

Teaching motivation, performance, and work productivity of higher education faculty in China: Basis for teacher development plan

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Abstract

The study aimed to explore the intrinsic connection between teaching motivation, performance, and work productivity and investigate the impact of motivation on teacher performance and work productivity in higher education. It employed the descriptive method in testing the relationship among the three main variables such as teaching motivation, performance, and work productivity of higher education faculty. A total of 385 faculty members from Hetao University in Nei Mongol, China participated in the study. Findings of the study revealed that most of the respondents were female, 30-49 years old, with a master's degree, and holding a position for less than 5 years. It was also found out that there is overall agreement among respondents regarding their motivation. Respondents feel motivated when their basic needs are met, and when there are positive relationships in the workplace and growth opportunities. Also, respondents' teaching performance was higher specifically on social competence and personal competence. Respondents showed a high level of productivity, especially in classroom management and academic. Moreover, respondents who are female, obtained doctoral degrees, and working below 5 years are more motivated while respondents who are 50 to 60 years old, obtained a doctoral degree, and have worked below 5 years have better teaching performance and are more productive than others. In addition, there exists a highly significant relationship among the three variables; the more motivated, the better the teaching performance and the more productive the respondents are. More so, the better the teaching performance, the more productive the respondents are. Further, work productivity can be predicted from the level of motivation and teaching performance. Existence needs, pedagogic competence, personal competence, and developing professional activities added significantly to the prediction. Finally, a teacher development plan to enhance motivation, performance, and productivity among faculty was proposed.

Keywords: college teachers, motivation, performance, productivity

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1. Introduction

Teachers in higher education take on significant obligations like teaching, scientific research, and social services because they are the primary providers of higher education. Teachers are one of the most vital components of the educational system. In China, educational activities' success or failure is largely determined by their performance and productivity in implementing the teaching and learning process, facilitating classroom management in learning environments, engaging in curricular improvement and development, and fostering professional growth and engagement. Teachers must be capable of lifelong learning, timely supplementation of new concepts, methods, and technologies, independently improve professional ability and achieve high-quality professional development. Attention and additional research are needed to determine the best ways to boost college teachers' professional development motivation, increase their performance and productivity, raise the standard of undergraduate education, and support their autonomous professional development.

Motivation is viewed as a collection of interconnected ideas and feelings that underlie and directly influence behavior. Therefore, it is what starts, keeps, and concentrates on behavior (Kumar et al., 2018). According to Osman, et. al., (2020), a teacher's desire to teach has a direct impact on student behavior and the environment, which can lead to excellent learning outcomes during instruction. Motivation is employed as a driving factor in the teaching and learning process, and motivation is an attempt to create conditions in which pupils want to achieve something. Teachers' decisions and behaviors can have an impact on their psychological health and career prospects, particularly when it comes to professional morality in the classroom (Scales et al., 2020).

Effective administration is crucial for maintaining teacher motivation, especially at the school level. Teachers are prone to losing their feeling of professional commitment and duty if the mechanisms and structures put in place to monitor and support them are dysfunctional. A teacher must consequently maintain their professional and private growth, as well as their level of enthusiasm to carry out their numerous activities and commitments with efficiency and effectiveness. There are now a variety of factors that support instructors' motivation. These elements might be categorized as physical, psychological, and so on. Additionally, it has been discovered that a teacher's daily work experiences determine the tasks that provide them with the greatest psychological satisfaction. Furthermore, teachers' performance could decline greatly if they lacked motivation. Teachers' reactions to the rules of the organization, duties, and opportunities will depend on their level of motivation. Additionally, motivation is the ability to initiate, direct, and sustain behavior that is focused on objectives. It is crucial to keep in mind that teacher motivation might increase when the profession enables the teacher to meet the physical demands of their bodies, such as sustenance, drinking, living conditions, and others. It may also increase if the instructor believes they are valuable in their position and is content with what they are doing. The factors that affect teachers' motivation are numerous. These criteria include the status of the instructor, the size of the class, the workload, professional development, and compensation (Comighud, et. al., 2021).

Teacher performance is one of the most significant things to examine while attempting to improve educational quality. Teacher performance is defined as a teacher's activity in fulfilling their obligations and responsibilities as a classroom instructor and educator in the school with the aim of achieving a certain goal as effectively as feasible (Hartiwi et al., 2020). The performance of a teacher is more directed toward professionals whose jobs or activities necessitate knowledge, proficiency, or standards-compliant abilities, or standards requiring professional training. In this approach, public policy can satisfy the level of professionalism required of instructors who are recognized as experts in their professions, otherwise, teacher certification would not be legal. The members of an organization have a significant impact on whether the organization's aims are met. As a result, whether the organization is excellent or bad is determined by how well its members perform what they are

assigned by the obligations allocated to them. The attitude, knowledge, and skills of an individual in carrying out the tasks for which they are accountable determine the quality of work performed by members of an organization. Performance is the outcome or amount of success attained by someone in their field of work based on specific criteria and judged by specific people, most notably the employee in question's supervisors.

Meanwhile, productivity is the most important organizational aspect in the process of teaching since instructors need to organize, carry out, and supervise all learning endeavors to achieve the goals of the institution. It is thought that teachers' personalities and physical capabilities affect how productive they are when working in schools (Asmarani et al., 2021). Employee behavior that positively contributes to organizational goals is referred to as productivity. Motivation is said to affect how productive an employee is at work. Teacher productivity is a critical component of a school's impact on growth and student learning, and there is significant variation in teacher productivity within and among schools. This writer's observation hypothesized that teachers' motivation promotes performance but also productivity. Motivation, performance, and productivity are crucial to the success of the school and the academic progress of students. They generally needed qualified and experienced teachers for this. Many educational systems have made quality instruction a priority. It is vital to note that teacher motivation might increase when their position as instructor allows the teacher to satisfy the life-sustaining elements of his or her physical being, such as sustenance, water, and shelter. It may increase as well when the teacher feels valuable in the position he or she holds and is content with what he or she is doing. At present, teachers in Chinese universities are not fully motivated to work, which affects their teaching performance and productivity, despite this, insufficient attention has been paid in China to teacher motivation, which might assure better instruction and improved learning outcomes. It is important to investigate the connection between teachers' levels of motivation, performance, and work productivity, particularly in the aspect of developments in the education system in China. As a result, the purpose of this study was to determine the genuine status of teacher motivation, as well as to analyze the connection between elements of motivation and teachers' performance and productivity at Hetao College in China. This has a significant practical impact on both the growth of college teachers and the construction of the college system. It also serves as a model for other higher education institutions striving to raise their educational standards.

Objectives of the Study - This paper focused on the teacher development Plan at Hetao College in China by exploring the motivation, teaching performance, and productivity of teachers. Specifically, it aimed to determine the extent of motivation of teachers in terms of existence needs, relationships in the working environment, and growth needs; assess the teaching performance in terms of pedagogic competence, professional competence, personal competence, social competence and developing professional activities; identify the work productivity of teachers in Hetao college in terms of personal, academic, curriculum planning and instruction, classroom management, professional development, and social; test the significant relationship among the three variables; determine the predictor of productivity of identified teachers between variables motivation and teaching performance; and, propose a development plan based on the results.

2. Methods

Research Design - This study utilized the descriptive method of research in testing the relationship among the three main variables such as motivation, performance, and productivity of higher education teachers in China. Descriptive studies are valuable in gaining more knowledge about the phenomenon under study. More so, descriptive research was used to illustrate the characteristics of a population or phenomenon being studied.

Participants of the Study - The participants of the study were the teachers of the Hetao College in China. The researcher used Raosoft with 95% confidence interval and 5% margin of error to determine the sample size. The computed sample size from the total population of 856 is 385. These participants were those who had at least worked as college teachers for more than a year. Since the data gathering was done through a Google Form, the researcher was in constant monitoring of the responses until it had met the required number of respondents. Upon meeting the number of required respondents, the researcher locked the Google form to disallow new

responses.

Instrument of the Study - A survey questionnaire was used in the data gathering of this study. Questionnaires or instruments were derived from the published study, but they were modified to satisfy the objectives of the present study. There were three main instruments used in the study. First is the Assessment of Teacher Motivation Questionnaire (Comighud, et. al., 2021). The questionnaire is composed of 30 items measured in three factors which consists of existence needs, relationship in the working environment, and growth needs with a five-point scale. It was modified from a five-point scale to a four-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree. Another one is the questionnaire on teaching performance compiled by (Putra, et. al., 2022). This consists of five dimensions and 35 items in total. It has a 4-point Likert Scale; Very High, High, Low, and Very Low. The five sub-domains are Pedagogic Competence, Professional Competence, Personal Competence, Social Competence, and Developing Professional Activities. The third questionnaire that was utilized is the teachers' productivity questionnaire which was adopted from the study by Ramos, et. al., (2020). The questionnaire consists of five subdomains and 25 items in total. The questionnaire measures teacher productivity in terms of personal, academic, curriculum planning and instruction, classroom management, professional development, and social. It has a four-point Likert scale: Always, Often, Sometimes, and Never. These questionnaires were evaluated for validity and reliability after they had been modified to reflect the new information. The questionnaire was tested on 30 instructors as part of a pilot study, which allowed the researcher to determine its validity. With the results of the pilot testing in hand, Cronbach's alpha was used to assess the validity and reliability of the questionnaire. The results of the reliability test, which was used to evaluate the internal consistency of the scales employed in the questionnaire, were found to be satisfactory.

Data Gathering Procedure - To collect data for the study, the researcher prepared a data collection request letter and had it signed by her research advisor. The letter was then approved and sent to the President of the Hetao College for support. Additionally, the researcher physically sent letters to the administrators of ten departments, requesting permission to utilize their teachers as study participants. Following approval, the questionnaire was sent to participants, along with an accompanying letter inviting them to participate in the research through a Google Forms link.

Data Analysis - The following statistical treatments were used to interpret the data gathered in the study: Composite Mean was used to show the average responses of the respondents in the indicators of each of the variables; motivation, performance, and productivity. Spearman's rho was used to determine the significant relationship between motivation, performance, and productivity of higher education teachers. Regression Analysis was used to determine the predictor of productivity of identified teachers between variables of motivation and teaching performance.

Ethical Considerations - Ethical consideration is in effect in the data-gathering procedure. Data privacy was observed, and participants were requested to sign a permission form for data privacy when they received their survey questionnaires. Also, the questionnaire was completed voluntarily by the participants. Due to the sensitivity surrounding the usage of personal information, participants were given the option of leaving any personal information blank in the data questionnaire. Importantly, this study sought the approval of the Ethics Review Committee before pilot testing of the questionnaires to target respondents.

3. Results and discussion

Table 1

Summary Table on Teaching Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Existence Needs	3.22	Agree	3
Relationship in the working environment	3.30	Agree	1
3. Growth Needs	3.24	Agree	2
Composite Mean	3.26	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 the level of motivation in terms of existence needs, relationships in the working environment, and growth needs having a composite mean of 3.26 indicates an overall agreement among college teachers regarding their motivation. It suggests that, on average, teachers feel motivated, with their basic needs met, positive relationships in the workplace, and opportunities for growth acknowledged.

Among the items cited “Relationship in the working environment” with a weighted mean of 3.30 got the highest score which indicates that teachers highly value positive relationships and a supportive working atmosphere. A positive working environment, characterized by mutual respect, effective communication, and teamwork, is crucial for enhancing motivation. Hetao College should continue to foster this positive atmosphere by encouraging team-building activities, promoting a culture of respect, and providing avenues for open communication. A positive working environment is a key factor for Professional Development. When teachers are respected by their colleagues, students, and administrators, they feel valued and appreciated. Teachers are encouraged to attend workshops, pursue higher education, and stay updated with the latest teaching methodologies. This continuous learning not only benefits the teachers but also enhances the quality of education provided to students (Gulnar, 2023). The employee's willingness to put out high levels of effort in all of his or her job, which is dependent on the ability of the employee to meet needs, as well as the employee's surroundings, is a clear indication of motivation. The achievement of goals and objectives depends on motivation, which is crucial for both individual workers and businesses that operate in team-based environments. An organization must foster and sustain high levels of motivation that result in great performance if it wants to make sure that employee values and workplace objectives align with the organization's mission and vision (SAMACO, 2022).

On the other hand, the other two items, growth needs have a weighted mean of 3.24, and existence needs obtained a weighted mean of 3.22 which is considered agree. It suggests that college teachers agree on the importance of growth opportunities, such as learning, skill development, and career progression. Teachers generally agree that their basic needs, such as fair compensation, job security, and a safe working environment, are being met at a satisfactory level. While existence needs are being met, it is important for institutions to continually ensure that these basic requirements are not only met but exceeded. Satisfactory basic needs lay the foundation for higher motivation, allowing teachers to focus more on their work and professional growth. To further enhance motivation, institutions should focus on providing meaningful opportunities for professional development, continuous learning, and skill enhancement. This can be achieved through workshops, seminars, mentorship programs, and clear career paths within the organization. When an educator's work provides them with the necessities of life—such as sustenance, water, and shelter—their motivation levels may rise. It may also increase if the teacher feels satisfied with their work and important in their role (Comighud, et. al., 2021). Providing meaningful opportunities for professional development, continuous learning, and skill enhancement is essential for the growth and success of both teachers and educational institutions (Chang, 2022).

Table 2
Summary Table on Teaching Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
Pedagogic Competence	3.38	High	4
Professional Competence	3.40	High	3
Personal Competence	3.52	Very High	2
Social Competence	3.53	Very High	1
Developing Professional Activities	3.34	High	5
Composite Mean	3.43	High	

Legend: 3.50 – 4.00 = Very High; 2.50 – 3.49 = High; 1.50 - 2.49 = Low; 1.00 – 1.49 = Very Low

Table 2 shows the summary table on the performance of school teachers based on pedagogic competence, professional competence, personal competence, social competence, and developing professional activities has a composite mean of 3.43. This means that the teacher's performance across pedagogic, professional, personal, social competencies, and professional activities is consistently strong, contributing to a high standard of teaching.

In the table above, Social Competence gained the highest rank with a weighted mean of 3.53 which is

interpreted as very high. This high score indicates the teacher's exceptional ability to communicate effectively, adapt to various environments, and facilitate interactions between students and between students and professors. The teacher's strong social skills create a positive, inclusive, and collaborative learning environment, fostering a sense of community among students. Building positive relationships and effective communication are foundational elements of successful teaching. When students feel comfortable and encouraged, they are more likely to actively participate in class activities, ask questions, and express their thoughts and opinions. This active engagement fosters a collaborative atmosphere where learning becomes not only informative but also enjoyable and meaningful (Xu, 2022).

Furthermore, personal competence (3.52), professional competence (3.40), and pedagogic competence (3.38) follow the ranking, and they are all consistently demonstrated by the respondents. However, developing professional activities got the lowest rank with a weighted mean of 3.36 and was interpreted as high. While still in the "High" range, is the area where the teacher received the lowest score among the categories assessed. This suggests that there is potential for enhancement in the teacher's engagement in activities related to professional development and growth. It suggests potential areas for further enhancing skills and knowledge through activities such as action research, attending seminars, utilizing technology, and improving language proficiency. Continuous growth and learning are fundamental to ensuring that education remains vibrant, engaging, and responsive to the evolving needs of students and society. By actively participating in a variety of educational activities and continuously seeking growth opportunities, the teacher can further enrich their teaching methods and contribute to the overall learning experience of their students (Xiao, 2022).

Table 3

Summary Table on Work Productivity

Indicators	Weighted Mean	Verbal Interpretation	Rank
Personal Productivity	3.39	Often	3
Academic Productivity	3.41	Often	2
Curriculum Planning and instruction Productivity	3.36	Often	4
Classroom Management Productivity	3.42	Often	1
Social Productivity	3.18	Often	5
Composite Mean	3.35	Often	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 - 2.49 = Sometimes; 1.00 – 1.49 = Never

Table 3 shows the summary table on teachers' work productivity in terms of personal productivity, academic productivity, curriculum planning and instruction productivity, classroom management productivity, and social productivity with a composite mean of 3.35 and interpreted as often. This indicates that educators are actively engaged in their roles, demonstrating commitment and proficiency in various aspects of teaching, academic support, classroom management, and social interactions. The "Often" ratings across all categories reflect a solid foundation, with opportunities for further enhancement and growth in specific areas. Continued professional development and a focus on areas needing improvement can contribute to even greater overall productivity and effectiveness in the educational setting. Among the items cited, "Classroom Management Productivity" got the highest rank and had a weighted mean of 3.42 which is interpreted as often. respondents excel in classroom management productivity, starting and ending classes punctually, improving student attitudes and skills, using diverse teaching methods, emphasizing honesty, and providing individual attention. This indicates a strong ability to create a positive and well-managed learning environment. To carry out their duties effectively, teachers must uphold, cultivate, and enhance a set of abilities. They should also consider their classroom management strategies, reflect on their past experiences, and seek assistance from their colleagues' expertise and experiences (Ramos, et. al., 2020).

Moreover, "Social Productivity" obtained the lowest ranking (3.18 weighted mean) and was interpreted as often. Educators participate frequently in virtual social gatherings, maintain healthy relations with parents, report student progress, engage in community outreach, and resolve behavior-related issues. While still often engaged, there is room for increased parental involvement and more proactive community outreach efforts. Addressing these areas can further strengthen the school community and enrich the overall educational experience for

students. Youngsters spend the majority of their days with their fellow students at school. Therefore, it's the perfect environment for teaching and practicing social skills with pupils. Teachers can help kids develop social abilities at any time; they are not required to teach social skills in a classroom. Instructors need to be vigilant about bullying and taunting, as well as mindful of kids who are shunned or overlooked by their classmates (Ramos, et. al., 2020). Encouraging collaborative efforts among students, parents, and teachers can further enrich the learning experience. Involving parents in school initiatives and academic support programs can enhance social productivity (Xu, et. al., 2023).

Table 4
Relationship Between Level of Motivation and Teaching Performance

Existence Needs	rho-value	p-value	Interpretation
Pedagogic Competence	.385**	<.001	Highly Significant
Professional Competence	.309**	<.001	Highly Significant
Personal Competence	.347**	<.001	Highly Significant
Social Competence	.328**	<.001	Highly Significant
Developing Professional Activities	.214**	<.001	Highly Significant
Relationship in the working environment			
Pedagogic Competence	.457**	<.001	Highly Significant
Professional Competence	.332**	<.001	Highly Significant
Personal Competence	.338**	<.001	Highly Significant
Social Competence	.349**	<.001	Highly Significant
Developing Professional Activities	.336**	<.001	Highly Significant
Growth Needs			
Pedagogic Competence	.486**	<.001	Highly Significant
Professional Competence	.406**	<.001	Highly Significant
Personal Competence	.399**	<.001	Highly Significant
Social Competence	.423**	<.001	Highly Significant
Developing Professional Activities	.384**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 illustrates the association between level of Motivation and teaching 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 implies that the more motivated, the better the teaching performance.

The positive and highly significant correlations between existence needs and teaching performance suggest that when teachers feel secure in their basic needs, their performance in various aspects of teaching significantly improves. The strong correlation between motivation related to relationships in the working environment and teaching performance emphasizes the critical role of a supportive and positive workplace culture. Collaboration, respect, and positive interactions among colleagues contribute to teacher motivation and, subsequently, their performance in the classroom. The highly significant positive correlations between growth needs and teaching performance indicate that teachers who are motivated by growth and self-improvement tend to excel in their teaching roles. Emphasizing continuous professional development and personal growth opportunities can enhance teachers' skills, confidence, and overall teaching performance. Motivated and effective teachers have a direct positive impact on student's learning outcomes and overall educational experience. Fostering teacher motivation in multiple dimensions can lead to a more enriching educational experience for students. Understanding and nurturing the various facets of teacher motivation is essential for creating a conducive teaching environment and ensuring high-quality education. Educational institutions should focus on fostering a supportive workplace culture, encouraging continuous professional development, and recognizing the diverse motivational factors that influence teaching performance (Qin, 2023).

The teachers are driven to complete their tasks and carry out their assigned responsibilities because they value the teaching profession and consider it to be their mission and vocation. Additionally, these teacher educators want to perform well on their evaluations to help improve educational administration and school administration (Comighud, et. al., 2021). The effectiveness of schoolteachers is impacted by their motivation to educate. The success of students is determined by their teachers, especially in terms of the teaching and learning

method that is typically used in schools. Teachers play a crucial role in the world of education, particularly in the legal sector at school. The atmosphere in which a teacher performs has an impact on how well it goes. To achieve good performance and serve as professional teachers in addition to the teachers themselves who can enhance the quality of their work, the environment, particularly in this case the school, must be able to inspire and empower teachers (Elprizdat, 2021).

Table 5
Relationship Between Level of Motivation and Productivity

Existence Needs	rho-value	p-value	Interpretation
Personal Productivity	.270**	<.001	Highly Significant
Academic Productivity	.286**	<.001	Highly Significant
Curriculum Planning and instruction Productivity	.271**	<.001	Highly Significant
Classroom Management Productivity	.293**	<.001	Highly Significant
Social Productivity	.233**	<.001	Highly Significant
Relationship in the working environment			
Personal Productivity	.376**	<.001	Highly Significant
Academic Productivity	.387**	<.001	Highly Significant
Curriculum Planning and instruction Productivity	.398**	<.001	Highly Significant
Classroom Management Productivity	.390**	<.001	Highly Significant
Social Productivity	.339**	<.001	Highly Significant
Growth Needs			
Personal Productivity	.431**	<.001	Highly Significant
Academic Productivity	.437**	<.001	Highly Significant
Curriculum Planning and instruction Productivity	.426**	<.001	Highly Significant
Classroom Management Productivity	.430**	<.001	Highly Significant
Social Productivity	.408**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 displays the association between the level of Motivation and productivity. 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 reveals that a significant relationship exists and shows that the more motivated, the more productive the respondents are.

Existence needs to encompass fundamental requirements like job security, financial stability, and basic workplace conditions. When employees feel secure and satisfied in these fundamental areas, they are more motivated and driven to perform well in their roles. The significant relationship between existence needs and productivity suggests that fulfilling these basic requirements acts as a foundational element in enhancing employees' overall efficiency and output. Addressing these needs can lead to a workforce that is more focused, less distracted, and better able to channel their energy into productive tasks. Positive relationships in the workplace, whether with colleagues, supervisors, or subordinates, foster a supportive and collaborative atmosphere. When individuals experience positive interactions, they are more motivated to engage actively in their work. This positive environment enhances communication, teamwork, and overall job satisfaction, leading to increased productivity. The significant relationship between the quality of workplace relationships and productivity emphasizes the importance of fostering a harmonious work culture where mutual respect, trust, and cooperation prevail. Growth needs pertain to an individual's desire for personal and professional development, continuous learning, and career advancement. When employees are motivated to grow and expand their skills, they are more likely to invest extra effort into their work. The significant relationship between growth needs and productivity indicates that supporting employees in their quest for growth can lead to higher levels of innovation, creativity, and dedication to tasks. Offering opportunities for training, skill development, and career progression aligns with these growth needs, fostering a motivated and highly productive workforce. If the organization does not offer financial or non-financial satisfaction, employees lack a strong work ethic, work carelessly, and lack the incentive to attain job results that have been set by management (Sampurno, et al., 2020). The welfare of teachers can be achieved by fair pay, benefits, bonuses, and other factors. This should be distributed since it can inspire teachers to boost their instructional productivity (Kamaruddin, et al., 2023). Creating a positive, inclusive, and respectful workplace culture is pivotal. Encouraging teamwork, open communication, and acknowledging

employees' contributions can significantly enhance motivation and productivity (Xiao, 2023). Regular recognition of achievements and providing constructive feedback fosters a sense of accomplishment and fuels motivation. Employees who feel valued and appreciated are more likely to maintain high levels of productivity (Liu, 2021).

Table 6
Relationship Between Teaching Performance and Productivity

Pedagogic Competence	rho-value	p-value	Interpretation
Personal Productivity	.707**	<.001	Highly Significant
Academic Productivity	.712**	<.001	Highly Significant
Curriculum Planning and instruction Productivity	.704**	<.001	Highly Significant
Classroom Management Productivity	.714**	<.001	Highly Significant
Social Productivity	.576**	<.001	Highly Significant
Professional Competence			
Personal Productivity	.730**	<.001	Highly Significant
Academic Productivity	.729**	<.001	Highly Significant
Curriculum Planning and instruction Productivity	.699**	<.001	Highly Significant
Classroom Management Productivity	.697**	<.001	Highly Significant
Social Productivity	.550**	<.001	Highly Significant
Personal Competence			
Personal Productivity	.695**	<.001	Highly Significant
Academic Productivity	.715**	<.001	Highly Significant
Curriculum Planning and instruction Productivity	.665**	<.001	Highly Significant
Classroom Management Productivity	.707**	<.001	Highly Significant
Social Productivity	.504**	<.001	Highly Significant
Social Competence			
Personal Productivity	.720**	<.001	Highly Significant
Academic Productivity	.719**	<.001	Highly Significant
Curriculum Planning and instruction Productivity	.664**	<.001	Highly Significant
Classroom Management Productivity	.697**	<.001	Highly Significant
Social Productivity	.564**	<.001	Highly Significant
Developing Professional Activities			
Personal Productivity	.785**	<.001	Highly Significant
Academic Productivity	.730**	<.001	Highly Significant
Curriculum Planning and instruction Productivity	.698**	<.001	Highly Significant
Classroom Management Productivity	.678**	<.001	Highly Significant
Social Productivity	.645**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 presents the association between teaching performance and productivity. 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 reveals that a significant relationship exists and shows that the better the teaching performance, the more productive the respondents are. The significant relationship between teacher performance and productivity underscores the crucial link between the effectiveness of educators and the overall productivity of educational institutions. When teachers demonstrate high levels of performance in various aspects of their roles, it positively impacts productivity across different domains.

Highly performing teachers have a direct impact on student learning outcomes. Effective teaching methods, well-designed curriculum planning, and proficient classroom management lead to improved student engagement, understanding, and performance. As students achieve better results, the overall productivity of the educational institution in terms of academic achievements is positively influenced. Teachers who excel in their roles are efficient in utilizing resources. They plan their lessons effectively, ensuring that instructional materials, time, and facilities are used optimally. This efficient resource utilization contributes to the overall productivity of the institution by minimizing waste and maximizing the educational impact of available resources. Highly performing teachers contribute to a positive school environment. Their professionalism, effective communication, and positive relationships with students, colleagues, and parents create a supportive atmosphere. A positive school environment enhances collaboration, teamwork, and mutual respect among staff members, fostering a culture of productivity and shared goals. Highly performing teachers serve as role models for continuous

professional development. They engage in ongoing learning, research, and skill enhancement. This commitment to growth not only improves their effectiveness but also sets a precedent for other educators, leading to a culture of continuous improvement and increased productivity across the institution. Teachers with strong teaching skills are more productive in classroom management, curriculum planning, and instructional tasks. Additionally, teachers who excel in their subject matter (professional competence) contribute significantly to academic productivity, such as research, publications, and scholarly activities (Xiao, 2023). Teachers who possess positive personal and social qualities demonstrate higher productivity not only in individual tasks but also in collaborative efforts and teamwork (Xu, 2021).

Table 7
Predictors of Productivity

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation
	B	Std. Error	Beta			
Existence Needs	-0.077	0.036	-0.095	-2.153	0.032	Significant
Relationship in the working environment	0.061	0.049	0.072	1.248	0.213	Not Significant
Growth Needs	0.085	0.045	0.104	1.900	0.058	Not Significant
Pedagogic Competence	0.181	0.059	0.184	3.082	0.002	Significant
Professional Competence	0.099	0.06	0.103	1.651	0.100	Not Significant
Personal Competence	0.171	0.062	0.169	2.760	0.006	Significant
Social Competence	0.039	0.06	0.039	0.641	0.522	Not Significant
Developing Professional Activities	0.353	0.039	0.401	9.127	0.000	Highly Significant

Table 7 presents the predictors of productivity. A multiple regression was run to predict productivity from the level of motivation and teaching performance. These variables statistically significantly predicted productivity, $F_{(8,376)} = 121.211$, $p < .0000$, $r^2 = 0.721$. But upon scrutiny of data, the existence of needs ($p = 0.032$), pedagogic competence ($p = 0.002$), personal competence ($p = 0.006$), and developing professional activities ($p = 0.000$) added statistically significantly to the prediction, $p < 0.05$.

The level of motivation related to existence needs (basic needs such as safety, security, and physiological well-being) was a significant negative predictor of productivity (Beta = -0.095, $p = 0.032$). This suggests that when these basic needs are not met, it can have a detrimental effect on productivity. Teachers' pedagogic competence, reflecting their teaching skills and methods, was a highly significant positive predictor of productivity (Beta = 0.184, $p = 0.002$). This indicates that teachers with strong pedagogic competence tend to be more productive in their tasks, including classroom management and instructional activities. Personal competence, encompassing positive personal qualities and attitudes, was a significant positive predictor of productivity (Beta = 0.169, $p = 0.006$). Teachers with positive personal traits exhibited higher productivity, emphasizing the importance of personal qualities in enhancing work output. Engagement in developing professional activities was a highly significant positive predictor of productivity (Beta = 0.401, $p = 0.000$). Teachers actively involved in professional development initiatives demonstrated significantly higher productivity, suggesting the value of continuous learning and growth in enhancing productivity. Educational institutions should prioritize the development of teachers' pedagogic skills and personal qualities. Training programs and workshops can be designed to enhance teaching methods and cultivate positive personal traits, both of which contribute significantly to productivity. Encouraging teachers' participation in ongoing professional development activities can boost productivity. Engaging in activities that promote continuous learning and growth positively influences productivity levels, as evidenced by the strong impact of developing professional activities. Institutions should also be attentive to the basic needs of their teaching staff. Ensuring that teachers' fundamental needs for safety, security, and well-being are met is crucial, as unmet existence needs negatively influence productivity.

Understanding and addressing teachers' basic needs, enhancing their pedagogic skills, fostering positive personal qualities, and promoting continuous professional development are key strategies to enhance productivity among educators. By focusing on these areas, educational institutions can create an environment where teachers are not only motivated but also highly productive in their roles (Zhu, 2023).

Proposed Teachers Development Plan

A Teacher Development Plan is proposed to enable continual improvement. This is proposed by the researcher and suggests that by implementing this comprehensive teacher development plan, the institution can create a supportive, empowering, and motivating environment for teachers. This, in turn, will enhance their productivity, job satisfaction, and overall effectiveness in the classroom, leading to improved student outcomes and a thriving educational community. The researcher provided this proposed Teacher Development Plan to Hetao College in China to consider ways to create an environment that fosters and enhances motivation, performance, and productivity of Faculty, and students alike.

Table 8
Teacher Development Plan

Key Result Areas	Strategies	Success or Performance Indicators	Persons or Office/ Department Responsible
Motivation			
Subscale 1: Existence Needs	Conduct Financial Wellness Workshops about Budgeting, financial planning, and investment strategies.		Office of the President
Objective: To Ensure that teachers' basic needs are met for financial and emotional well-being.	Provide Access to Financial Advisors, and Offer Competitive Salaries and Benefits Packages.	Increased savings and reduced financial stress among teachers.	Human Resources and Counseling Department. Finance Department
Subscale 2: Relationships in the working environment	Implement a structured feedback system where regular one-on-one sessions between supervisors and employees are scheduled. Encourage constructive criticism and positive reinforcement for continuous improvement.	Increased frequency of feedback sessions. Improvement in the quality and effectiveness of feedback given.	Office of the President Office of the Vice President for Academic Affairs Human Resources & Training and Development Department.
Subscale 3: Growth Needs	Implement a comprehensive feedback system that allows employees to submit suggestions and ideas directly to top-level management. Create a structured process for reviewing and implementing valuable feedback.	Increased in the number of constructive suggestions received from employees leading to organizational improvements.	Office of the President Professional Development Department. Feedback and Communication Department
Performance			
Subscale 1: Pedagogic Competence	Organize workshops focusing on practical curriculum development strategies. Provide hands-on training on designing engaging course modules and assessments. Encourage educators to collaborate on interdisciplinary projects, fostering active participation in curriculum development	Increased involvement of educators in curriculum development projects.	Office of the Vice President for Academic Affairs Curriculum Development Team, Department Heads.
Subscale 2: Professional Competence	Provide training sessions on integrating technology into the teaching process. Cover various tools, software, and platforms relevant to different subjects. Offer follow-up support to address individual concerns and challenges faced by educators while implementing technology in their teaching.	Increase in educators utilizing diverse teaching strategies. Creation of a variety of learning media resources.	Office of the Vice President for Academic Affairs Faculty Development Department Teaching and Learning Centers. Academic Deans Teaching Evaluation Committees.
Subscale 3: Developing Professional Activities	Facilitate language immersion experiences where educators spend a designated period in a native-speaking environment. Encourage participation in language courses, cultural activities, and interactions with native speakers.	Positive feedback from educators participating in the language immersion program	Language Department Human Resources Department
Productivity			
Subscale 1: Personal Productivity	Conduct workshops focused on effective online teaching strategies. Topics should include engaging communication, voice modulation, and appropriate gestures for online classes. Invite experienced online	Improvement in online teaching methods and student engagement.	Office of the Vice President for Academic Affairs Professional Development

Workshops for online teaching	educators as guest speakers to share their techniques. Provide hands-on practice sessions where educators can receive feedback on their delivery.		Department Academic Deans IT Department.
Subscale 2: Curriculum Planning and Instruction Productivity	Organize workshops focusing on recognizing signs of learning difficulties in students. Include case studies, real-life scenarios, and interactive activities.	Improvement in identifying and diagnosing various learning difficulties.	Office of the Vice President for Academic Affairs Special Education Specialists
Objective: To organize Specialized Training Workshop on Enhancing Learning Difficulty Diagnoses	Provide resources and tools for assessing learning challenges. Encourage teachers to share their experiences and learn from one another. Guest speakers, such as clinical psychologists, can provide in-depth insights.		School Psychologists.
Subscale 3: Social Productivity	Schedule monthly or quarterly meetings between teachers and parents to discuss student performance, challenges, and improvement strategies.	Improved Student Performance: Monitor changes in student performance metrics (grades, participation, attendance) after parents are more actively engaged in tracking their child's progress.	Office of the Vice President for Academic Affairs Professional Development Department Parent-Teacher Association
Objective: To enhance communication methods between teachers and parents to ensure regular progress updates. To enhance Training and Capacity Building: Provide training and resources to teachers effectively communicate student progress.	Organize workshops and training sessions for teachers on effective communication techniques, creating informative progress reports, and handling parent-teacher conferences.		

4. Conclusions and recommendations

There was overall agreement among respondents regarding their motivation. Respondents feel motivated when their basic needs are met, and when there is positive relationships and growth opportunities in the workplace. Respondents' teaching performance was higher specifically on Social Competence and Personal Competence. Respondents showed a high level of productivity, especially on Classroom Management and Academic. There exists a highly significant relationship between the three variables. This means that the more motivated, the better the teaching performance and the more productive the respondents are. Also, the better the teaching performance, the more productive the respondents are. Teaching motivation and performance significantly predict work productivity. Existence needs, pedagogic competence, personal competence and developing professional activities added significantly to the prediction. A teacher development plan to enhance motivation, performance, and productivity among Faculty was proposed.

The Ministry of Education may utilize the results of this research as a baseline in crafting future Memorandum Orders relative to improving motivation, performance, and productivity for faculty in Higher Education Institutions. Top Management of Higher Education Institutions, both public and private may use the findings of this research and serve as a gauge in planning, creating, and implementing programs relative to the enhancement of motivation level, performance, and productivity of faculty. Universities and Colleges may measure the performance of teachers for more than a semester to improve and monitor their productivity as well. Teachers may attend different performing training that focuses on curriculum development, strategies, models, methods, techniques, learning media development, openness thinking, effective communication, and foreign language and culture. In addition, universities may continue to nurture teacher productivity by delivering online classes with appealing voices and gestures, integrating the knowledge of different subjects, diagnosing learning difficulties, using various methods in online teaching and blending learning, and reporting the progress of students to their parents. Moreover, to improve the level of motivation and to improve their performance and productivity, Universities may improve the benefits and compensations and engage feedback systems to manage expectations of teachers. Students may collaborate with faculty members to develop programs and activities that will benefit both the institution's teaching and learning experiences. Future researchers may investigate different dimensions such as work-life balance, student development, evaluation criteria, and guidelines that may affect the teachers' productivity. They may also consider the lived experiences of the teachers in teaching relative to

motivation, performance, and productivity. The proposed teacher development plan may be tabled for discussion and utilization.

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