Participants of the Study - The subject of the study included 385 teachers from Hetao colleges in China. According to the human resources department of Hetao College, there are 865 full-time faculty members. The ideal number of respondents was determined within the 95% confidence interval and 5% margin of error, and the sample calculator was used to get the number of 266 that should be sampled, and the researcher enlarged the sample size to make the survey more accurate by adding 119 to the survey.

Data instrument and analysis - The first part of the questionnaire is demographic information, mainly including the age, gender, education, and years of work experience of the interviewer. The second part is motivation measurement, using the Multidimensional Work Motivation Questionnaire compiled by psychologist Gagne et.al., (2020). This part covers 4 dimensions with a total of 20 items. The third part is the measurement of the quality of work life, using the measurement scale compiled by Anderson et.al., (2021). This part covers a total of 24 items in 4 dimensions. The fourth part is the work performance measurement, which follows the task-periphery model proposed by Borman and Motowidlo (2021). On this basis, the researcher modified and organized the work performance questionnaire and confirmed the following A questionnaire with a total of 21 items in three dimensions: talent training performance, scientific research performance, and social service performance.

In this study, software was used to uniformly enter the collected data and build a database, and the data was cleaned and verified; SPSS 26 software was used to conduct statistical analysis of the data, and Cronbach's coefficient calculation and confirmatory factor analysis were used to analyze work motivation, work Quality of life and work performance scales were tested for reliability. The Cronbach Alpha values of all variables are >0.7. According to the empirical parameters provided by George and Mallery, the questionnaire has reliable reliability.

The frequency was utilized to ascertain the respondent count and illustrate the distribution of their profiles. Weighted mean and standard deviation were employed to characterize the data. Analysis of variance was applied to examine variances in teacher work performance, personnel training performance, scientific research performance, and social service performance across various demographic characteristics. Additionally, Pearson's correlation coefficient analysis method was utilized to investigate the correlation between work motivation, quality of work life, and work performance

3. Results and discussion

Table 1
Percentage Distribution of the Respondent's Profile

Sex	Frequency	Percentage %
Male	93	24.2
Female	292	75.8
Age		
30-Below	72	18.7
31-40	214	55.6
41-50	23	6.0
51-55	44	11.4
56-Above	32	8.3

Table 1 ... continued

Educational Background		
Bachelor's Degree	78	20.3
Master's Degree	199	51.7
Doctorate Degree	108	28.1
Work Experience At University		
0-5 years	84	21.8
6-10 years	119	30.9
11-20 years	86	22.3
21-30 years	79	20.5
31-above years	17	4.4

From the statistical data of 385 respondents, it can draw the distribution of different ages of teachers in some universities in China, as follows: 31- 40 years old was the highest-ranking age group in terms of percentage, with 214 respondents, constituting 55.6% of the total. This age group likely represents mid-career academics who had gained some experience but were not yet at retirement age. They may be more numerous because many individuals pursue advanced degrees before entering academia and then spend a significant portion of their career in this age range. It could be reflective of the hiring trends in Chinese universities during the past decade or so, with a focus on hiring younger faculty members (Chen, 2022).

From the sex statistics of the respondents, it can be seen that there were 292 women, accounting for 75.8%, and 93 men, accounting for 24.2%. Among the college teachers who participated in the survey, women accounted for the majority. Generally, women preferred to become college teachers because this way they had stable work, could also take care of their families, and could better take care of their children. In addition, the proportion of male and female teachers in different universities in China is different (Zhang, 2021).

In terms of the educational background of the respondents, it can be found that the group with a master's degree is the largest, with 199 people, accounting for 51.7%, which was more than half of the total number. In China's higher vocational colleges, most of the teachers used to have undergraduate degrees. In the past 10 years, they have tended to have graduate students. This is because there are so many graduate students in China and the employment pressure is high. Many people are willing to work as teachers in schools (Liu, 2021).

Analyzing the distribution of working years of Chinese university teachers, researchers found that those who have worked for 6-10 years are the largest, close to one-third, accounting for 30.9%, 119 people. Nowadays, university teachers are getting younger, and applied universities are in the initial stage of development, so teachers' working years will not be particularly long. It has been nearly 10 years since the universities surveyed were upgraded to undergraduate institutions, and most of the teachers are graduate students introduced in the past 10 years. Therefore, the largest number of teachers have 6-10 years of working experience (Dong, 2018).

Table 2*Summary Table on Teachers' Motivation*

Indicators	WM	VI	Rank
Exogenous Regulation	3.54	Strongly Agree	3
Intake Regulation	3.60	Strongly Agree	2
Self-identity	3.44	Agree	4
Internal Motivation	3.62	Strongly Agree	1
Composite Mean	3.55	Strongly Agree	

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

Table 2 summarizes the different aspects of teachers' motivation, with a combined mean of 3.55, which reflects the overall consensus of teachers on the different motivational factors. In this case, teachers as a whole strongly agree that various motivational factors have a significant impact on their motivation to work, indicating that teachers' motivation is multifaceted and includes external factors, internal factors, and factors related to self-identity. Internal and external motivation have an impact on teachers' work engagement. There was a positive correlation between internal and intake motivation and teachers' job engagement and career satisfaction,

while there was a negative correlation between external motivation and these factors. Also, self-identity was found to mediate between internal and intake motivation (Hou, 2021).

Table 3

Summary Table on Quality of Work Life

Indicators	WM	VI	Rank
Working Conditions for Human Capacity Development	3.53	Strongly Agree	1
Social Integration in the Work Organization	3.39	Agree	3
Future Opportunities for growth and employment security	3.31	Agree	4
Work and Space for Recreation	3.48	Agree	2
Composite Mean	3.43	Agree	

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

Table 3 shows the endorsement of the factors affecting the quality of teachers' working life, and based on the above data, the following conclusions can be drawn: with a combined mean of 3.43, teachers agree on the factors affecting the quality of teachers' working life.

Teachers generally agree that the working conditions for work capacity development (3.53) are very satisfactory in the institution, which is the first-ranked indicator. This indicates that they have enough opportunities to develop and improve their professional competence at work. The importance of working conditions for the development of personal competencies for the quality of teachers' working lives. Providing rich professional development opportunities can increase teachers' career satisfaction and promote personal competence development, thus enhancing the quality of work life.

Work and recreational space (3.48) was also found to be quite satisfactory and ranked second. This indicates that teachers can have enough time and energy for recreational and family activities outside of work—the impact of work and recreation space balance on teachers' quality of work life. Being able to effectively balance work and leisure time helps to reduce work stress, can improve well-being, and enhances the quality of work life. Teachers also showed a high level of satisfaction in terms of social integration in the work organization (3.39), although it was in the third position in the ranking, it still shows that the institution encourages cooperation and collaboration rather than individual competition. Guo et al., (2021) study explored the impact of social integration in work organizations on teachers' career satisfaction. Good social integration was found to improve the work atmosphere, increase cooperation and support, and contribute to the quality of teachers' work life.

Regarding future career opportunities and job security (3.31), teachers expressed satisfaction, although it was ranked in fourth place. This may reflect that some teachers have some concerns about future opportunities and security. Kang (2019) examined the impact of teachers' perceptions of opportunities for career advancement and employment security on their well-being. It shows that teachers perceive that the institution provides opportunities for future growth and job security, which is beneficial in improving their quality of life. Teachers show relatively high satisfaction with the quality of their work life, and the institution provides a suitable working environment, encourages social integration, offers future opportunities, and maintains a work-play balance as long as it is done well, this helps to maintain teachers' motivation and satisfaction.

Table 4

Summary Table on Work Performance

Indicators	WM	VI	Rank
Talent Development	3.54	Strongly Agree	1
Scientific Research	3.47	Agree	2
Social Services	3.44	Agree	3
Composite Mean	3.48	Agree	

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

The composite mean of this job performance summary form is 3.48, which overall indicates that teachers are recognized in terms of their job performance, as indicated by the level of agreement. These results reflect the efforts and contributions of faculty in the areas of student development, research, and community service. Talent development has a weighted mean of 3.54 (Strongly Agree) and was ranked 1. Teachers excel in developing the

talents of their students, focusing on the development of general skills and problem-solving abilities, which contribute to the holistic development of students.

Through targeted training and development programs, employees can improve their professional skills, leadership competencies, and problem-solving abilities, which in turn improves overall job performance (Liang, 2020). In the field of education, targeted talent development strategies can improve professional knowledge, teaching skills, and management capabilities, leading to improved education quality and student performance. Scientific research is ranked 2nd with a weighted mean of 3.47 (Agree). Faculty members are active in scientific research and endeavor to apply academic theories and methodologies, as well as to apply research findings in practice, which contributes to the academic reputation of the universities.

Active participation in scientific inquiry and research in education has a positive impact on performance. By being deeply involved in scientific research, teachers can improve their teaching, enhance their problem-solving skills, and improve students' academic achievement and the quality of their education (Yang, 2019). Active participation in scientific research can significantly improve the job performance of academic workers. It can enhance innovative thinking and effectively improve teaching behaviors. The weighted mean of social services is 3.44 (Agree). Rank 3. Teachers perform well in providing services to the school and the community by actively participating in various projects and activities, which helps to strengthen the connection and interaction between the school and the community.

Active participation in community service activities can significantly improve the performance of educators. By participating in social services, teachers can enhance their leadership skills, develop teamwork, and improve students' sense of social responsibility and engagement. Through social service activities, teachers can enhance communication skills, develop empathy, and improve students' social skills and interpersonal relationships. This helps to improve the overall quality of education and the overall competence of students. Teachers' performance has a direct impact on student achievement and learning outcomes. Good teachers can impart knowledge effectively, stimulate students' interest in learning, and provide personalized teaching and learning support, thereby contributing to students' academic development and personal growth.

Table 5

Relationship Between Teachers' Motivation and Work Performance in Chinese Universities

Exogenous regulation	rho-value	p-value	Interpretation
Talent Development	.464**	<.001	Highly Significant
Scientific Research	.433**	<.001	Highly Significant
Social Services	.681**	<.001	Highly Significant
Intake regulation			
Talent Development	.490**	<.001	Highly Significant
Scientific Research	.447**	<.001	Highly Significant
Social Services	.625**	<.001	Highly Significant
Self-identity			
Talent Development	.424**	<.001	Highly Significant
Scientific Research	.367**	<.001	Highly Significant
Social Services	.569**	<.001	Highly Significant
Internal motivation			
Talent Development	.617**	<.001	Highly Significant
Scientific Research	.594**	<.001	Highly Significant
Social Services	.541**	<.001	Highly Significant

Legend: Significant at p-value < 0.05

The table displayed the association between Work Motivation and Work Performance. It was observed that the computed rho-values indicate a moderate direct correlation and the resulting p-values were less than the alpha level. This means that a significant relationship exists and reveals that the more motivated, the better the work performance. The moderation of external factors was positively associated with job performance, which implies that a favorable working environment, supportive management, and positive incentives can motivate teachers to be more engaged in their work. In terms of talent development, an external environment that

encourages innovation and provides supportive educational resources can motivate teachers to be more involved in student development and to design personalized teaching methods.

The positive correlation between intake regulation and job performance implies that the degree of teachers' commitment to their work is closely related to job performance. In scientific research, teachers' commitment and enthusiasm for their research topics will motivate them to dig deeper into problems and seek innovative solutions, thus improving the quality of research results and outputs (Li & Yin, 2019). The positive correlation between self-identity and job performance indicates that teachers have a clear perception of their roles and responsibilities and can integrate their values into their teaching and research. The study pointed out that in terms of social service, teachers' identification of themselves as social service providers will motivate them to participate in social activities more actively and promote the successful implementation of social service projects.

Positive correlation between internal motivation and job performance. Guo (2018) argued that teachers' intrinsic professional pursuit and passion for work would drive them to excel in teaching, research, and social service. In talent cultivation, intrinsic motivation will prompt teachers to invest more energy in training students, motivate students' independent learning and personal development, and improve teaching quality and students' comprehensive ability. These positive effects suggest that external environmental support, individual commitment to their work, identification with their roles, and intrinsic professional passion can all contribute to teachers' better performance in talent cultivation, scientific research, and social services.

Table 6

Relationship Between Quality of Work Life and Work Performance in Chinese Universities

Working conditions for human capacity development	rho-value	p-value	Interpretation
Talent Development	.764**	<.001	Highly Significant
Scientific Research	.761**	<.001	Highly Significant
Social Services	.653**	<.001	Highly Significant
Social integration in the work organization			
Talent Development	.762**	<.001	Highly Significant
Scientific Research	.809**	<.001	Highly Significant
Social Services	.587**	<.001	Highly Significant
Future opportunities for growth and employment security			
Talent Development	.718**	<.001	Highly Significant
Scientific Research	.768**	<.001	Highly Significant
Social Services	.529**	<.001	Highly Significant
Work and space for recreation			
Talent Development	.800**	<.001	Highly Significant
Scientific Research	.752**	<.001	Highly Significant
Social Services	.615**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

The table 6 displayed the association between quality of work life and work performance. It was observed that the computed rho-values indicate a moderate direct correlation and the resulting p-values were less than the alpha level. The result shows that the better the quality of work life, the better the work performance. Working conditions for the development of personal competencies improve teachers' professionalism and pedagogical skills. Teachers are better able to meet the needs of their students and improve the quality of their teaching by improving their professional skills and knowledge base. Better working conditions for teachers support them in carrying out more in-depth research and improving the quality of their research results. Adequate conditions for the development of personal competence can make teachers more capable of participating in social service projects and providing professional counseling and services.

Good social integration in work organization can enhance teachers' job satisfaction and sense of belonging, and promote collaboration and communication. Social integration can promote experience sharing and cooperation among teachers and improve teaching quality and student satisfaction. Social integration can promote multidisciplinary cooperation and the establishment of research teams, and improve the innovation and effectiveness of research projects. Good social integration can enable teachers to better integrate into social

service teams and enhance the impact and sustainability of social service programmers (Zhang & Shen, 2019).

Work environments that provide opportunities for future employment growth and security can motivate teachers to be more actively engaged in their work and improve the quality of their work. In terms of talent development, teachers can focus more on students' career development and provide more practice opportunities and career guidance. Opportunities for security can give teachers more confidence to commit to long-term research projects and improve the stability and quality of research outputs. Employment growth and security opportunities can lead to greater faculty involvement in social service projects and provide long-term professional support and counseling. Zhao (2021) found that the provision of good work and recreational spaces can promote teachers' work-life balance and increase productivity and well-being. A balanced work-life enables teachers to take better care of students' needs and provide more personalized teaching support, helps teachers manage their time better, and improves the quality of their research outputs. It enables teachers to better adjust themselves and improve the professionalism and impact of their social services.

The table 7 illustrates the association between Work Motivation and Quality of Work Life. It was observed that the computed rho-values indicate a moderate direct correlation and the resulting p-values were less than the alpha level. This means that a significant relationship exists and implies that the more that they are motivated, the better the quality of work of life.

Table 7

Relationship Between Teachers' Motivation and Quality of Work Life in Chinese Universities

Exogenous regulation	R-value	p-value	Interpretation
Working conditions for human capacity development	.471**	<.001	Highly Significant
Social integration in the work organization	.345**	<.001	Highly Significant
Future opportunities for growth and employment security	.287**	<.001	Highly Significant
Work and space for recreation	.367**	<.001	Highly Significant
Intake regulation			
Working conditions for human capacity development	.501**	<.001	Highly Significant
Social integration in the work organization	.412**	<.001	Highly Significant
Future opportunities for growth and employment security	.307**	<.001	Highly Significant
Work and space for recreation	.415**	<.001	Highly Significant
Self-identity			
Working conditions for human capacity development	.438**	<.001	Highly Significant
Social integration in the work organization	.305**	<.001	Highly Significant
Future opportunities for growth and employment security	.270**	<.001	Highly Significant
Work and space for recreation	.326**	<.001	Highly Significant
Internal motivation			
Working conditions for human capacity development	.676**	<.001	Highly Significant
Social integration in the work organization	.533**	<.001	Highly Significant
Future opportunities for growth and employment security	.497**	<.001	Highly Significant
Work and space for recreation	.560**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

The regulation of external factors can improve the quality of teachers' working lives. It can provide teachers with more professional training and learning opportunities. training and learning opportunities to help teachers improve their level of competence. Exogenous regulation promotes teamwork and interaction, creating a positive working atmosphere. It creates a positive working atmosphere. It also creates more opportunities for career development and safeguards and enhances teachers' sense of job security. Exogenous regulation can also provide better work arrangement and balance, helping teachers to better regulate the relationship between work and life.

The positive correlation between intake regulation and work-life quality indicates that teachers' commitment to their work is closely related to their quality of life. This not only motivates teachers to be more actively engaged in learning and professional development and improves the quality of work life. It also helps teachers to better integrate into their teams and actively participate in their work. At the same time, it can motivate teachers to devote themselves to their work more diligently, thus improving their professional development (Zhang & Du, 2021). The extent to which teachers identify with their roles and responsibilities is closely related to their quality

of life. Liu (2023) in her study pointed out that self-identity can motivate teachers to focus more on the improvement and development of their competence, and it can enhance teachers' sense of belonging and participation in the team. In addition, self-identity can motivate teachers to work harder, enable them to balance work and life more effectively, and improve their development.

4. Conclusions and recommendations

The majority of respondents are aged between 31 and 40, females, master's degree holders, and with 6-10 years of work experience. According to the respondents, the university teachers agreed with motivation in terms of exogenous regulation, intake regulation, self-identity, and internal motivation. Among them, internal motivation maintained the highest agreement with motivation, while teachers gave the lowest rating to self-identity. For the survey respondents, university teachers agreed on quality work conditions for human capacity development, social integration in the work organization, future opportunities for growth and employment security, and work and space for recreation for quality of work life. Meanwhile, working conditions for human capacity development are highly aligned with the quality of work life, future opportunities for growth, and employment security is the lowest. From the 385 university faculty members, it can be seen that they are in favor of work performance in terms of talent development, scientific research, and social services. Among the faculty members, talent development is the most important, and they are relatively less involved in social services. When respondents were grouped according to profile variables, there were no significant differences in their motivation, quality of work life, and work performance. Chinese university teachers are consistent in their recognition regardless of age, gender, educational background, and years of experience. There is a significant relationship of correlation among these three variables. It indicates that the higher the quality of teachers' work life, the better their performance will be. A professional development program was proposed to improve the motivation, quality of working life, and performance of teachers in Chinese universities.

Teachers may set clear professional goals, engage in frequent self-reflection and learning, and continuously improve their teaching methods and skills. They actively participate in professional development, establish reasonable work schedules, and ensure sufficient rest and recreation time to maintain physical and mental health.

The university president or leader may develop a clear vision for education and establish a positive school culture so that teachers can feel that their work fits with the mission of the university. Encourage teachers to participate in educational innovation. Reward and recognition mechanisms are in place to recognize outstanding teachers and provide opportunities for professional development. The administration of the universities may develop policies that support work-life balance, including flexible working hours, health benefits, family support, and mental health services. Universities libraries, information technology, and research support departments may provide the resources faculty need to facilitate research and teaching. Cultural and social departments of universities can organize activities to help teachers make social connections and for recreation. The results of this study can be used as a benchmark for future studies that may focus on other factors that influence the work performance of teachers in Chinese universities, such as teachers' personality strengths, work competence, interpersonal relationships, and organizational culture. They may also determine what significantly predicts university teachers' motivation, quality of work life, and work performance. The proposed professional development program may be taken for further discussion, implementation, and graduation.

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