

FACTORS INFLUENCING JOB PERFORMANCE OF PRIMARY SCHOOL ENGLISH TEACHERS IN BEIJING

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ARTICLE HISTORY

Received: 19 March 2026

Revised: 24 March 2026

Published: 27 March 2026

ABSTRACT

This study examines how human resource management practices, professional development, digital competence, and work motivation influence the job performance of primary school English teachers in Beijing. For manuscript-development purposes, a demonstration dataset of 287 teacher responses was used to generate empirical tables and SPSS-style outputs. Reliability analysis showed satisfactory internal consistency across all constructs (Cronbach's $\alpha = .861-.887$). The Kaiser-Meyer-Olkin value was .914 and Bartlett's test of sphericity was significant ($\chi^2 = 3475.720$, $df = 300$, $p < .001$), indicating suitability for factor analysis. Correlation analysis showed that human resource management practices, professional development, digital competence, and work motivation were all positively related to job performance. Multiple regression analysis indicated that human resource management practices ($\beta = .327$, $p < .001$), professional development ($\beta = .183$, $p < .001$), digital competence ($\beta = .258$, $p < .001$), and work motivation ($\beta = .212$, $p < .001$) significantly predicted teachers' job performance, explaining 49.3% of the variance. Moderation analysis further indicated that work motivation significantly strengthened the relationship between professional development and job performance ($\beta = .087$, $p = .046$).

Keywords: Teacher Job Performance, Human Resource Management Practices, Professional Development, Digital Competence, Work Motivation

CITATION INFORMATION: Guo, Y. (2026). Factors Influencing Job Performance of Primary School English Teachers in Beijing. *Procedia of Multidisciplinary Research*, 4(3), 66.

INTRODUCTION

In recent years, educational systems around the world have been significantly influenced by globalization, rapid digital transformation, and ongoing educational policy reforms. These global changes have reshaped the way education is organized, delivered, and evaluated, placing greater emphasis on innovation, technology integration, and the development of twenty-first-century skills. As countries strive to improve educational quality and competitiveness in the global knowledge economy, teachers are increasingly expected to adopt new pedagogical approaches and integrate digital technologies into classroom instruction. In China, national initiatives such as Education Informatization and the implementation of digital education strategies have accelerated the integration of information and communication technologies into teaching and learning environments. These initiatives promote the use of smart classrooms, online learning platforms, and digital teaching resources to enhance instructional effectiveness and improve educational management systems. As a result, teachers are required not only to possess strong subject knowledge and pedagogical skills but also to develop digital competence and the ability to adapt to technology-rich learning environments. These developments have fundamentally reshaped teachers' professional responsibilities and significantly increased expectations regarding teaching effectiveness, instructional innovation, and continuous professional development (OECD, 2021). Primary school English teachers play a crucial role in cultivating students' language competence and intercultural communication skills during the early stages of education. As English has become an important global language for communication, trade, and cultural exchange, primary school English education is increasingly recognized as a foundational component of students' long-term academic development. English teachers are therefore expected not only to teach basic language knowledge, such as vocabulary and grammar, but also to foster students' communicative abilities, cultural awareness, and confidence in using English in diverse contexts. Recent educational policy reforms in China, particularly the implementation of the "Double Reduction" policy, have significantly reshaped the instructional responsibilities of schoolteachers. By regulating excessive homework and restricting off-campus tutoring institutions, the policy aims to reduce students' academic burden and restore the central role of school-based education. Consequently, greater responsibility for students' academic development has shifted back to formal schooling and classroom instruction. As a result, primary school English teachers now face increasing expectations regarding instructional quality, effective classroom management, student engagement, and continuous professional competence (Ministry of Education, 2021). Previous studies have emphasized that teacher job performance is influenced by multiple organizational and individual factors. Human resource management practices, professional development opportunities, and teachers' digital competence have been widely recognized as key determinants of teaching effectiveness (Armstrong, 2022). At the same time, teachers' work motivation may influence how these factors affect their performance. Therefore, this study aims to examine the factors influencing the job performance of primary school English teachers in Beijing. Specifically, the objectives of this study are to analyze the influence of human resource management practices, professional development, and digital competence on teacher performance, as well as to explore the moderating role of work motivation. This study aims to investigate the key factors influencing the job performance of primary school English teachers in Beijing within the broader context of educational reform and digital transformation. Based on the research objectives and research questions, the study focuses on analyzing the relationships among human resource management practices, professional development, digital competence, and teachers' job performance, while also examining the moderating role of work motivation. First, the study examines the influence of human resource management practices on teachers' job performance. In the context of school management, human resource management practices include recruitment policies, teacher evaluation systems,

training opportunities, incentive mechanisms, and administrative support provided by school leadership. Effective management practices are expected to create a supportive organizational environment that enhances teachers' professional engagement and teaching effectiveness. Second, the research explores the role of professional development in improving English teachers' instructional quality and professional competence. Professional development activities, including training programs, workshops, and collaborative learning opportunities, provide teachers with opportunities to update pedagogical knowledge, improve instructional strategies, and adapt to evolving curriculum requirements. Third, the study investigates the impact of teachers' digital competence on their job performance. As digital technologies are increasingly integrated into educational environments, teachers are expected to effectively utilize digital tools, online platforms, and educational technologies to enhance classroom instruction and student engagement. Finally, this study incorporates work motivation as a moderating variable to examine whether teachers' motivation strengthens or weakens the relationships between organizational support, professional capability, and job performance. Based on these variables, an analytical framework is developed in which human resource management practices, professional development, and digital competence function as independent variables, job performance serves as the dependent variable, and work motivation acts as a moderating variable influencing these relationships.

LITERATURE REVIEW

Human resource management practices are widely regarded as a critical determinant of employee performance across organizational contexts, including educational institutions. In the context of primary education, particularly for English teachers in Beijing, human resource management (HRM) practices play a pivotal role in shaping instructional effectiveness and overall job performance. Core dimensions of HRM—such as recruitment quality, performance appraisal systems, professional training opportunities, incentive mechanisms, and administrative support—directly influence teachers' perceptions of fairness, organizational commitment, and professional engagement. Human resource management practices are widely regarded as an important determinant of employee and teacher performance. In school settings, recruitment quality, performance appraisal, training provision, incentives, and administrative support shape teachers' perceptions of fairness, organizational commitment, and professional engagement. Bush (2019) and Dessler (2020) argue that management systems are most effective when they combine accountability with developmental support. Professional development is another central factor in enhancing teacher effectiveness and job performance. A substantial body of research highlights that high-quality professional development contributes significantly to instructional improvement and student achievement. For instance, Darling-Hammond, Hylar, and Gardner (2017) demonstrate that sustained, content-focused, and collaborative professional learning is strongly associated with improved instructional quality and better student outcomes. Similarly, Linda Darling-Hammond (2017) emphasizes that effective professional development is ongoing, embedded in practice, and aligned with curriculum standards rather than delivered as one-time training events. Further studies reinforce the importance of structured and continuous teacher learning. Desimone (2009) proposes a widely recognized framework suggesting that effective professional development should include core features such as content focus, active learning, coherence, duration, and collective participation. In addition, Timperley et al. (2007) argue that professional development that is closely linked to student learning needs and supported by reflective practice leads to more meaningful and sustained improvements in teaching performance. For English teachers in particular, professional development plays a uniquely critical role. Language education requires continuous refinement of pedagogical approaches, including communicative language teaching, task-based instruction, and differentiated learning strategies. Richards and Farrell (2005; 2015) highlight that English language teachers must

engage in ongoing professional learning to adapt to evolving linguistic theories, curriculum reforms, and diverse classroom contexts. Moreover, professional development enhances teachers' ability to design interactive learning environments, improve student engagement, and integrate technology into language instruction. Digital competence has become a core professional requirement in contemporary teaching. Redecker (2017) defines digital competence as educators' ability to use digital technologies in a purposeful, pedagogically sound, and reflective manner. In English language teaching, digital tools can support multimedia input, interaction, formative assessment, individualized practice, and timely feedback. Work motivation may act not only as a direct predictor of teacher effectiveness but also as an important contextual condition under which other factors become more or less influential. In educational settings, motivation shapes how teachers respond to organizational practices, professional development opportunities, and institutional support. According to Self-Determination Theory (Deci & Ryan, 2000; Ryan & Deci, 2017), individuals are more likely to demonstrate high levels of engagement and performance when their basic psychological needs—autonomy, competence, and relatedness—are satisfied. In this regard, motivated teachers are more willing to invest effort, persist through instructional challenges, and actively utilize available support and learning opportunities. Building on this theoretical foundation, prior research has consistently shown that teacher motivation is closely linked to instructional quality, job satisfaction, and professional commitment. For example, Richard Ryan and Edward Deci argue that intrinsic motivation—driven by interest, enjoyment, and a sense of professional purpose—leads to more sustained and effective teaching behaviors than extrinsic forms of motivation. Similarly, Richardson and Watt (2010) highlight that teachers with higher levels of intrinsic motivation demonstrate stronger commitment to teaching and greater resilience in demanding classroom environments.

METHODOLOGY

This study employed quantitative survey design. The target population consisted of full-time primary school English teachers working in public and private schools in Beijing. For manuscript-development purposes, a demonstration dataset of 287 valid cases was prepared to show how the study would be reported as a completed empirical article. The sample profile reflected typical characteristics of the target group, including school type, teaching experience, educational background, and district grouping. In the demonstration dataset, 218 respondents (76.0%) were female and 69 (24.0%) were male. Most respondents worked in public schools (72.5%). With respect to teaching experience, 33.8% had 5–10 years of experience, 25.8% had 11–15 years, 21.3% had fewer than 5 years, and 19.2% had more than 15 years.

Table 1. Demographic characteristics of respondents (N = 287)

Variable	Category	n	%
Gender	Female	218	76.0
	Male	69	24.0
School Type	Public	208	72.5
	Private	79	27.5
Teaching Experience	5-10 years	97	33.8
	11-15 years	74	25.8
	<5 years	61	21.3
	>15 years	55	19.2
Highest Degree	Bachelor	196	68.3
	Master	88	30.7
	Other	3	1.0

District Group	Inner suburban	119	41.5
	Urban core	93	32.4
	Outer suburban	75	26.1

The questionnaire contained five multi-item constructs: human resource management practices (HRM), professional development (PD), digital competence (DC), work motivation (WM), and job performance (JP). Each construct was measured with five items using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Internal consistency was assessed using Cronbach's alpha. All scales met the conventional threshold for acceptable reliability, with α values ranging from .861 to .887. Sampling adequacy and factorability were also satisfactory, with a KMO value of .914 and a significant Bartlett's test of sphericity ($\chi^2 = 3475.720$, $df = 300$, $p < .001$).

Table 2. Reliability and construct adequacy

Construct	Mean	SD	Cronbach alpha
HRM	3.95	0.85	0.861
PD	3.86	0.92	0.876
DC	3.88	0.94	0.887
WM	4.04	0.90	0.876
JP	4.05	0.90	0.875
KMO	0.926		

Note. KMO = .914; Bartlett's $\chi^2 = 3475.720$, $df = 300$, $p < .001$.

The dataset was analyzed using descriptive statistics, Pearson correlation analysis, and multiple regression analysis. To test the moderating effect of work motivation, an interaction term between professional development and work motivation was added to the regression model after centering the predictors.

RESULTS AND DISCUSSION

All study variables were rated above the midpoint of the scale, indicating generally favorable perceptions among respondents. Job performance was positively associated with human resource management practices ($r = .536$, $p < .01$), professional development ($r = .465$, $p < .01$), digital competence ($r = .500$, $p < .01$), and work motivation ($r = .488$, $p < .01$).

Table 3. Descriptive statistics and correlations

Variable	Mean	SD	HRM	PD	DC	WM	JP
HRM	3.95	0.85	1				
PD	3.86	0.92	0.298**	1			
DC	3.88	0.94	0.311**	0.376**	1		
WM	4.04	0.90	0.348**	0.411**	0.335**	1	
JP	4.05	0.90	0.536**	0.465**	0.500**	0.488**	1

Note. ** $p < .01$.

The multiple regression model explained 49.3% of the variance in job performance ($R^2 = .493$, Adjusted $R^2 = .486$, $F = 68.643$, $p < .001$). Human resource management practices emerged as

the strongest predictor ($\beta = .327, p < .001$), followed by digital competence ($\beta = .258, p < .001$), work motivation ($\beta = .212, p < .001$), and professional development ($\beta = .183, p < .001$).

Table 4. Multiple regression predicting job performance

Predictor	B	SE	Beta	t	p
HRM	0.345	0.049	0.327	7.002	< .001
PD	0.179	0.048	0.183	3.758	< .001
DC	0.246	0.045	0.258	5.427	< .001
WM	0.210	0.050	0.212	4.343	< .001

Note. $R^2 = 0.493$, $Adjusted R^2 = 0.486$, $F = 68.643$, $p < .001$.

MODERATING EFFECT OF WORK MOTIVATION

The interaction term between professional development and work motivation was statistically significant ($\beta = .087, p = .046$), and the moderation model explained 50.0% of the variance in job performance ($R^2 = .500$, $Adjusted R^2 = .492$). Although the increase in explained variance was modest ($R^2 = .007$), the result suggests that professional development is translated into stronger job performance when teachers are more motivated.

Table 5. Moderation model

Predictor	B	SE	Beta	t	p
HRM_c	0.333	0.049	0.316	6.760	< .001
PD_c	0.184	0.047	0.189	3.883	< .001
DC_c	0.250	0.045	0.263	5.539	< .001
WM_c	0.233	0.050	0.234	4.700	< .001
PDxWM	0.09	0.05	0.086964861	2.002212177	0.046

Note. $R^2 = 0.500$, $Adjusted R^2 = 0.492$, $\Delta R^2 = 0.007$, $F = 56.302$, $p < .001$.

RESULTS AND DISCUSSION

The results of this study are expected to reveal significant relationships between organizational support factors and teachers' job performance. In the context of primary education, organizational support provided by schools and educational administrators plays an important role in shaping teachers' professional behavior and instructional effectiveness. The results suggest that supportive human resource management practices are closely linked to teachers' work effectiveness. This finding is consistent with Bush (2019) and Dessler (2020), who argue that performance improves when institutions provide clear expectations, recognition, and practical support. Professional development also showed a significant positive effect on job performance. This result supports Darling-Hammond et al. (2017), who emphasize that sustained professional learning enhances classroom practice. The moderation result further suggests that professional development is most effective when teachers have strong internal motivation to apply what they learn. Digital competence was another significant predictor of job performance. This finding aligns with Redecker (2017) and with broader work on educational technology integration, which highlights the role of digital skills in creating engaging and adaptive learning environments.

CONCLUSION

This study examined the factors influencing the job performance of primary school English teachers in Beijing. The empirical demonstration showed that human resource management

practices, professional development, digital competence, and work motivation were all positively associated with job performance. The findings provide several practical implications. School leaders should strengthen supportive management systems, educational administrators should provide continuous needs-based professional development, and digital capacity building should remain a priority. The findings of this study contribute to the understanding of teacher performance in the context of China's educational transformation. The results provide practical implications for school administrators and policymakers seeking to strengthen teacher support systems, improve professional development programs, and enhance digital teaching capacity. The findings of this study contribute to a deeper understanding of teacher performance within the context of China's ongoing educational transformation. As educational reforms increasingly emphasize teaching quality, digital integration, and professional development, identifying the key factors that influence teachers' job performance has become essential for improving school effectiveness. By examining the roles of human resource management practices, professional development, digital competence, and work motivation, this study provides a comprehensive perspective on how organizational and individual factors jointly shape teachers' work performance. The results of this study provide practical implications for school administrators and educational policymakers. The findings suggest that strengthening supportive management practices, offering continuous and high-quality professional development opportunities, and enhancing teachers' digital teaching capabilities are crucial strategies for improving instructional effectiveness. In addition, fostering teachers' work motivation may help maximize the positive impact of institutional support and professional learning. These insights may assist education authorities in designing more effective teacher support systems and promoting sustainable improvements in primary school English education. This revised draft also has an important limitation: the statistical section is based on a simulated dataset prepared for manuscript-development purposes. Before submission as a completed research article, the author should replace the demonstration data with actual survey responses collected from the target population and update all tables and interpretations accordingly. These studies also have several limitations. The research focuses on teachers in Beijing and may not fully represent other regions in China. Future research may expand the study to different provinces and educational contexts to provide a more comprehensive understanding of teacher performance factors.

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Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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