

Administrative support, teacher motivation, and effectiveness in Chinese universities

Lin, Jiudanping 

Graduate School, Lyceum of the Philippines University - Batangas, Philippines

Mauhay, Romana Celeste A.

Lyceum of the Philippines University - Batangas, Philippines



ISSN: 2243-7770
Online ISSN: 2243-7789

OPEN ACCESS

Received: 17 June 2026

Available Online: 31 August 2026

Revised: 22 August 2026

DOI: 10.5861/ijrsm.2026.26109

Accepted: 29 August 2026

Abstract

This study examined the relationships among administrative support, teacher motivation, and teacher effectiveness in Chinese universities. Employing a quantitative descriptive-correlational research design, the study collected data from university teachers using a structured survey questionnaire. Descriptive statistics, tests of difference, and correlation analyses were utilized to analyze the data. The findings indicated that teachers perceived both administrative support and teacher motivation to be at high levels. Professional development opportunities and leadership practices emerged as the strongest dimensions of administrative support, whereas resource provision and administrative responsiveness received comparatively lower ratings. Similarly, teachers demonstrated high levels of motivation, with intrinsic and extrinsic motivation serving as the primary motivating factors, while recognition and the work environment were identified as areas requiring further enhancement. Teacher effectiveness was likewise rated highly, with communication and assessment identified as the strongest dimensions, whereas instructional planning and subject matter knowledge presented opportunities for improvement. Significant differences were observed in teacher motivation, administrative support, and teacher effectiveness when respondents were grouped according to selected demographic variables. Moreover, the analyses revealed strong, positive, and statistically significant relationships among administrative support, teacher motivation, and teacher effectiveness, suggesting that supportive institutional practices and enhanced teacher motivation contribute to improved teaching effectiveness. Based on these findings, the researcher proposed an intervention program aimed at strengthening administrative support, enhancing teacher motivation, and improving teacher effectiveness. The study recommends implementing systematic recognition programs, improving institutional resources and the work environment, providing differentiated professional development opportunities, and promoting collaborative leadership practices to sustain instructional excellence and educational quality in Chinese universities.

Keywords: teacher motivation, administrative support, teaching effectiveness, professional development, instructional planning, school leadership, teacher performance, educational management

Administrative support, teacher motivation, and effectiveness in Chinese universities

1. Introduction

Teacher effectiveness is a vital factor in ensuring educational quality and institutional success in higher education. University teachers are expected to provide quality instruction while contributing to research, innovation, and academic development. In Chinese universities, globalization, educational reforms, and increasing international competitiveness have heightened expectations for teachers' performance and productivity. As these demands continue to grow, motivation and administrative support have become essential factors influencing teacher effectiveness. Motivation helps teachers remain committed and professionally engaged, while administrative support provides the resources, guidance, and work environment necessary for effective teaching performance. However, increasing workloads and institutional pressures continue to affect teachers' performance and well-being. Thus, this study aims to examine the relationship among motivation, administrative support, and teacher effectiveness in Chinese universities to support institutional policies and faculty development programs.

In China, higher education institutions continue to undergo reforms aimed at improving educational quality, research productivity, and global competitiveness. Universities are expected to produce globally competent graduates while maintaining high standards in teaching and research. Consequently, university teachers face increasing professional demands, including publication requirements, performance evaluations, and heavier teaching responsibilities. These have made teacher effectiveness a major concern because teacher performance directly influences student achievement, institutional reputation, and educational quality. In response, universities continuously strengthen teacher motivation and administrative support systems to improve instructional quality and professional performance. These conditions highlight the need to examine the factors influencing teacher effectiveness in Chinese universities, particularly motivation and administrative support.

Administrative support refers to the leadership practices, resources, and professional assistance provided by university administrators to help teachers perform their duties effectively. This includes communication, professional development opportunities, recognition, feedback, and access to instructional resources (Iqbal et al., 2023). Supportive administrators help improve teachers' morale, job satisfaction, and professional commitment. In Chinese universities, administrative support has become increasingly important due to growing academic responsibilities and institutional expectations. Studies revealed that supportive leadership practices positively influence teachers' work engagement, competence, and instructional performance (Hu et al., 2024; Jiang et al., 2023). These findings indicate that administrative support contributes to a positive working environment that promotes teacher motivation and professional excellence.

Motivation refers to the internal and external factors that encourage teachers to perform their responsibilities effectively and remain committed to their profession. It includes intrinsic factors such as passion for teaching and professional growth, as well as extrinsic factors like recognition, promotion, and institutional rewards (Gao et al., 2025). Teacher motivation influences work engagement, job satisfaction, and instructional performance. Studies showed that motivated teachers demonstrate stronger professional commitment and greater teaching effectiveness in higher education institutions (Li et al., 2025; Gao et al., 2025). Findings suggest that motivation plays an important role in improving teacher effectiveness and maintaining educational quality.

Teacher effectiveness refers to the ability of educators to facilitate learning successfully, achieve instructional goals, and support students' academic and personal development. Effective teachers demonstrate competence in instructional delivery, classroom management, communication, and subject matter expertise (Khanthap, 2022). In higher education institutions, teacher effectiveness is considered a major determinant of educational quality and student success. Recent studies showed that teacher effectiveness is strongly associated with motivation, administrative support, and institutional climate. Teachers who experience supportive work environments and high

levels of motivation tend to demonstrate stronger instructional competence and classroom effectiveness (Liao et al., 2023; Wang et al., 2024). These findings highlight the importance of understanding the factors that contribute to effective teaching performance in Chinese universities.

Several studies have examined the relationship among motivation, administrative support, and teacher effectiveness. Research consistently showed that motivated teachers who receive strong administrative support demonstrate higher levels of professional commitment, work engagement, and instructional competence. Supportive organizational environments positively influence teacher motivation, which subsequently improves teaching effectiveness and job satisfaction (Li et al., 2025). Likewise, administrative support significantly predicts teacher performance and professional engagement in higher education institutions (Wang et al., 2024). Despite these findings, limited studies have explored the combined influence of motivation and administrative support on teacher effectiveness within Chinese universities. Hence, this study seeks to examine the relationship among these variables in the context of Chinese higher education.

This study was conducted in selected Chinese universities involving faculty members from different academic disciplines. The respondents consisted of university teachers actively engaged in teaching and academic responsibilities. These participants are appropriate for the study because they directly experienced the institutional policies, leadership practices, and professional expectations associated with teaching in Chinese universities. The findings of this study may benefit several stakeholders. For university teachers, the study may provide insights into how motivation and administrative support influence their teaching performance and professional effectiveness. For students, the study may contribute to improved learning experiences through more effective and motivated teachers. For university administrators, the findings may serve as a basis for developing policies and programs that strengthen teacher support systems and improve instructional quality. For future researchers, the study may serve as a reference for related investigations on motivation, administrative support, and teacher effectiveness in higher education institutions.

The intended output of this study is a proposed enhancement program designed to strengthen teacher motivation, improve administrative support systems, and enhance teacher effectiveness in Chinese universities. The proposed program may include professional development activities, leadership enhancement initiatives, communication strategies, and institutional support mechanisms that address the professional needs and challenges experienced by university teachers.

Objectives of the Study - This study aimed to determine the relationship among administrative support, teacher motivation and teacher effectiveness in Chinese universities. Specifically, it sought to assess the extent of administrative support to teachers in terms of feedback, professional development support, resource provision, emotional and moral support, leadership and decision-making, and administrative responsiveness; determine the level of teacher motivation in terms of intrinsic motivation, extrinsic motivation, recognition and awards, leadership and support, work environment, and personal growth opportunities; and determine the level of teacher effectiveness in terms of subject matter knowledge, instructional planning and strategies, assessment practices, learning environment, and effective communication. Furthermore, the study examined the significant relationship among the variables. Finally, based on the findings of the study, an intervention program was proposed to improve administrative support, strengthen teacher motivation, and enhance teacher effectiveness in Chinese universities.

2. Methods

Research Design - This study employed a quantitative cross-sectional correlational research design to examine the relationships among teacher motivation, administrative support, and teacher effectiveness in Chinese universities. The quantitative approach enabled the collection and statistical analysis of numerical data, while the cross-sectional design allowed data to be gathered from respondents at a single point in time. The correlational design was appropriate because it examined the nature and strength of the relationships among the variables without manipulating them (Creswell et al., 2023). Specifically, the study investigated the extent to which teacher

motivation and perceived administrative support were associated with teacher effectiveness in higher education institutions. This design provided an objective and systematic means of generating empirical evidence regarding the factors influencing teacher effectiveness in Chinese universities.

Participants of the Study - The participants consisted of 450 faculty members selected from the three most populous universities in a province in China with the largest teaching populations. The respondents were currently employed university teachers actively engaged in classroom instruction during the period of data collection. They represented diverse demographic characteristics in terms of age, sex, years of service, and highest educational attainment. They included both male and female faculty members, teachers with varying lengths of teaching experience, and those holding bachelor's, master's, and doctoral degrees. Such diversity ensured a broad representation of perspectives regarding motivation, administrative support, and teacher effectiveness. Only full-time faculty members from the selected universities were included in the study. Administrative personnel, non-teaching staff, visiting professors, adjunct faculty with limited contractual appointments, and teachers on extended leave were excluded. The selection of respondents from large universities ensured that the study captured experiences within established institutional environments characterized by well-developed administrative support systems and diverse teaching responsibilities.

Data Gathering Instrument - Data were collected using a structured survey questionnaire consisting of four parts. Part I gathered the respondents' demographic profile, including age, sex, years of service, and highest educational attainment. These variables were used to describe the respondents and determine differences in motivation, administrative support, and teacher effectiveness based on selected demographic characteristics. Part II assessed administrative support using 30 items covering feedback, professional development support, resource provision, emotional and moral support, leadership and decision-making, and administrative responsiveness. The items were adapted from the study of Shogbesan et al. (2024) on administrative support and teacher effectiveness. Part III measured teacher motivation through 30 items distributed across six dimensions: intrinsic motivation, extrinsic motivation, recognition and rewards, leadership and support, work environment, and personal growth opportunities. The instrument was adapted from the works of Ryan et al. (2000) and Astuti (2016). Part IV measured teacher effectiveness using the adapted School Teacher Effectiveness Questionnaire (STEQ) developed by Akram (2018). The 30-item instrument evaluated five dimensions: subject matter knowledge, instructional planning and strategies, assessment practices, learning environment, and effective communication. All items in Parts II, III, and IV were rated using a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The use of established and validated instruments strengthened the content validity and reliability of the questionnaire, making it suitable for examining the relationships among teacher motivation, administrative support, and teacher effectiveness in Chinese universities.

Data Gathering Procedure - The data gathering procedure began with the identification of the study objectives, which guided the selection of variables—teacher motivation, administrative support, and teacher effectiveness—and the development of the research instrument. University teachers from the three most populous universities in a selected province in China were identified as respondents, ensuring relevance to the scope of the study. Prior to data collection, the questionnaire underwent content validation by three experts in education and research, consisting of two internal and one external validator. Their feedback was incorporated to improve clarity, relevance, and appropriateness of the instrument. The revised questionnaire was then subjected to a reliability test to ensure internal consistency. After validation and reliability testing, the finalized questionnaire was administered to the respondents through online platforms commonly used in China, specifically QQ Star and WeChat, with survey links distributed via QR codes for accessibility. Participation was voluntary, and confidentiality of responses was strictly observed. Upon completion of data collection, all responses were organized, encoded, and subjected to statistical analysis by a qualified statistician to ensure accurate interpretation and valid conclusions.

Data Analysis -The data were analyzed using appropriate statistical tools to examine the relationships among teacher motivation, administrative support, and teacher effectiveness. Weighted mean and ranking were employed to determine the level of teacher motivation, administrative support, and teacher effectiveness across indicators.

The Shapiro-Wilk test was conducted to assess data normality, which showed that the data were not normally distributed ($p < 0.05$), thus requiring the use of non-parametric tests. Accordingly, Spearman rho correlation was used to determine the strength and direction of relationships among the variables. All analyses were performed using SPSS version 28, with a significance level set at 0.05. Likert scale interpretation was used to categorize responses, ranging from Strongly Disagree to Strongly Agree, to facilitate meaningful interpretation of the results. Overall, the statistical procedures provided a comprehensive analysis of how teacher motivation and administrative support were associated with teacher effectiveness in Chinese universities.

Ethical Considerations - This study strictly adhered to ethical research principles to protect the rights, dignity, and privacy of the participating Chinese university teachers. Prior to data collection, permission and consent were obtained from the participating institutions and respondents, ensuring full legitimacy of the research process. Participation was voluntary, and respondents were fully informed about the purpose, procedures, and significance of the study before they completed the questionnaire. Confidentiality and anonymity were strictly observed throughout the study. No personally identifiable information was collected, and all responses were kept secure and used solely for academic purposes. Only limited demographic data such as age, sex, length of service, and educational attainment were recorded for analytical purposes. The study minimized potential risks to participants and ensured that no harm or coercion was involved at any stage of data gathering. Ethical clearance was secured from the research ethics committee of the Lyceum of the Philippines University - Batangas, confirming compliance with institutional research standards.

3. Results and discussion

Table 1

Summary Table on Administrative Support

Dimensions	Composite Mean	VI	Rank
Communication and Feedback	3.51	Strongly Agree	3
Professional Development Support	3.60	Strongly Agree	1
Resource Provision	3.48	Agree	5
Emotional and Moral Support	3.50	Strongly Agree	4
Leadership and Decision-Making	3.56	Strongly Agree	2
Administrative Responsiveness	3.47	Agree	6
Overall Composite Mean	3.52	Strongly 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 summarizes how educators perceive the support structures provided by their institutions. The findings reveal an overall composite mean of 3.52, which falls under the verbal interpretation of “Strongly Agree.” This indicates a high level of satisfaction across the various dimensions of administrative backing, suggesting that the institutional environment is generally perceived as supportive and conducive to professional success. Such high appraisals of administrative support are critical, as they are directly linked to improved teacher morale, increased retention, and the cultivation of environments where educators feel empowered to flourish (Barclay, 2023; Reaves et al., 2018; Yu et al., 2025).

The table highlight the administration's strengths in fostering professional growth and leadership. Professional Development Support achieved the highest mean of 3.60. This underscores the perceived effectiveness of structured programs and mentorship in enhancing pedagogical skills and keeping faculty updated on evolving methodologies (Liu et al., 2025). In the Chinese context, continuous professional development is increasingly vital as institutions strive for “first-class” status, and a strong administrative commitment to these programs significantly boosts teachers' intrinsic motivation and career growth (Ji, 2023; Yáng, 2021). Leadership and Decision-Making earned a mean of 3.56. This high ranking reflects a supportive climate where administrators involve teachers in decision-making processes, which fosters a sense of ownership and professional agency (Han et al., 2023). Such participative leadership is essential for promoting innovation and satisfying teachers' psychological needs for autonomy (Meng et al., 2024; Pan et al., 2025). Communication and Feedback ranked third with a mean of 3.51. Open and constructive communication channels are fundamental components of administrative support, as they positively influence teachers' perceptions of organizational justice and their

subsequent commitment to the institution (Liu et al.2025; Tara et al., 2024).

While still yielding positive results, the remaining dimensions were ranked lower, highlighting areas that may require more intensive focus. Emotional and Moral Support received a mean of 3.50. Although this remains within the “Strongly Agree” range, its ranking suggests that more can be done to address the psychological well-being of educators. Emotional support is crucial for mitigating stress and preventing burnout, particularly in demanding academic landscapes (Han et al., 2023; Liu, 2024). Resource Provision earned a mean of 3.48. Access to teaching aids, updated curricula, and digital tools is foundational for instructional delivery, and any perceived lack of these resources can create practical barriers that stifle pedagogical innovation (Yáng, 2021; Zhang et al., 2021). Proactive resource provision, including AI literacy training, is essential to empower teachers and remove barriers to technology adoption (Wu et al., 2025; Zhao et al., 2025).

Administrative Responsiveness received the lowest mean of 3.47. This dimension represents the agility and efficacy with which an administration addresses the specific needs and feedback of its staff (Bostancı, 2012). The lower scores in responsiveness and resource provision indicate that while the overall culture is supportive, the practical and immediate execution of that support—such as responding to logistical needs or providing tools—may lag behind more abstract professional development goals (Bostancı, 2012; Yin et al., 2025). The analysis of Table 1 reveals a robust administrative support system that excels in professional development and leadership engagement. The overall composite mean of 3.52 signifies a strong foundation of institutional support that fosters teacher effectiveness. However, the relatively lower rankings for administrative responsiveness and resource provision suggest that administrators should strive for greater agility and improved logistical support to ensure that teachers have both the moral and material backing required to sustain high instructional standards and long-term commitment (Hu, 2024; Khanthap, 2022; Yang, 2022).

Table 2

Summary Table on Teachers’ Motivation in Chinese University Schools

Dimensions	Composite Mean	VI	Rank
Intrinsic Motivation	3.63	Strongly Agree	1
Extrinsic Motivation	3.60	Strongly Agree	2
Recognition and Awards	3.42	Agree	5
Work Environments	3.48	Agree	4
Personal Growth Opportunities	3.57	Strongly Agree	3
Overall Composite Mean	3.54	Strongly 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 respondents’ level of work motivation across five dimensions: intrinsic motivation, extrinsic motivation, recognition and awards, work environment, and personal growth opportunities. The overall composite mean of 3.54, verbally interpreted as Strongly Agree, indicates that the respondents possessed a high level of work motivation. This finding suggests that teachers were generally motivated to perform their duties effectively and remained committed to their professional responsibilities. Among the dimensions, Intrinsic Motivation obtained the highest composite mean of 3.63 and ranked first, with a verbal interpretation of Strongly Agree. This result indicates that respondents were primarily driven by internal factors such as personal fulfillment, enjoyment of teaching, professional pride, and a genuine interest in helping students learn.

Extrinsic Motivation ranked second with a composite mean of 3.60, also interpreted as Strongly Agree. This suggests that external incentives such as salary, benefits, job security, promotion opportunities, and institutional support significantly contributed to respondents’ motivation. Although intrinsic motivation emerged as the dominant factor, the high rating of extrinsic motivation demonstrates that external rewards remain important in sustaining teacher engagement and productivity. Personal Growth Opportunities ranked third with a composite mean of 3.57, which was also interpreted as Strongly Agree. This finding implies that respondents highly valued opportunities for professional development, advanced studies, training programs, research involvement, and career advancement. The result is consistent with the literature emphasizing that continuous professional learning enhances teachers’ competence, self-efficacy, and motivation.

The dimension Work Environment obtained a composite mean of 3.48, ranking fourth and interpreted as Agree. This indicates that respondents generally perceived their workplace environment positively, although it was not as highly rated as the preceding dimensions. Positive school climates also foster greater engagement and effectiveness among teachers, thereby improving educational outcomes. Lastly, Recognition and Awards obtained the lowest composite mean of 3.42, although it remained within the Agree category. This finding suggests that respondents acknowledged the value of recognition programs and rewards but perceived them less favorably than other motivational factors. The relatively lower rating may indicate a need for institutions to strengthen mechanisms that formally recognize teachers' accomplishments and contributions.

Findings indicate that the respondents exhibited a high level of work motivation, with intrinsic motivation emerging as the strongest factor, followed closely by extrinsic motivation and personal growth opportunities. These results underscore the importance of balancing internal motivational drivers with external support systems to sustain teacher engagement and effectiveness. Consistent with contemporary research, the findings suggest that educational institutions should continue fostering professional growth, supportive work environments, and effective recognition programs to further enhance teacher motivation and organizational success.

Table 3
Summary Table on the Teacher Effectiveness

Dimensions	Composite Mean	VI	Rank
Subject Matter Knowledge	3.41	Agree	4
Instructional Planning and Strategies	3.40	Agree	5
Assessment	3.46	Agree	1.5
Learning Environment	3.45	Agree	3
Effective Communication	3.46	Agree	1.5
Overall Composite Mean	3.44	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 a comprehensive overview of the various dimensions that constitute pedagogical success in the university setting. The findings reveal an overall composite mean of 3.44, which corresponds to a verbal interpretation of “Agree.” This indicates that, collectively, the faculty members are perceived as effective across the measured domains, reflecting a solid foundation of instructional quality that is essential for institutional advancement and academic success within Chinese higher education. This composite score suggests that while teachers generally meet the expected standards, there is a nuanced distribution of strengths, with certain dimensions like assessment and communication being more prominent than others, such as subject matter knowledge and planning.

The three highest-ranked dimensions in the table—Assessment, Effective Communication, and Learning Environment—represent the core strengths of the surveyed educators. Assessment and Effective Communication share the top position (Rank 1.5) with identical weighted means of 3.46, interpreted as “Agree.” The high ranking of Assessment underscores its role as a critical component of university identity and the caliber of academic offerings, serving as a primary means to determine if instructional activities have met intended learning outcomes (Addow, 2023; Panadero et al., 2018). Furthermore, effective assessment design is essential for fostering a consistent team approach to learning and teaching (Barton et al., 2020). Effective Communication, also earning a mean of 3.46, is recognized as a vital element for maintaining an engaged classroom and transforming complex subject matter into accessible pedagogical forms (Jaiswal, 2020; Scheiner, 2021). Ranking third is the Learning Environment with a weighted mean of 3.45 (“Agree”). A positive learning environment is fundamental for academic performance, as it provides the necessary trust and climate of mutual respect that serves as a scaffolding for student success and enhances a teacher's capacity to deliver high-quality instruction (Felten et al., 2023; Sutherland et al., 2026).

An extensive interpretation of the remaining lowest-ranked indicators reveals specific areas where professional development could further enhance teaching quality. Subject Matter Knowledge received a weighted mean of 3.41, which, while still within the “Agree” range, suggests a need for deeper integration of content expertise with pedagogical application. Literature emphasizes a crucial distinction between the subject matter

knowledge of a scholar and that of a teacher; skilled educators must not only possess content knowledge but also understand how to construct that knowledge for diverse groups of learners (Farakish et al., 2022). Possession of robust subject matter knowledge significantly enhances a teacher's professional performance and their ability to transform materials through novel activities and high-level cognitive questioning (Kind, 2008; Kousar et al., 2026). Conversely, a lack of deep understanding in the subject matter can be detrimental to student opportunities for learning (Mehdinezhad, 2011). The lowest-ranked dimension, Instructional Planning and Strategies, earned a weighted mean of 3.40. This finding highlights a potential reliance on traditional methods, whereas contemporary research advocates for planning as a strategic, flexible process that moves beyond bureaucratic requirements to genuinely pedagogical ones (Roman-Lainez et al., 2025). Effective instructional planning is moderately correlated with quality teaching at the university level and requires careful preparation that is responsive to student needs and course objectives (Ahmed et al., 2021; Zafar et al., 2024).

In summary, Table 3 demonstrates that teachers are perceived as generally effective, as evidenced by the overall composite mean of 3.44. While educators show particular strength in assessment and communication (Rank 1.5), there is a discernible relative weakness in the foundational areas of subject matter knowledge and strategic instructional planning. These results suggest that while the external and interactive aspects of teaching are well-managed, further emphasis on the “knowledge in performance” and the strategic alignment of instructional methods could elevate the overall quality of teacher effectiveness in the university context.

Table 4 shows the relationship between the teachers' motivation and administrative support. The computed rho-values indicate a strong direct correlation, and the resulting p-values were less than the alpha level. This implies a significant relationship, indicating that teachers' motivation is strongly associated with administrative support in Chinese universities. This finding highlights the importance of administrative support for teachers' motivation and vice versa. In other words, they are dependent on one another. The table presents the relationship between teachers' work motivation and administrative support using Spearman's rho correlation analysis. The findings reveal that all dimensions of work motivation were positively and significantly correlated with all dimensions of administrative support, as evidenced by p-values of 0.001, indicating that the relationships were statistically significant at the 0.01 level. These results suggest that as teachers perceive greater administrative support, their level of work motivation likewise increases.

For Intrinsic Motivation, very strong positive correlations were observed with all dimensions of administrative support. The strongest relationship was found between Intrinsic Motivation and Emotional and Moral Support, followed by Communication and Feedback, Resource Provision, Professional Development Support, Administrative Responsiveness, and Leadership and Decision-Making. Findings indicate that teachers who receive emotional encouragement, constructive feedback, adequate resources, and responsive leadership are more likely to experience greater personal satisfaction, commitment, and enjoyment in their profession. The exceptionally high correlation with emotional and moral support highlights the importance of administrators fostering a supportive and caring environment that nurtures teachers' intrinsic drive to perform effectively.

Table 4

Relationship Between Teachers' Motivation and Administrative Support in Chinese University Schools

Intrinsic Motivation	rho-value	p-value	Interpretation
Communication & feedback	0.832**	0.001	Significant
Professional Development Support	0.816**	0.001	Significant
Resource Provision	0.823**	0.001	Significant
Emotional and Moral Support	0.919**		Significant
Leadership and Decision-Making	0.776**	0.001	Significant
Administrative Responsiveness	0.803**	0.001	Significant
Extrinsic Motivation			
Communication & feedback	0.746**	0.001	Significant
Professional Development Support	0.669**	0.001	Significant
Resource Provision	0.721**	0.001	Significant
Emotional and Moral Support	0.781**	0.001	Significant
Leadership and Decision-Making	0.687**	0.001	Significant
Administrative Responsiveness	0.727**	0.001	Significant

Administrative support, teacher motivation, and effectiveness in Chinese universities

Recognition & Awards			
Communication & feedback	0.865**	0.001	Significant
Professional Development Support	0.725**	0.001	Significant
Resource Provision	0.859**	0.001	Significant
Emotional and Moral Support	0.806**	0.001	Significant
Leadership and Decision-Making	0.750**	0.001	Significant
Administrative Responsiveness	0.732**	0.001	Significant
Work Environment			
Communication & feedback	0.899**	0.001	Significant
Professional Development Support	0.839**	0.001	Significant
Resource Provision	0.913**	0.001	Significant
Emotional and Moral Support	0.868**	0.001	Significant
Leadership and Decision-Making	0.803**	0.001	Significant
Administrative Responsiveness	0.843**	0.001	Significant
Personal Growth Opportunities			
Communication & feedback	0.772**	0.001	Significant
Professional Development Support	0.826**	0.001	Significant
Resource Provision	0.754**	0.001	Significant
Emotional and Moral Support	0.815**	0.001	Significant
Leadership and Decision-Making	0.861**	0.001	Significant
Administrative Responsiveness	0.942**	0.001	Significant

**Correlation is significant at the 0.01 level

Extrinsic Motivation exhibited significant positive relationships with all dimensions of administrative support. Strongest association was found with Emotional and Moral Support, followed by Communication and Feedback, Administrative Responsiveness, Resource Provision, Leadership and Decision-Making, and Professional Development Support. Findings suggest that external motivational factors such as rewards, incentives, job security, and institutional recognition are strengthened when administrators provide effective communication, adequate support systems, and timely responses to teachers' needs. Results imply that supportive administrative practices contribute substantially to teachers' perception of external rewards and workplace satisfaction. For Recognition and Awards, strong positive relationships were observed across all dimensions of administrative support. The strongest correlations were with Communication and Feedback and Resource Provision, followed by Emotional and Moral Support, Leadership and Decision-Making, Administrative Responsiveness, and Professional Development Support. Findings suggest that teachers are more likely to feel recognized and valued when administrators communicate effectively, provide adequate resources, and acknowledge their professional contributions.

Work Environment showed some of the strongest relationships in the analysis, particularly with Resource Provision and Communication and Feedback, followed by Emotional and Moral Support, Administrative Responsiveness, Professional Development Support, and Leadership and Decision-Making. These results indicate that a positive work environment is strongly associated with adequate resources, effective communication, and responsive administrative support, which contribute to teacher satisfaction, collaboration, and productivity. Personal Growth Opportunities also demonstrated strong positive relationships with all dimensions of administrative support. The strongest association was with Administrative Responsiveness, the highest correlation in the table, followed by Leadership and Decision-Making, Professional Development Support, Emotional and Moral Support, Communication and Feedback, and Resource Provision. This suggests that teachers perceive greater opportunities for professional and career growth when administrators respond to their needs, involve them in decision-making, and provide professional development. The exceptionally strong relationship with Administrative Responsiveness highlights the importance of proactive leadership in supporting professional growth.

Overall, all dimensions of administrative support showed strong positive relationships with all dimensions of work motivation, indicating that administrative support is an important factor in teacher motivation. The strongest relationships were Personal Growth Opportunities and Administrative Responsiveness, Intrinsic Motivation and Emotional and Moral Support, and Work Environment and Resource Provision. These findings suggest that timely support, emotional encouragement, adequate resources, professional development, and inclusive leadership can

strengthen teachers' motivation, engagement, and commitment. Therefore, educational institutions should strengthen administrative support mechanisms to improve teacher motivation, workplace satisfaction, organizational effectiveness, and educational quality.

Table 5*Relationship Between Teachers' Motivation and Teachers' Effectiveness in Chinese University Schools*

Intrinsic Motivation	rho-value	p-value	Interpretation
Subject Matter Knowledge	0.862	0.001	Significant
Instructional Planning and Strategies	0.895	0.001	Significant
Assessment	0.873	0.001	Significant
Learning Environment	0.878	0.001	Significant
Effective Communication	0.870	0.001	Significant
Extrinsic Motivation			
Subject Matter Knowledge	0.737	0.001	Significant
Instructional Planning and Strategies	0.804	0.001	Significant
Assessment	0.737	0.001	Significant
Learning Environment	0.746	0.001	Significant
Effective Communication	0.743	0.001	Significant
Recognition & Awards			
Subject Matter Knowledge	0.868	0.001	Significant
Instructional Planning and Strategies	0.864	0.001	Significant
Assessment	0.806	0.001	Significant
Learning Environment	0.807	0.001	Significant
Effective Communication	0.796	0.001	Significant
Work Environment			
Subject Matter Knowledge	0.968	0.001	Significant
Instructional Planning and Strategies	0.937	0.001	Significant
Assessment	0.897	0.001	Significant
Learning Environment	0.899	0.001	Significant
Effective Communication	0.887	0.001	Significant
Personal Growth Opportunities			
Subject Matter Knowledge	0.856	0.001	Significant
Instructional Planning and Strategies	0.807	0.001	Significant
Assessment	0.777	0.001	Significant
Learning Environment	0.785	0.001	Significant
Effective Communication	0.767	0.001	Significant

***Correlation is significant at the 0.01 level 0.*

Table 5 presents the relationship between teachers' work motivation and teaching effectiveness using Spearman's rho. All dimensions showed strong, positive, and significant relationships, with p-values of 0.001, indicating that higher work motivation is associated with higher teaching effectiveness. Intrinsic Motivation showed very strong positive relationships with all dimensions of teaching effectiveness, led by Instructional Planning and Strategies ($\rho = 0.895$), followed by Learning Environment ($\rho = 0.878$), Assessment ($\rho = 0.873$), Effective Communication ($\rho = 0.870$), and Subject Matter Knowledge ($\rho = 0.862$). This suggests that teachers who are internally motivated tend to demonstrate stronger instructional planning, classroom management, assessment, communication, and subject mastery.

Extrinsic Motivation was also significantly related to all dimensions, with the strongest relationship with Instructional Planning and Strategies ($\rho = 0.804$), followed by Learning Environment ($\rho = 0.746$), Effective Communication ($\rho = 0.743$), Subject Matter Knowledge ($\rho = 0.737$), and Assessment ($\rho = 0.737$). This indicates that salary, benefits, promotion opportunities, and organizational support contribute positively to teaching effectiveness. For Recognition and Awards, strong positive relationships were found with Subject Matter Knowledge ($\rho = 0.868$), Instructional Planning and Strategies ($\rho = 0.864$), Learning Environment ($\rho = 0.807$), Assessment ($\rho = 0.806$), and Effective Communication ($\rho = 0.796$). These findings suggest that recognition and appreciation may strengthen teachers' confidence, professional competence, and commitment to improving their teaching practices.

Work Environment demonstrated the strongest relationships overall, particularly with Subject Matter Knowledge ($\rho = 0.968$), Instructional Planning and Strategies ($\rho = 0.937$), Learning Environment ($\rho = 0.899$),

Assessment ($p = 0.897$), and Effective Communication ($p = 0.887$). These results highlight the importance of a supportive work environment characterized by collaboration, adequate resources, positive organizational culture, and supportive leadership in promoting teaching effectiveness. Personal Growth Opportunities also showed strong positive relationships with Subject Matter Knowledge ($p = 0.856$), Instructional Planning and Strategies ($p = 0.807$), Learning Environment ($p = 0.785$), Assessment ($p = 0.777$), and Effective Communication ($p = 0.767$). This indicates that professional development, training, advanced studies, and career advancement can strengthen teachers' competencies and instructional performance.

Findings demonstrate that all dimensions of work motivation are significantly and positively associated with all dimensions of teaching effectiveness. The strongest relationships were between Work Environment and Subject Matter Knowledge ($p = 0.968$), Work Environment and Instructional Planning and Strategies ($p = 0.937$), and Intrinsic Motivation and Instructional Planning and Strategies ($p = 0.895$). These results emphasize the importance of supportive work environments, meaningful recognition, professional growth opportunities, and effective motivational strategies in enhancing teachers' effectiveness and educational outcomes.

Table 6 presents the relationship between administrative support and teaching effectiveness using Spearman's rho. All dimensions of administrative support were positively and significantly correlated with all dimensions of teaching effectiveness, with p-values of 0.001 across all indicators. This indicates that higher perceived administrative support is associated with higher teaching effectiveness, highlighting the important role of administrative practices in teachers' instructional performance, classroom management, communication, and professional competence. Communication and Feedback showed very strong positive relationships with all dimensions of teaching effectiveness, particularly Learning Environment ($p=0.945$), Assessment ($p=0.944$), and Effective Communication ($p = 0.939$), followed by Instructional Planning and Strategies ($p = 0.874$) and Subject Matter Knowledge ($p = 0.852$). These results suggest that open communication, constructive feedback, and professional dialogue strongly support teachers' classroom practices and instructional performance. Professional Development Support was significantly related to all dimensions, with the strongest relationship with Learning Environment ($p = 0.819$), followed by Assessment ($p = 0.802$), Effective Communication ($p = 0.793$), Instructional Planning and Strategies ($p = 0.743$), and Subject Matter Knowledge ($p = 0.738$). This indicates that training, seminars, workshops, and continuing education can strengthen teachers' pedagogical skills and classroom performance.

Table 6
Relationship Between Administrative Support and Teacher Effectiveness in Chinese University Schools

Communication & Feedback	rho-value	p-value	Interpretation
Subject Matter Knowledge	0.852	0.001	Significant
Instructional Planning and Strategies	0.874	0.001	Significant
Assessment	0.944	0.001	Significant
Learning Environment	0.945	0.001	Significant
Effective Communication	0.939	0.001	Significant
Professional Development Support			
Subject Matter Knowledge	0.738	0.001	Significant
Instructional Planning and Strategies	0.743	0.001	Significant
Assessment	0.802	0.001	Significant
Learning Environment	0.819	0.001	Significant
Effective Communication	0.793	0.001	Significant
Resource Provision			
Subject Matter Knowledge	0.843	0.001	Significant
Instructional Planning and Strategies	0.865	0.001	Significant
Assessment	0.909	0.001	Significant
Learning Environment	0.906	0.001	Significant
Effective Communication	0.901	0.001	Significant
Emotional and Moral Support			
Subject Matter Knowledge	0.817	0.001	Significant
Instructional Planning and Strategies	0.878	0.001	Significant
Assessment	0.905	0.001	Significant
Learning Environment	0.915	0.001	Significant
Effective Communication	0.900	0.001	Significant

Leadership and Decision-Making			
Subject Matter Knowledge	0.748	0.001	Significant
Instructional Planning and Strategies	0.711	0.001	Significant
Assessment	0.734	0.001	Significant
Learning Environment	0.746	0.001	Significant
Effective Communication	0.726	0.001	Significant
Administrative Responsiveness			
Subject Matter Knowledge	0.805	0.001	Significant
Instructional Planning and Strategies	0.784	0.001	Significant
Assessment	0.810	0.001	Significant
Learning Environment	0.818	0.001	Significant
Effective Communication	0.802	0.001	Significant

***Correlation is significant at the 0.01 level*

For Resource Provision, strong positive relationships were observed with Assessment ($p = 0.909$), Learning Environment ($p = 0.906$), Effective Communication ($p = 0.901$), Instructional Planning and Strategies ($p = 0.865$), and Subject Matter Knowledge ($p = 0.843$). These findings emphasize that adequate instructional materials, technology, and facilities support effective assessment, classroom management, communication, and teaching. Emotional and Moral Support also showed strong positive relationships, particularly with Learning Environment ($p = 0.915$), Assessment ($p = 0.905$), and Effective Communication ($p = 0.900$), followed by Instructional Planning and Strategies ($p = 0.878$) and Subject Matter Knowledge ($p = 0.817$). This suggests that administrators' empathy, encouragement, and concern for teachers' well-being can strengthen confidence, professional commitment, and teaching effectiveness.

Leadership and Decision-Making demonstrated significant positive relationships with Subject Matter Knowledge ($p = 0.748$), Learning Environment ($p = 0.746$), Assessment ($p = 0.734$), Effective Communication ($p = 0.726$), and Instructional Planning and Strategies ($p = 0.711$). Although comparatively lower than other dimensions, these results still indicate that participatory leadership and teacher involvement in decision-making contribute positively to instructional performance. Administrative Responsiveness was also significantly related to all dimensions, with the strongest relationship with Learning Environment ($p = 0.818$), followed by Assessment ($p = 0.810$), Subject Matter Knowledge ($p = 0.805$), Effective Communication ($p = 0.802$), and Instructional Planning and Strategies ($p = 0.784$). This indicates that timely responses to teachers' concerns and effective administrative assistance support productive learning environments and quality instruction.

Overall, all dimensions of administrative support showed significant and positive relationships with teaching effectiveness. The strongest relationships were Communication and Feedback with Learning Environment ($p = 0.945$), Assessment ($p = 0.944$), and Effective Communication ($p = 0.939$). These findings highlight communication and feedback as particularly influential aspects of administrative support. Consistent feedback, professional development, adequate resources, emotional support, participatory leadership, and responsive administration can collectively strengthen teachers' subject knowledge, instructional planning, assessment, classroom practices, and communication. Therefore, educational institutions should strengthen administrative support systems to improve teaching effectiveness, instructional quality, and overall educational outcomes.

Table 7 showed the proposed intervention plan. The proposed intervention plan was designed to address the identified areas requiring improvement in administrative support, teachers' motivation, and teachers' effectiveness. Specifically, the plan focuses on improving administrative responsiveness to ensure timely and efficient support services for teachers, enhancing the recognition and awards system to strengthen teacher motivation, and strengthening instructional planning and strategies to improve teaching effectiveness. These areas were selected based on their relatively lower ratings compared to other dimensions within each variable.

The plan outlines specific objectives, goals, programs, and responsible stakeholders to ensure systematic implementation. By institutionalizing recognition programs, improving administrative processes, and providing continuous professional development opportunities, the proposed interventions aim to increase teacher satisfaction, strengthen organizational support, and enhance instructional competence. The targeted success indicators of 90–95% reflect the commitment to achieving substantial improvements in these key areas.

Table 7

Proposed Intervention Program Based on the Weakest Indicators of Administrative Support, Teacher Motivation and Effectiveness in Chinese Universities

KRA	Objective	Programs / Plans	Success Indicator (90–95%)	Persons Involved
Improvement of Administrative Responsiveness	To enhance the speed, efficiency, and quality of administrative response and support to teachers' needs	Digital feedback and request tracking system; establishment of rapid response help desk; scheduled feedback forums; streamlined approval processes	Achieve 90–95% satisfaction in administrative responsiveness; reduce response time by at least 50%	School Administrators, Administrative Staff, ICT Coordinator, Procurement/Budget Office
Enhancement of Recognition System for Teacher Motivation	To strengthen teacher motivation by improving recognition and awards mechanisms	Institutionalized quarterly recognition program; merit-based awards system; monthly commendation activities; public acknowledgment of teacher achievements	Achieve 90–95% teacher satisfaction on recognition and awards system; increase motivation level to ≥ 3.60	School Heads, HR Office, Department Heads, Faculty Association
Strengthening Instructional Planning and Strategies	To improve teachers' effectiveness in instructional planning and pedagogical strategies	Instructional planning workshops; lesson planning coaching; peer mentoring system; classroom observation and feedback cycles; training on evidence-based teaching strategies	Achieve 90–95% proficiency in instructional planning and strategies; improve teaching effectiveness mean to ≥ 3.60	Academic Supervisors, Master Teachers, Department Heads, External Trainers

4. Conclusions and recommendations

Administrative support was generally strong, particularly in professional development and leadership. However, resource provision and administrative responsiveness emerged as areas needing improvement. Respondents generally had high work motivation, with intrinsic and extrinsic factors as the strongest drivers. While motivation is overall strong, recognition and work environment emerged as areas needing improvement. Teaching effectiveness is generally satisfactory across all areas, with assessment and communication as the strongest aspects. However, instructional planning and subject matter knowledge emerged as the areas needing improvement. Administrative support, teachers' motivation, and effectiveness were strongly and significantly related, indicating that these variables were interdependent and mutually reinforcing in enhancing teachers' effectiveness. An intervention program was proposed based on the findings of the research.

School administrators may strengthen recognition and reward systems by implementing regular, fair, and transparent appreciation programs to enhance teacher motivation. Institutional leaders may improve the work environment by ensuring supportive, inclusive, and collaborative school climates that promote teacher well-being. Administrative offices may enhance resource provision and responsiveness by establishing faster, more efficient systems for addressing teachers' needs and providing adequate instructional materials. Academic supervisors and department heads may implement targeted programs to strengthen instructional planning and subject matter knowledge through continuous training and coaching. School leaders may design professional development programs to address varying needs among teachers. They may promote stronger alignment between motivation, administrative support, and teaching effectiveness through integrated development programs and collaborative school management practices. Future researchers may be encouraged to expand the scope of the study by including other institutional factors, broader geographic samples, or longitudinal designs to further validate and deepen the findings.

5. References

- Addow, A. A. (2023). Factors affecting lecturers' assessment practices in Somalia Higher Education. *Open Access Publishing Group - European Journal of Education Studies*, 10(5).
<https://doi.org/10.46827/ejes.v10i5.4820>

- Ahmed, A. O. A., & Ibrahim, I. Z. A. (2021). case study on effective teaching strategies for attaining course learning outcomes. *Linguistics and Culture Review*, 5, 2558–2574.
<https://doi.org/10.21744/lingcure.v5ns4.2272>
- Akram, M. (2018). Development and Validation of School Teacher Effectiveness Questionnaire. *Journal of Research and Reflections in Education*, 12(2), 154–174.
- Astuti, S. P. (2016). Exploring motivational strategies of successful teachers. *TEFLIN Journal*, 27(1), 1–22.
<https://doi.org/10.15639/teflinjournal.v27i1/1-22>
- Barclay, E. G. (2023). “Drowning in bureaucracy”: The unintended consequences of NHS charging policies for the provision of care to migrant populations. *The Open Review*, 8. <https://doi.org/10.47967/tor2022col/vol8.13>
- Barton, G., Baguley, M., Kerby, M., & MacDonald, A. (2020). Investigating the assessment practices within an Initial Teacher Education program in an Australian university: Staff perceptions and practices. *Australasian Journal of Paramedicine*, 45(3), 34–47. <https://doi.org/10.14221/ajte.2020v45n3.3>
- Bostancı, A. B. (2012). Administrative Responsiveness Towards Teachers at Schools. *Mediterranean Journal of Social Sciences*, 599–610. <https://doi.org/10.5901/mjss.2013.v4n1p599>
- Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Farakish, N., Cherches, T., & Zou, S. (2022). Faculty Success Initiative: An Innovative Approach to Professional Faculty Onboarding and Development. *Journal of Formative Design in Learning*, 6(2), 113–126.
<https://doi.org/10.1007/s41686-022-00069-x>
- Felten, P., Forsyth, R., & Sutherland, K. (2023). Building Trust in the Classroom: A Conceptual Model for Teachers, Scholars, and Academic Developers in Higher Education. *Teaching & Learning Inquiry The ISSOTL Journal*, 11. <https://doi.org/10.20343/teachlearningqu.11.20>
- Gao, L., Liu, H., & Shen, Z. (2025). Unraveling EFL Teacher Motivation for Pursuing a Master of Education Degree in the Chinese Context. *Behavioral Sciences*, 15(4), 473. <https://doi.org/10.3390/bs15040473>
- Gao, Z., Hu, G., Akram, S., Hassan, M. U., Shahzad, M. F., & Jan, S. A. (2025). Comparative analysis of managerial strategies for enhancing teacher motivation in Public and Private Schools. *Scientific Reports*, 15(1), 6272–6272. <https://doi.org/10.1038/s41598-025-90900-9>
- Han, J., & Gao, C. (2023). University teachers’ well-being in ICT-enhanced teaching: The roles of teacher self-efficacy and teaching support. *Australasian Journal of Educational Technology*, 89–104.
<https://doi.org/10.14742/ajet.8868>
- Hu, B., Park, K., & Xu, Z. (2024). The Mediating Effect of Teachers’ Collective Innovativeness Between School Climate and Job Satisfaction. *European Journal of Educational Research*, 1573–1585. <https://doi.org/10.12973/eu-jer.13.4.1573>
- Hu, T. (2024). Balancing the equation: assessing the impact of management practices on staff and faculty wellbeing in Chinese higher education institutions. *Frontiers in Psychology*, 15, 1385612–1385612.
<https://doi.org/10.3389/fpsyg.2024.1385612>
- Iqbal, S., Razalli, M. R., & Taib, C. A. (2023). Influence of intrinsic and extrinsic motivation on higher education performance: mediating effect of quality culture. *Frontiers in Education*, 8.
<https://doi.org/10.3389/feduc.2023.1099415>
- Jaiswal, P. (2020). Integrating Educational Technologies to Augment Learners’ Academic Achievements. *International Journal of Emerging Technologies in Learning (iJET)*, 15(2), 145–145.
<https://doi.org/10.3991/ijet.v15i02.11809>
- Ji, Y. (2023). Factors Affecting Teachers’ Engagement in Continuing Professional Development. *European Proceedings of International Conference on Education and Educational Psychology*, 4, 1–19.
<https://doi.org/10.15405/epicepsy.23124.1>
- Jiang, J., Yao, J., Yu, K.-R., & Li, C.-N. (2023). An empirical study on ‘how to retain rural teachers with emphasis on hygiene or motivation factors’: A case of Western China. *Frontiers in Psychology*, 14, 1114107–1114107. <https://doi.org/10.3389/fpsyg.2023.1114107>
- Khanthap, J. (2022). Teacher Motivation and Morale Influencing the Effectiveness of Bangkok Metropolitan

- Administration Schools. *World Journal of Education*, 12(6), 39–39.
<https://doi.org/10.5430/wje.v12n6p39>
- Kind, V. (2008). A Conflict in Your Head: An exploration of trainee science teachers' subject matter knowledge development and its impact on teacher self-confidence. *International Journal of Science Education*, 31(11), 1529–1562. <https://doi.org/10.1080/09500690802226062>
- Kousar, I., McMurtry, D., Kubra, G., & Laghari, S. (2026). Assessing the Influence of Subject Matter Knowledge on Teachers' Professional Performance through National Professional Standards in Pakistan. *The æcritical Review of Social Sciences Studies*, 4(1), 1664–1673.
<https://doi.org/10.59075/jcm2cp13>
- Li, L., Kanchanapoom, K., Deeprasert, J., Duan, N., & Zhou, Q. (2025). Unveiling the factors shaping teacher job performance: exploring the interplay of personality traits, perceived organizational support, self-efficacy, and job satisfaction. *BMC Psychology*, 13(1), 14–14. <https://doi.org/10.1186/s40359-024-02324-1>
- Li, X., Pei, X., & Jing, Z. (2025). Intrinsic motivation and self-efficacy as pathways to innovative teaching: a mixed-methods study of faculty in Chinese higher education. *BMC Psychology*, 13(1), 859–859.
<https://doi.org/10.1186/s40359-025-03177-y>
- Liao, X.-L., Cao, C.-H., Gamble, J. H., Li, L., Jiang, X.-Y., Bo, C.-X., & Chen, I. (2023). Latent profile analysis of psychological needs thwarting in Chinese school teachers: longitudinal associations with problematic smartphone use, psychological distress, and perceived administrative support. *Frontiers in Public Health*, 11, 1299929. <https://doi.org/10.3389/fpubh.2023.1299929>
- Liu, S., & Mutlu, A. K. (2025). Innovative approaches to professional development: Exploring the interplay between Technological Pedagogical Content Knowledge (TPACK), teachers' motivation, engagement, and teachers' professional development. *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, 409–427. <https://doi.org/10.30827/portalin.vixiii.32430>
- Liu, Y. (2024). Enhancing emotional health and engagement in Chinese English language learners: an approach from teachers' autonomy- supportive behavior, teachers' harmony, and peer support in a two-sample study. *Frontiers in Psychology*, 15, 1356213–1356213. <https://doi.org/10.3389/fpsyg.2024.1356213>
- Mehdinezhad, V. (2011). Faculty Members' Understanding of Teaching Efficacy Criteria and it Relation to Their Characteristics. *DergiPark (Istanbul University)*. <https://dergipark.org.tr/tr/pub/eiji/issue/5139/70039>
- Meng, X., Zhang, H., Bo, Y., Yang, L., & Liu, Y. (2024). Empowering Innovation and Performance in Higher Education: The Transformative Role of Participative Decision-Making. *Applied Mathematics and Nonlinear Sciences*, 9(1). <https://doi.org/10.2478/amns-2024-0849>
- Pan, Y., & Li, G. (2025). The effects of perceived teacher support and growth language mindset on learner well-being in AI-integrated environment: the mediating role of generative AI attitude. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1660462>
- Panadero, E., Fraile, J., Ruiz, J. F., Castilla-Estévez, D., & Ruíz, M. A. (2018). Spanish university assessment practices: examination tradition with diversity by faculty. *Assessment & Evaluation in Higher Education*, 44(3), 379–397. <https://doi.org/10.1080/02602938.2018.1512553>
- Reaves, S. J., & Cozzens, J. A. (2018). Teacher Perceptions of Climate, Motivation, and Self-Efficacy: Is There Really a Connection. *Journal of Education and Training Studies*, 6(12), 48–48. <https://doi.org/10.11114/jets.v6i12.3566>
- Roman-Lainez, F. R., Chalén-Del-Pezo, V. M., Caiza-Maiza, V. del R., Chuquimarca-Llulluna, S. D., & Flores-Flores, F. A. (2025). La planificación docente como fundamento del diseño de estrategias pedagógicas efectivas en la educación secundaria. *Revista Científica Zambos.*, 4(3), 151–165.
<https://doi.org/10.69484/rcz/v4/n3/138>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Scheiner, T. (2021). Examining assumptions about the need for teachers to transform subject matter into pedagogical forms accessible to students. *Teachers and Teaching*, 28(1), 1–11. <https://doi.org/10.1080/13540602.2021.2016688>

- Shogbesan, B. T., Adeoye, O. O., Oluwole, D. A., & Agboola, J. A. (2024). Perceived influence of administrative support on secondary school teachers' effectiveness in Ibadan, Oyo State. *International Journal of Educational Research and Reviews*, 5(2), 173–182. <https://doi.org/10.37134/esss.vol5.2.7.2024>
- Sutherland, K., Forsyth, R., & Felten, P. (2026). Expressions of Trust: How University STEM Teachers Describe the Role of Trust in their Teaching. Victoria University of Wellington. <https://doi.org/10.25455/wgtn.31077124>
- Tara, A. N., & Abid, M. N. (2024). Improving Job Satisfaction and Reducing Workplace Stress: A New Model of Organizational Support in Higher Education. In Research Square. <https://doi.org/10.21203/rs.3.rs-5300807/v1>
- Wang, J., Xing, Q., & Moè, A. (2024). Understanding the dynamics of teaching styles and need satisfaction in the Chinese educational context. Research Padua Archive (University of Padua), 145, 104609–104609. <https://doi.org/10.1016/j.tate.2024.104609>
- Wang, M., Wang, Y., & Jiang, R. (2024). EFL Teachers' Motivation of Professional Development at the University Level in China. *Forum for Linguistic Studies*, 6(3), 777–787. <https://doi.org/10.30564/fls.v6i3.6666>
- Wang, T., Motevalli, S., & Lin, J. (2024). Unveiling the Transformative Influence: Qualitative Insights into Teachers' Innovative Work Behavior in Chinese Higher Education. *International Journal of Learning Teaching and Educational Research*, 23(1), 360. <https://doi.org/10.26803/ijlter.23.1.18>
- Wu, Y., & Derakhshan, A. (2025). What drives L2 teachers to embrace AI technologies? A phenomenological inquiry into the role of personal and job resources. *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, 321–337. <https://doi.org/10.30827/portalin.vixiii.33117>
- Yang, D. (2022). Unpacking the role of Chinese EFL teacher aggression and burnout in their professional success: A teachers' psychology perspective. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1001252>
- Yáng, J. (2021). Understanding and Enhancing Chinese TEFL Teachers' Motivation for Continuing Professional Development Through the Lens of Self-Determination Theory. *Frontiers in Psychology*, 12, 768320–768320. <https://doi.org/10.3389/fpsyg.2021.768320>
- Yin, W., & Zhang, G. (2025). Professional leadership of Chinese university teachers: an empirical exploration of multiple related factors and self-efficacy's role. *Frontiers in Psychology*, 16, 1677043–1677043. <https://doi.org/10.3389/fpsyg.2025.1677043>
- Yu, H., Gao, X., & Yu, Z. (2025). The influence mechanism of job satisfaction among Chinese rural teachers—a conservation of resources perspective. *Frontiers in Psychology*, 16, 1629885–1629885. <https://doi.org/10.3389/fpsyg.2025.1629885>
- Zafar, S., Maqbool, R., & Kamran, Z. (2024). Effect of Instructional Planning on Quality Teaching at University Level. *International Journal of Social Science Technology and Economics Management*, 1(2). <https://doi.org/10.59781/nymo3623>
- Zhang, D., He, J., & Fu, D. (2021). How Can We Improve Teacher's Work Engagement? Based on Chinese Experiences. *Frontiers in Psychology*, 12, 721450–721450. <https://doi.org/10.3389/fpsyg.2021.721450>
- Zhao, Y., & Huang, L. (2025). Promoting teaching innovation among university teachers through AI literacy from the perspective of planned behavior: the moderating effects of three perceived supports. *Frontiers in Psychology*, 16, 1699174–1699174. <https://doi.org/10.3389/fpsyg.2025.1699174>