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THE EFFECT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON TEACHERS' MOTIVATION IN CHINA

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Abstract:

Human resource management (HRM) practices have impacted the organization in many ways. One of them is on the employees' motivation. Within the context of education sector, HRM is significantly affecting the teachers' motivation. Therefore, the purpose of this study was to examine the effect of HRM and teachers' motivation with the assumption and predictability of key dimensions of HRM in relation to performance appraisal, recruitment, reward and training towards teachers' motivation. A quantitative research methodology was applied, and four research questions were tested to determine the effect of HRM practices on teachers' motivation in Beijing, China. The instrument used in this study was adapted from previous studies. The findings indicated that performance appraisal has the highest mean value of 4.006 followed by recruitment (3.97), reward (3.897) and training (3.873). The regression analysis showed that HRM have a significant positive influence on teachers' motivation. This research has contributed to the HRM practices which are recruitment, training, reward and performance have the positive effect to teachers' motivation. Teachers' motivation is portrayed through their motivation to commit to the job, having high level of satisfaction to the job, gaining the value from the job, lesser stress feeling and job abdication consideration.

Keywords:

Human Resource Management, Motivation, Performance appraisal, Recruitment, Reward, Training

Introduction

Human resource management (HRM) practices in China have experienced tremendous changes when the government opted for the new economic approach and reform (Zhu & Warner, 2019; Collins et al., 2018) that resulting in a significant increase in number of the private companies and organizations. The HRM practices of foreign companies operating in China allow for adoption and adaptation of the HRM practices by the local companies and organizations (Jiang & Yahiaoui, 2019; Ma et al., 2016). Still, there are differences in terms of the interest, goals and perspective of the organization (Sheldon & Sanders, 2016). For the public sector organizations in China, the HRM practices also undergone tremendous changes (Wang et al., 2019) and the education sector (schools) is not left effected. However, limited literature available to indicate the HRM practices at schools. The teachers' motivation is the area to be further explored.

Moreover, according to Mark Boylan (2016), most researchers focus on the factors affecting students' motivation, while research on factors affecting teachers' motivation are still scarce. This research focuses on teachers' motivation in China, a country with persistent improvement of the economy and society, which related to administration, society, guardians, and understudies are progressively requested in schools and colleges. Whilst teachers are the key factors in the education sector, their motivation should be one of the concerns to ensure the education system are well developed and move in the right direction (Roth, 2014). Tang, Wong and Cheng (2015) suggested that highly motivated teachers are required in motivating students to perform better in their education. As indicated in many studies, individuals are considered among the most valuable assets for an organization (Fulmer & Ployhart, 2013), and it is the same fact for teachers as the assets to schools and colleges. In the education sector, the vitalities of teachers and educators as the main workforce are crucial in developing future generations and the nation.

According to Yixing (2019), the compelling advancement of human resources is the way to understand the modernization of advanced education in China. With the persistent advancement of changes, education has made some incredible accomplishments in the development change of staff internal frameworks among schools and colleges (Fierros & Delgado Bernal, 2016). Whilst the idea of HRM initially focuses on improving the internal administration system, the idea also encompasses the improvement of the administration structure in encouraging the staff morale (Chipeta, 2014). For example, executive trainings for improving skills that enable them to perform effectively. Yixing (2019) states that there are numerous schools and colleges applying for customary management in terms of human resources in their faculties and the board organizers.

With the social histories and the quick progression in sciences and innovations, the role function of HRM in education advancement has become vital (Kohont & Nadoh Bergoc, 2010). In China, Wang (2019) highlights the importance of context in Beijing and focus in the public sector, which includes the education sector. At present, education experts suggest that the administrators of the school and college to amplify the institution advancement by using HRM. It also by taping the capability of teachers, and activating their excitement and activities (Wang, 2019). Thus, in developing such criteria, training, which is defined as the learning process that can temporarily alter teachers' capacity for job performance, efficiency, and effectiveness (Sharma & Nuttal, 2016), is adopted towards the human resource system.

The issue of teachers' motivation in China is crucial as it is claimed to be extrinsically motivated, where teachers are regretful of their career choice resulting in lower work competencies (Feng, 2011). The employments and careers as teachers are not as active as it is supposed to be, with teachers not taking active initiatives in professional development. With all the changes and new practices of the HRM introduced in China, the effects of such practices on the motivation and career planning of teachers are worth examined. With the unique culture and political ideology of the Chinese people, the effects could be different as to be highlighted in the next section.

This research work intends to reveal the effect of human resource management practices on teacher's motivation at the high school, based on the data collected from the respondents in Beijing, China. The main objective is to identify the relationship between HRM practices and teachers' motivation. Specifically, the objectives are as the following.

- (a) Identify the level of human resource management practices in Beijing, China.
- (b) Identify the level of teachers' motivation in Beijing, China.
- (c) Identify the relationship between human resource management practices and teachers' motivation in Beijing, China.
- (d) Identify the effect of human resource management practices towards teachers' motivation in Beijing, China.

Literature Review

Teachers' Motivation

The climate of the successful human asset techniques depends on the inspiration of the staff in a network or association (Baldo, 2016). The educator's inspiration is significant to produce far reaching understudies and sensible learning system. While many instructors' inspiration could not be improved or developed, and they cannot make commitments of their representatives and reward them in like manner, it would be some options to vanquish the most abnormal amount of inspiration and occupation fulfillment of the enlisted people. For example, the educators can be sent for additional trainings, the process that can temporarily alter staff capacity for job performance efficiency and effectiveness (Alldat et al. 2012). The conduct of an individual is impacted by various variables. Different speculations have been offered to give knowledge into individuals conduct in certain manner or what components spurs them towards explicit conduct. Among all these, the most persuasive hypothesis was introduced by Abraham Maslow (1943, 1970) which was named as NeedBased Hypothesis of Inspiration (NBHI). This hypothesis offers the chain of importance of variables that inspires a worker, for example, physiological/essential needs, wellbeing and security, belongingness and association, confidence, and self-completion.

Ali et al. (2016) argued that inspiration plays an important role in the association because it expands profitability on top of that, goals can be achieved in a skilled way, and inspiration also has a place in the basic work of educators because it achieves its goals in an effective manner. The inspiration of the instructor (teachers) is important because it enhances the ability and learning ability of the educator because it legally influences the student's achievement (Mustafa & Othman, 2010). Teachers need to be inspired to improve their productivity, which in turn increases their skills and ability to learn. Lack of inspiration can lead to disappointment and uncertainty for teachers who may have higher turnover, absenteeism and dropouts. Collie and Martin (2017) stated that the inspiration drives instructors' activities in the homeroom and

supports the nature of their work. Creating learning of educators' inspiration has been distinguished as a basic research need and a few calls have been made for expanding this generally early research territory.

Performance Appraisal

The execution of the faculty is influenced by inspiration. After the teachers are convinced, their statements reached a higher level. In school, the educator's exhibition can be well drawn by carefully arranging the educator's preparation project, for example, when promoted their confidence will increase which will also enhance their performance. Incentives have direct and constructive consequences towards professional execution when efforts are properly demonstrated. As noted by Nadeem et al. (2011), the social and monetary conditions of educators affects their performance, such as low wages, absence from the office, the status of teachers in the eyes of the public, the emotional health and assurance of educators, work concerns, contact with employees and education supervisors, working conditions. Working environment is found to be one of the primary variables that affect the execution of female educators (Almer & Single, 2007). The teacher's performance has both internal and external inspiration, a good working foundation, a profound foundation and cultural atmosphere, and material and supervision. Tickle, Chang, and Kim (2011) argued that teacher performance can be estimated by monitoring school practice, standard and early revealing at school, sufficient showing arrangement, general dependability and taking an interest in extracurricular exercises. Instructors with less inspiration will not completely performed their duty.

Recruitment

The recruitment process shows an individual contract or a rally for a particular position, as well as an action to establish a connection between the boss and the professional searcher. Most human resource departments in organizations want to assess their coherence, system, basics, and responsibilities when scanning applicants' up-and-coming talents in identifying applicants. The registration process can also be differentiated to combine the application with the active searcher and to select the best possibility for an identified active job. In fact, people tend to recruit workers in this way. The teacher's obligations can be described as developing a practice plan and teaches the plan to the class, individually teaching assistants or small gatherings, tracking the progress of the teaching assistant, providing data to the guardian, testing, developing and strengthening classroom rules (Webel & Platt, 2015). By this the school is ready to accept the government-approved test avatars, supervise the typical life of the substitutes, and try to develop them into a decent actor.

Reward

Reward is an incentive force designed to reinforce the temptations of workers or bosses and ultimately their support for the association (Crawford & Cabanis-Brewin, 2005). Rewards can be in the form of either financial or non-financial to recognize the management in the organization. The basic goal of the association's rewards is to attract, maintain and maintain skilled, highly performing and motivated workers. An association can give employees different kinds of rewards, such as cash, grades, execution-based incentives or execution wages, additions, gift vouchers, confirmations or grants, benefit sharing, occasional bundling, restorative inclusiveness, promotion, rewards, and more. The prizes are provided primarily for the evaluation and promotion of the representative's exhibition. This is to persuade workers to improve efficiency and make the association prosper. If the workers are not motivated, they can also cause disappointment to the association by disrupting and alienating different experts.

Prizes are independent of wages, but they may be financial and have some overhead to the organization. Rewards are usually adjusted to authoritative goals. When a representative encourages the association to complete any of its tier goals, he or she will be rewarded either financially or through intrinsic and external benefits. Money alone is not enough to motivate individuals, and it is vital that individuals understand their contribution to organizational affairs. This motivates internal employees. Intrinsic benefits are an important task for employees, they are independent for employees, and they are responsible for the professional knowledge of employees. Intrinsic rewards are rewards that meet the internal needs of employees.

Training

Preparation is a basic concept to promote the development of human assets. It is concerned with establishing a specific ability through instruction and practice to achieve the desired standard. Preparation is a very valuable tool that puts workers in a position where they can perform their duties accurately, effectively, and with care. Preparation is to expand the proof of learning and expertise that represents a specific job. In this ever-changing situation, the training of workers and staffs are very important. An important action by the Human Resources Department helps to improve the capabilities of employees. Preparations bring many benefits to delegates, such as improving their abilities and survivability, improving their fearless spirit and helping them to manage themselves. The stability and development of the association always depends on the preparation of the workers. Preparatory work is compulsory under every step of development and expansion. Preparation can improve quality and reduce waste at the grassroots level. Preparation and progress are another special basis to adjust the development conditions indicated. Blaskova et al. (2015) established that fascination is additional to the association of inspiration and fulfillment in work environments. "Work inspiration and work fulfillment keep on being real subjects in hierarchical conduct since it is accepted that they apply a significant effect on activity and conduct in associations: these ones are viewed as significant assets in associations. They are viewed as assets on ought not just pay attention to with respect to hierarchical culture and personality yet additionally should consider for overseeing adequacy and quality," (Büssing, 1997, p. 209).

Research on the Relationship of HRM and Motivation

The topic of HRM has been studied many times in the past and there is abundance of research done regarding its relationship with motivation. A study done by Minbaeva (2008) addresses HRM effects on the extrinsic and intrinsic motivation in knowledge transfers in Multinational Corporations (MNCs). The study highlights that MNC's employees' motivation to transfer and use their knowledge efficiently during work is highly affected by the HRM practice by the corporation (Minbaeva, 2008).

A study conducted by Chew (2005) emphasizes on motivation and retention role in achieving organizational prosperity. A comparative study was conducted in Malaysia to determine the role of strategic HRM practice in providing motivation to employees. The study focusses on HRM practices for Salary & Compensation, Recruitment and Selection, Training & Development, Performance Appraisal, and Promotion and Career Advancement. The study concludes that employee and organizational linkage can be enhanced further through meeting the employee and on organization intrinsic and extrinsic needs (Chew, 2005). From the study, all the HRM practice indicates a positive relationship with employee's motivation to work.

To conclude, there is abundances of study on the relationship between HRM and Motivation. While the topic has been long studied previously, HRM practices includes a wide range of focus and research uncovering new aspects of HRM affecting motivation is still ongoing. This research underline aspects of HRM effects on motivation from previous research and develop on regional industry.

Methodology

Research Design

This study used quantitative research with questionnaire as the research instruments. A survey questionnaire comprising of demographic information, independent variable (human resource management) and dependent variable (teachers' motivation) was used to elicit data from the study. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 22.0 program. Survey is the research strategy used to collect quantitative data. A questionnaire is designed and distributed to teachers who work in Changping, Beijing and analyzed using SPSS.

Population and Sampling

In this study, the target population which is the entire set of units for which the research data would be used to make inferences or generalization is the teachers who are working in the senior third grade in high schools in Beijing, China. As of 2020, there are 13,964 teachers in senior high school in China with 263 of the school situated in Beijing (Textor, 2020).

Cluster random sampling was applied in this research as 16 districts in Beijing are identified. The samples were obtained from populations in the educational sectors, which focus on high school teachers. The reasons for choosing these four districts for this study is that among these districts, there are schools of different levels, and it is easy for me to obtain trustworthy questionnaire feedback. A total of 300 questionnaire was distributed and 230 questionnaires were received.

Instrument

The survey instrument used in this study was adapted and adopted from various studies. The questionnaire used in this study is divided into three sections. The first section of the questionnaire gathers information on the profile of respondents. Respondent were asked to provide their demographic information such as name, age and gender; education level and duration that they have worked.

The second section of the questionnaire measures the extent to which human resource practices (recruitment, performance appraisal, training and reward) are being practiced in this selected organization with total of 22 items. To measure HRM, items from Rathanweera (2018) study was used. The four independent variable measures reward, recruitment, training and performance appraisal. Reward examines on the benefits that are available, the amount of health care provided, the number of vacation leave, the number of medical leave, the availability of performance-based compensation plan, the satisfaction of salary and the working environment satisfaction. Next, the recruitment are measuring on the advertising of jobs on education website or media, the commitment of the school in the selection process, the application of standardized test in the selection, the recruitment of teachers based on their skills and knowledge; and clear definition of the job scope by the Human Resource Department. As

for the variable of Training, it is measurement on the training opportunities being available, satisfaction in the demanded training, gaining training for possible promotion and also matching of the scope of training with the job scope. Then, in the performance appraisal, it examines on the fairness of the Performance Appraisal system in school, formality of the performance appraisal system, transparency on the performance appraisal and gaining communication by the school for the performance appraisal system. From the determined items, respondents will be requested to rate these aspects based on a five-point Likert scale ranging from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree.

Lastly, the third section of the questionnaire measures the teachers' motivation with total of 11 items. The items for motivation construct are available from many previous studies. It was first developed in the United Kingdom by Radhakrishna, R.B. (2007) and been used in many studies, these items are considered sufficient for this study. Respondents will be requested to rate these aspects based on a five-point Likert scale ranging from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. Table 1 shows on the list of four independent variables which include measures reward, recruitment, training and performance appraisal and the dependent variable of teachers' motivation, with the listed item to be measured in the questionnaire.

Table 1 List of Variable and Item

Variable	Item	Source
Recruitment	Usually jobs are advertised on education website and other media to recruit people. School is committed to the procedures and policies of selection process. Standardized tests are used to select suitable teachers. Teachers are selected based on their skills and knowledge. Duties of jobs are clearly defined by Human Resource department.	Rathanweera (2018)
Training	I have training opportunities to learn and grow. I get the training I need to do my job well. I get the training from the school for my next promotion. Available training match with my job.	Rathanweera (2018)
Reward	Available benefits are appropriate for my needs. Amount of health care paid is sufficient. Amount of vacation is sufficient. Amount of sick leave is sufficient. Provide performance-based compensation. I know the criteria used to decide my pay. My salary is fair for my tasks, duties and responsibilities of my job. The school provide a nice work environment.	Rathanweera (2018)

Performance Appraisal	The performance appraisal is fair. There is a formal & written performance Appraisal system. I am informed that how my performance is evaluated. I receive feedback of performance evaluation results about myself. Performance appraisal is done by the headmaster.	Rathanweera (2018)
Teachers' Motivation	I am highly motivated in my career as a teacher. As a teacher I have a high overall level of satisfaction. In my school, I am surrounded by fellow educators who share my values. I believe the teachers with whom I work are highly motivated. As a teacher, at school, I clearly understand what is expected of me. I have great confidence in the future regarding the field of education. I choose to be a teacher so I could make a difference. As a teacher I feel I am making a difference. As a teacher I often experience feelings of stress and burnout. I have often considered leaving this profession. If I had the opportunity to start over in a new career, I would choose not to become a teacher.	Radhakrishna, R.B. (2007)

Findings

The Level of Human Resource Management Practices and Teachers' Motivation

Descriptive analysis was used to obtain the overall mean value for each HRM dimension to determine the level of human resource management practices and teachers' motivation in Beijing, China. The findings showed that the mean value for all the dimensions were high; recruitment (3.97), training (3.873), reward (3.897) and performance appraisal (4.006). While the findings showed that the mean value for teacher's motivation were medium (3.767). Table 2 shows the level of human resource management practices and teachers' motivation in Beijing.

Table 2 Descriptive Analysis

Items	N of samples	Mean	Std. Deviation	Median	Level
Recruitment	230	3.967	0.993	4.200	High
Training	230	3.873	1.020	4.250	High
Reward	230	3.897	0.915	4.250	High

Performance Appraisal	230	4.006	0.847	4.200	High
Teacher's Motivation	230	3.767	0.863	4.000	Medium

From Table 2, it is seen that teacher's motivation mean is at 3.767 with standard deviation and median of 0.863 and 4.00 respectively, which validates the relevancy of the study.

The Relationship between Human Resource Management Practices and Teachers' Motivation

The relationship between HRM and teachers' motivation was investigated using Pearson correlation. The Pearson correlation coefficient indicates the strength of the relationship. According to Guilford (1973), $r < 0.20$ = negligible relationship, $0.20-0.40$ = low relationship, $0.41-0.71$ = moderate relationship, $0.71-0.90$ = high relationship and $r > 0.90$ = very high relationship. The result is shown in Table 3.

Table 3 Relationship between Human Resource Management Practices and Teachers' Motivation

	Mean	Std. Deviation	Recruitment	Training	Reward	Performance Appraisal	Teacher's Motivation
Recruitment	3.967	0.993	1				
Training	3.873	1.020	0.368**	1			
Reward	3.897	0.915	0.517**	0.580**	1		
Performance Appraisal	4.006	0.847	0.389**	0.567**	0.641**	1	
Teacher's Motivation	3.767	0.863	0.431**	0.398**	0.524**	0.311**	1

* $p < 0.05$ ** $p < 0.01$

Recruitment and training, reward, performance appraisal, teacher's motivation are all significant, the correlation coefficient values are 0.368, 0.517, 0.389, 0.431, and the correlation coefficient values are all greater than 0, which means recruitment and training, reward, performance appraisal, and teacher's motivation have a positive correlation among the four items. training and reward, performance appraisal, and teacher's motivation are all significant. The correlation coefficient values are 0.580, 0.567, 0.398, which means that there is a positive relationship between training and reward, performance appraisal, teacher's motivation. relationship. The correlation coefficient between reward and performance appraisal is 0.641, and it shows a significant level of 0.01, which shows that there is a significant positive correlation between reward and performance appraisal. The value of the correlation coefficient between reward and teacher's motivation is 0.524, and it shows a significant level of 0.01, which shows that there is a significant positive correlation between reward and teacher's motivation.

The correlation coefficient between performance appraisal and teacher's motivation is 0.311, and it shows a significant level of 0.01, which shows that there is a significant positive correlation between performance appraisal and teacher's motivation.

Table 4 Correlation of HRM and Teacher's Motivation

	Mean	Std. Deviation	HRM	Teacher's Motivation
HRM	3.936	0.749	1	
Teacher's Motivation	3.767	0.862	0.526**	1

* $p < 0.05$ ** $p < 0.01$

Utilizing correlation analysis to study the correlation between HRM and teacher's motivation, and use the Pearson correlation coefficient to indicate the strength of the correlation. Specific analysis shows that the correlation coefficient between HRM and Teacher's Motivation is 0.526, and it shows a significant level of 0.01, which shows that there is a significant positive correlation between HRM and teacher's motivation.

The Effect of Human Resource Management Practices Towards Teachers' Motivation

Using HRM as the independent variable and teachers' motivation as the dependent variable for linear regression analysis, as can be seen from the above table, the model formula is: teachers' motivation = $1.383 + 0.606 * \text{HRM}$, the model R square value is 0.277, which means HRM It can explain the 27.7% change of teachers' motivation. When the F test was performed on the model, it was found that the model passed the F test ($F = 87.345$, $p = 0.000 < 0.05$), which means that HRM will affect teachers' motivation. The final analysis shows that the regression coefficient of HRM is 0.606 ($t = 9.346$, $p = 0.000 < 0.01$), which means that HRM will have a significant positive influence on teachers' motivation.

Table 5 Effect of HRM towards Teachers' Motivation

Parameter Estimates (n=230)									
	Unstandardized Coefficients		Standardized Coefficients	t	p	VIF	R ²	Adj R ²	F
	B	Std. Error	Beta						
Constant	1.383	0.260	-	5.326	0.000**	-	0.277	0.274	F = 87.345 p = 0.000
HRM	0.606	0.065	0.526	9.346	0.000**	1.000			
Dependent Variable: Teacher's motivation									
D-W: 1.584									

* $p < 0.05$ ** $p < 0.01$

Discussion and Conclusion

Performance Appraisal

Findings in performance appraisal has shown a positive relationship with teacher's motivation. With a fair appraisal, performing teachers are able to get recognition which in return motivates teachers to perform better. In addition, performance appraisal also relates positively with reward and recognition. Performance appraisal enables a system that rewards outstanding teachers. The findings in this study fulfils the research objective in determining the relationship between performance appraisal with teacher's motivation. In the literature review, Ali et al.

(2016) discovered that persuading teachers will create work fulfillment which additionally prompts the viable and productive execution of the entire association. This correlates with research done by Nadeem et al. (2011) which discovered that the social and monetary conditions of educators affect their performances. Both studies align with the current findings on the relationship of Performance Appraisal on Teacher's Performance in the current study.

Training

Other than that, training practices such as the training opportunity, growth and learning opportunity has a positive relationship with teacher's motivation. Training has been founded as a source to motivate teachers to contribute to the school communities through more exposure and understanding in the education careers. The findings answer the research question on the relationship between training and teacher's motivation by proving that through training, teacher's competency and possible career growth increases the motivation to pursue the teaching career. In the literature review, a survey by Davidson found that poor work and living conditions affected the execution of educators (Davidson, 2005). Davidson concluded that the performance of educators could be improve by motivating high-quality training in primary schools which expand the incentive level of teachers to improve the training framework (Davidson, 2005). The findings of the current study on the relationship of Training and Teacher's Performance validates Davidson's conclusion on training relationship towards performances.

Reward

Another HRM factor which was studied is the reward and compensation, which may include policies such the compensation plan, health care compensation, vacation grant, sick leaves and fair compensation plan. Rewards and compensation have been founded to have a positive relationship with teacher's motivation. The findings indicate that reward has a positive effect in affecting teacher motivation. As hypothesized, greater rewards and compensation reflects higher teacher's motivation to work. As discussed in the literature review, salary increments for teachers is a form of reward (Ali et. al., 2016), which fulfill educator's satisfaction. When educators are satisfied with their work, organizational environment, salary, and rewards, they are automatically motivated and show their best efforts in performance. The findings of the current study show similar results regarding the effects of reward on teacher's performances.

Recruitment

From the findings, recruitment practices such as the media advertising recruitment, commitment in selection process in the school, standardizing test, selecting knowledgeable teachers and the job duty definition does have a positive relationship with the teacher motivation of the school. In addition, there are also positive effect from a positive recruitment practice towards training and performance appraisal of the teachers. The research fulfils the research objective in determining the relationship between recruitment and teacher's motivation, where the findings show a positive relationship between the two factors. In the literature review, work commitment in recruitment practices constitutes the responsibilities of educators. Past research discussed on the literature review have also shown that job commitments are related to positive outcomes, such as lower turnover targets (Skaalvik and Skaalvik, 2009; Bakker and Bal, 2010; Demerouti and Cropanzano, 2010). Current findings of the study have shown to agree with previous research on the area, where recruitment practices are founded to have a positive relationship towards motivation in general.

Human Resource Management Practice and Teacher's Motivation

The findings of the research have repetitively indicated that HRM Practice understudied which are the Recruitment, Reward, Training and Performance Appraisal, all have a positive relationship with teachers' motivation. This fulfills the main research question in determining the relationship between HRM and Teacher's Motivation, which is as hypothesized. It is important to note that all understudied factors show a positive relationship in motivating teachers, and some indicate positive relationship between each other. This indicates that the HRM function may also have relationship between one another. In the literature review, a study by Chew on 2005 was discussed. The study concludes that employee and organizational linkage can be enhanced further through meeting the employee and on organization intrinsic and extrinsic needs (Chew, 2005). From the research, all the HRM practices studied indicates a positive relationship with employee's motivation to work. This aligns with the current findings on the relationship of HRM Practice and Teacher's Motivation.

Conclusion

As conclusion of this study, the results of our research showed that human resource practices have significant positive relationship with teachers' motivation. The human resource practices that are tested in our research, which are recruitment, training, performance appraisal and reward are applicable in enhancing the overall teachers' motivation. Thus, the result of our research should be used as guidance when formulating human resource practices for teachers' motivation in the education field.

As from the real circumstance of China's present improvement, this study provides a critical review of the factors of HRM practices affecting teachers' motivation. Many interested parties can benefit from this study, particularly to reinforce the appraisal of the nature of teachers, and adequately improved the nature of teachers. Some of the dimensions of the HRM practices, if found as the significant contributors, can be referred to as the factors that affecting the motivation of the teachers and can be used in designing the practices and eventually enhance the motivation levels of the teachers in China.

- (a) The performance appraisal dimension that is represented by several factors can be used as the reference to stimulate and enhance the motivation of teachers.
- (b) The training dimension that has been cited as crucial in the employee career development could also be applied within the context of teacher career development on top of the initial teaching training practices prior to the appointment as a teacher.
- (c) The recruitment dimension needs to be reviewed as teacher career is one of the important careers, particularly in developing the human resource of the nation.
- (d) The reward dimensions can be rearranged in terms of the importance or priority for teachers as a factor that affecting the teachers' motivation. This creates a positive environment for teachers as well as avoiding the negative situation such as burn-out and laziness.

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