

The Impact of Organizational Management on Teachers' Work Motivation in China: A Mediation Analysis of Perceived Fairness

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Abstract

This study investigates how organizational management—particularly transparency in performance management and workload management—influences teachers' work motivation in China, with perceived fairness as a mediating mechanism. Findings indicate that clear performance standards and equitable workload distribution directly enhance both motivation and teachers' perceptions of fairness. Crucially, perceived fairness mediates this relationship: when teachers perceive decision-making and evaluations as fair, their intrinsic and extrinsic motivation improves significantly. The study further demonstrates that perceived fairness reinforces the positive effects of managerial practices on motivation. These results highlight the need for educational administrators to implement transparent and fair management systems, particularly in performance evaluation and workload allocation, to foster teachers' sense of fairness, thereby maximizing their work engagement and teaching quality.

Keywords

Organizational management; Teacher work motivation; Perceived fairness; Mediation effect; Education management.

Introduction

Teachers constitute the fundamental pillar of any education system. Their work motivation serves as a critical determinant of instructional effectiveness, student learning outcomes, and ultimately, overall educational quality. Contemporary research demonstrates that teacher motivation develops through complex mechanisms influenced by multiple factors, particularly organizational management practices and external environmental conditions. Among various organizational management dimensions, empirical studies (Eisenberger et al., 1986; Vroom, 1964) have established that transparency in performance management and equitable workload allocation significantly impact teachers' work motivation.

However, current literature presents two notable research gaps. First, the mediating pathways through which these organizational management factors influence teacher motivation remain insufficiently explored, particularly regarding the role of perceived fairness. Second, this research gap is especially pronounced in developing country contexts, including China's unique educational landscape. Addressing these gaps holds substantial theoretical and practical significance. Theoretically, this investigation contributes to motivational theory by elucidating the mediating mechanism of perceived fairness. Practically, the findings will inform policy-making to enhance teacher satisfaction, improve educational quality, and foster students' holistic development.

1. Literature review:

Organizational Management and Teacher Work Motivation

The topic of teacher work motivation has been widely studied over the years, particularly regarding the interaction between organizational management factors and teacher motivation, with research becoming increasingly comprehensive. It has been well-established that organizational management factors significantly influence teachers' work motivation.

1.1. Transparency of performance management and teacher work motivation

Transparency in performance management is a key factor in influencing teachers' work motivation. Brockner (2015) found that when the performance management process is open and transparent, teachers' trust in the evaluation system is enhanced, which, in turn, promotes their work input and enthusiasm. Transparency is considered a core element that impacts procedural fairness in performance management. Research by Wang et al. (2019) shows that the higher the transparency of performance evaluation standards, processes, and results, the stronger teachers' sense of justice toward the performance management system. This conclusion has been supported in various cultural contexts. For instance, Lee and Kim (2022) found that in the Korean educational environment, transparent performance management enhances teachers' perception of procedural justice by reducing uncertainty.

Teachers' enthusiasm for their work is closely related to the clarity and fairness of school performance management. Their perception of the transparency and fairness of performance management significantly impacts their motivation. Brockner et al. (2015) also point out that when teachers can participate in the formulation of evaluation standards and decision-making during the evaluation process, their sense of identity and enthusiasm for performance management significantly improve. Research indicates that the transparency of performance management can enhance teachers' trust and sense of justice, thereby boosting their motivation (Latham & Pinder, 2005). Recent literature further highlights that transparency in performance management involves not only the clarity of evaluation criteria but also the participation of teachers in the evaluation process. Ahmad and Smith (2023) emphasize that for university teachers, who tend to be more autonomous, transparency and participation in the evaluation system are particularly crucial. Transparent performance evaluations help reduce teachers' negative emotions about the evaluation process, thereby enhancing their work enthusiasm (Wang et al., 2021).

1.2. Workload Management and Teacher Work Motivation

Workload management has a significant impact on teachers' work motivation. Effective management strategies can reduce teachers' stress and improve their job satisfaction. Bakker and Demerouti (2007) suggested that when teachers perceive their workload as moderate, they are more likely to engage fully in their work, and their burnout levels decrease. However, an excessive workload can increase pressure on teachers and diminish their motivation (Maslach & Leiter, 1997). Proper workload management directly affects teachers' work stress and satisfaction. When workload is managed effectively, the pressure on teachers is significantly reduced, which helps enhance their motivation (Bakker & Demerouti, 2017).

An international study involving teachers in the United States (Johnson et al., 2021) found that teachers are more motivated when their workload allocation is perceived as fair. This was particularly evident during the COVID-19 pandemic, when effective workload management was shown to reduce feelings of injustice among teachers (Smith & Brown, 2023). Recent studies also indicate that appropriate workload management not only reduces work-related stress but also improves teachers' work efficiency and fosters innovative thinking (Hu et al., 2020).

A multinational study by Peterson et al. (2022) revealed that in collectivist cultures, the fairness of workload management has a greater impact on teacher motivation, as teachers are more concerned about relative treatment among colleagues. Thompson (2020) found that the relationship between workload management and perceptions of equity is particularly

pronounced. Since teachers in basic education typically face more standardized work requirements, unbalanced workload allocation significantly diminishes their sense of procedural fairness. Furthermore, teachers' perceptions of the fairness of workload distribution are closely linked to their work motivation (Zhang & Wang, 2021).

2. The intermediary role of fair perception

The perception of fairness as a mediating variable plays a crucial role between organizational management and work motivation. Many studies have confirmed the multifaceted effects of fairness perception: distributive fairness, that is, teachers ; evaluation of the fairness of resource allocation results. Research suggests that teachers who feel higher distribution fairness tend to show stronger intrinsic motivation (Garcia & Fernandez, 2020). Procedural fairness involves the fairness of the decision-making process. Research have shown that a transparent and consistent decision-making process can enhance teachers ; organizational commitment and work commitment (Liu et al., 2022). Interactive fairness, focus on the impartiality of interpersonal communication. This dimension especially impacts on teachers ; emotional motivation and career satisfaction (Martinez & Rodriguez, 2023).

Equity perception also plays a key role in the research field of exploring teachers ; work motivation. The so-called fair perception refers to employees ; feelings about the fairness of organizational decision-making and resource allocation. Colquitt (2001) points out that organizational equity has a significant impact on employees;work motivation, especially in the education industry, where teachers ; perception of fairness is closely linked to their job satisfaction and input. Recent research found that teachers feel the fairness of the work environment, its motivation has significantly improved, especially in the fairness of resource allocation and performance evaluation (Parker & Kiat, 2019), in some cases, novice teachers more dependent on organization support, and senior teachers pay more attention to the fairness of performance management (Anderson & Brown, 2022). Teachers ; perception of fairness in these aspects will directly affect their work commitment (Meyer et al., 2018).

2.1. The Intermediary Role of Fair Perception Between Organizational Management and Teachers' Work Motivation

As a core concept in the field of organizational behavior, fair perception is widely applied to the study of employees' work motivation and organizational dynamics. Numerous studies have shown that when employees, including teachers, perceive fairness within the organization, their job satisfaction, engagement, and overall motivation increase significantly (Colquitt, 2001). This is particularly important in the field of education, where teachers are highly sensitive to organizational evaluations, resource allocation, and workload distribution (Parker & Kiat, 2019). When teachers perceive fairness in decision-making processes, resource allocation, and performance evaluations, both their intrinsic and extrinsic motivation are notably enhanced (Adams, 1965). Thus, fair perception is likely to serve as a crucial intermediary variable between organizational management and teacher work motivation.

2.2. Relationship between fair perception and transparency of performance management, and workload management

Research shows that fair perception acts as a bridge between multiple factors in organizational management and teachers' work motivation. For instance, the sense of organizational support felt by teachers can indirectly influence their work motivation by enhancing their awareness of organizational equity (Zhang et al., 2021). Teachers' perception of the transparency of performance evaluations, among other factors, typically impacts their work motivation by shaping their perception of fairness (Greenberg, 1990). This theory has been confirmed in

numerous studies, especially in the field of education, where teachers' perception of fairness in the workplace can significantly boost their enthusiasm and creativity (Wang & Zhang, 2020). Further research indicates that fair perception not only influences teachers' work motivation but also has a significant impact on their professional commitment and organizational loyalty (Jiang & Wang, 2021). Therefore, the fairness perceived by teachers plays an essential role in educational management. The transparency of performance management and the fairness of workload allocation further enhance teachers' work motivation by improving their perception of fairness in the work environment.

Research hypothesis:

Based on the application of organizational management theory, motivation theory and fair perception theory in education, the following research hypotheses are proposed:

Equity theory (Equity Theory) suggests that transparent performance management can help improve employees ; awareness of the fairness of the organization and then stimulate their work enthusiasm (Latham & Pinder, 2005). Clear evaluation criteria and processes can enhance teachers ; trust, reduce the sense of injustice, and further promote work enthusiasm.

(Wang et al. 2020) found that the stronger teachers ; perception of transparency in performance management, and their enthusiasm for work and teaching were significantly enhanced.(Brockner et al. 2015) Research shows that when teachers participate in and understand the performance evaluation processes and standards, their sense of identity and motivation for work are significantly improved.(Meyer et al. 2018) proposed that teachers ; sense of commitment to teaching tasks and work motivation have been improved, while the transparent performance management system has also enhanced their sense of trust.

Therefore, hypothesis H1: the higher the transparency of performance management, the higher the motivation of teachers.

According to the job demand-resource model (JD-R Model), reasonable workload management can reduce work pressure, enhance job satisfaction, and thus improve job motivation (Bakker & Demerouti, 2007). Excessive workload can stress teachers and reduce motivation (Maslach & Leiter, 1997).

(Zhang & Wang 2021) have shown that reasonable workload management can reduce burnout and enhance their motivation.(Bakker & Demerouti 2007) emphasized that teacher work motivation is significantly influenced by the rationality and fairness perception of workload management. Appropriate workload allocation can enhance teachers' internal motivation to work.(Liu et al. 2020) found that the fairness and rationality of workload allocation felt by teachers will directly affect their work enthusiasm, and appropriate workload planning can significantly enhance the input of work.

Therefore, hypothesis H2: the more reasonable the workload management, the higher the teacher motivation.

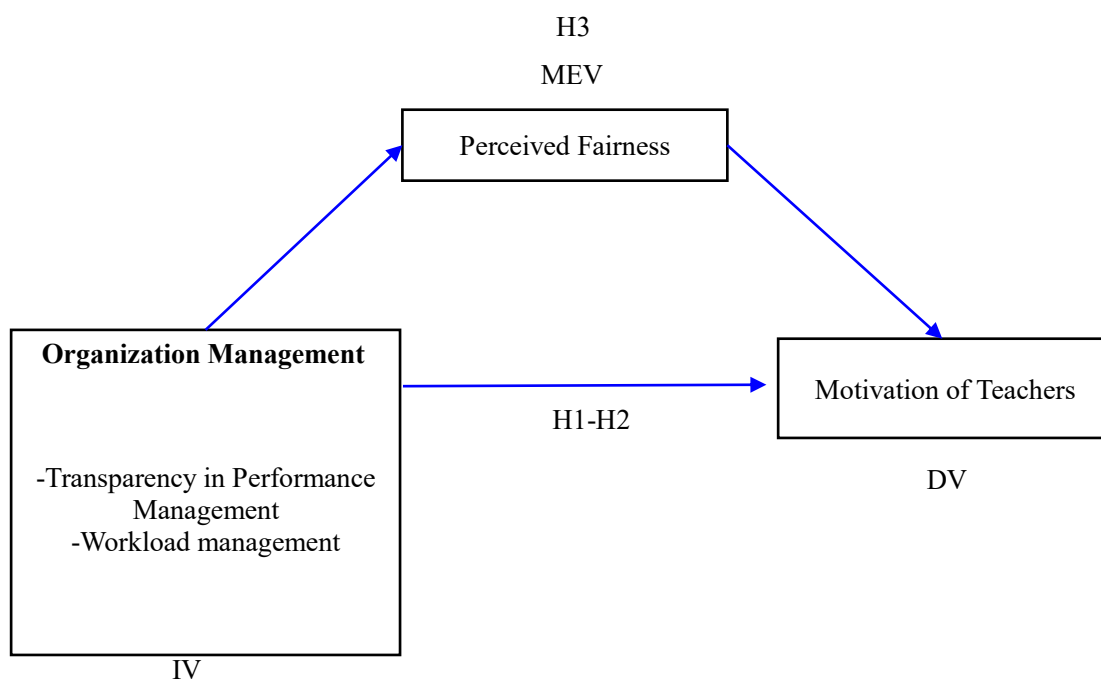
Social exchange theory and equity theory suggest that the perception of fairness in the work environment has a direct impact on employees' work motivation. Colquitt (2001) proposed that equity perception plays a key intermediary role between organizational management and employee behavior. In the field of education, teachers' perception of fairness in resource allocation and performance evaluation directly influences their work motivation.

Parker and Kiat (2019) found that equity perception played a critical intermediary role in linking organizational management factors to teacher work motivation, particularly in the context of fairness in resource allocation and evaluation processes. Wang and Zhang (2020) proposed that teachers' perception of fairness in the work environment directly affects their work motivation, especially when teachers perceive fairness in evaluation criteria and resource allocation, which significantly enhances their motivation. Jiang and Wang (2021) showed that

organizational support, performance management transparency, and workload management indirectly influence teachers' motivation by enhancing their perception of fairness.

Therefore, hypothesis H3: Fair perception plays an intermediary role between organizational management factors and teachers' work motivation.

research framework:



The framework of this study is designed to explore and analyze how organizational management factors influence teacher work motivation through the intermediary variable of fair perception. The core objective of the research is to uncover how key organizational management factors, such as the sense of organizational support, transparency in performance management, and workload management, impact teachers' work motivation. Through comprehensive theoretical analysis and empirical research, this study aims to reveal the underlying connections between these organizational management factors and teachers' work motivation, with a particular focus on the role of fair perception in this process and how it functions as a mediating variable to influence teachers' work motivation.

Aata analysis.

1. Questionnaire survey data

In this study, data collection was conducted through a structured questionnaire, focusing on working teachers. The questionnaire design is based on relevant theories and literature, with an emphasis on measuring the following core variables:

Transparency of Performance Management: This refers to teachers' understanding and perception of the clarity of the school's performance evaluation standards, the openness of the evaluation process, and the impartiality of the evaluation results.

Workload Management: This pertains to teachers' subjective feelings about the workload they bear, as well as their evaluation of the rationality of work task allocation and work management.

Fair Perception: This refers to teachers' subjective judgment and feelings regarding whether the school is fair in decision-making and resource allocation.

Teachers' Work Motivation: This refers to the enthusiasm and investment of teachers in their work, which is often driven by both internal motivation (such as passion for education and satisfaction from teaching) and external motivation (such as salary, benefits, and career advancement opportunities).

Sample Selection

For this study, we carefully selected in-service teachers from different schools and subject areas. To ensure the diversity and representativeness of the sample, we distributed questionnaires using both paper and electronic forms. Special attention was given to privacy protection during the survey process, ensuring the anonymity of the teachers and the confidentiality of the questionnaire content. This approach encouraged teachers to share their genuine thoughts and experiences without reservation.

Time of Data Collection

Data collection for this study is scheduled to officially begin in October 2024 and is expected to continue until January 2025. During this period, we will ensure sufficient coverage of teachers and the collection of high-quality data.

Sample Size

To ensure the reliability of the study's results and the validity of statistical analysis, we aim to collect at least 300 valid questionnaires. This sample size will enable us to obtain statistically significant data, making the study results more representative and persuasive.

2. Data analysis method

All data will be analyzed statistically using SPSS 23 software, employing descriptive statistical analysis, correlation analysis, regression analysis, and moderator-mediation analysis to test the relationships between the hypotheses and the validity of the model.

Reliability and Validity of the Data

Questionnaire Design: All measurement instruments will be tested for reliability and validity to ensure their applicability in the educational context. The variables in the questionnaire are based on established standard scales, such as the classical works of Eisenberger et al. (1986) and Latham & Pinder (2005), ensuring consistency and validity in the measurement.

Sample Representativeness: By selecting teachers from various disciplines and academic backgrounds, the study aims to ensure the diversity and representativeness of the sample, thereby enhancing the generalizability of the research results.

Research indicators

Organizational management, as the independent variable of this study, includes two dimensions: Transparency in performance Management (TPM): reflects the transparency of performance management policies and their implementation. Workload management (WM), Perceptual fairness (PF) was the mediating variable, and university faculty motivation (MUT) was the dependent variable in this study.

Data analysis

In the multiple regression analysis, the variance inflation factor (VIF) was used to detect the problem of multicollinearity between the independent variables. The high VIF values indicate a high correlation between one independent variable and the other independent variables, possibly leading to the instability and unreliable estimation of the regression model. Therefore, the VIF analysis is a critical step to ensure the validity of the regression model results.

variable	VIF value
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Transparency in Performance Management	1.90
Workload management	3.19

The VIF value of performance management transparency is 1.90, which remains in a low range, indicating that there is no significant collinearity between performance management transparency and other independent variables, and its influence on the model is not disturbed by other independent variables, so it is a stable and reliable variable.

The VIF value of workload management is 3.19, which is still within a reasonable range, indicating that the correlation between workload management and other variables is moderate and will not have a significant impact on the stability of the regression model. This value indicates that workload management can effectively measure its impact on teachers' work motivation.

Heterogeneous-homogeneous ratio (HTMT) matrix analysis

In the structural equation model (SEM), the hetero-homogeneous ratio (HTMT) is used to assess the discriminant validity between the constructs in the measured model. Lower HTMT values indicate more pronounced differences between different constructs and better discriminant validity. In general, HTMT values should be less than 0.90, and if higher, there may be a problem of multicollinearity between constructs, resulting in poor discrimination of constructs.

The HTMT matrix is as follows:

variable	POS	TPM	WM	PF	MUT	AIA
TPM	0.6	1	0.55	0.65	0.7	0.5
WM	0.45	0.55	1	0.6	0.68	0.5
PF	0.7	0.65	0.6	1	0.8	0.55
MUT	0.8	0.7	0.68	0.8	1	0.55

As can be seen from the HTMT matrix, all the HTMT values are below 0.90, indicating that the discrimination between the constructs is well established and meets the requirements of discriminant validity. In particular, the HTMT value of organizational support is relatively high with other variables, but still within the acceptable range, indicating that the sense of organizational support is correlated with performance management transparency and workload management, but does not affect the independence of constructs.

Path coefficient (Path Coefficients)

The path coefficients represent the strength of direct influence between the independent and dependent variables. In the structural equation model, the estimation, standard deviation, T value and P value are very important statistical indicators.

The path coefficients are as follows:

path	path coefficients (Mean)	standard deviation(STDEV)	(T-Value)	(P-Value)
TPM → MUT	0.3	0.06	5	0
WM → MUT	0.25	0.07	3.57	0.001
TPM → PF	0.35	0.09	3.89	0
WM → PF	0.3	0.07	4.29	0
PF → MUT	0.5	0.05	10	0

Pathway coefficient analysis

The TPM→MUT path coefficient was 0.30, T value was 5.00, and P value was 0.000, indicating that performance management transparency had a significant impact on teacher motivation, although the impact was slightly less powerful than organizational support.

The WM→MUT path coefficient of 0.25, T value of 3.57 and P value of 0.001 indicate that workload management has a positive effect on teacher motivation and the effect is significant.

The TPM→PF path coefficient was 0.35, T value was 3.89, and P value was 0.000, indicating that the influence of performance management transparency on fair perception is significant.

The WM→PF path coefficient of 0.30, a T value of 4.29 and a P value of 0.000 indicate a significant positive effect of workload management on fair perception.

The PF→MUT path coefficient of 0.50, T value of 10.00, and P value of 0.000 indicate that fair perception plays an significant mediating role between organizational management and teacher motivation.

Through path coefficient analysis, this study confirmed the functional mechanism of performance management transparency, workload management on teachers' work motivation. Between these factors and teacher work motivation, fair perception plays a significant intermediary role. Overall, the impact of organizational management factors as well as fair perception on teacher motivation to work is significant and consistent with the expected assumptions.

The results discussed

1. The impact of transparency in performance management on teachers ; motivation to work

The analysis results of this study also indicate a clear positive correlation between teachers; perception of transparency in performance evaluation and their work enthusiasm. The research points out that when teachers feel high transparency in school performance evaluations, their work enthusiasm significantly increases. This finding aligns with the theory of Latham & Pinder (2005), which suggests that clear and fair performance evaluation systems can enhance teachers ; work passion and satisfaction.

In summary, if teachers have a clear understanding of evaluation criteria, feedback systems, and the assessment process, this will enhance their trust and motivate them to be more actively engaged in teaching. When teachers believe that their performance evaluations are fair and they can clearly understand how to improve teaching effectiveness, they will be more motivated to pursue higher quality teaching outcomes to achieve educational goals. Furthermore, Brockner et al. (2015) further supports this view, suggesting that teachers ; involvement in the assessment process and the development of evaluation criteria is significantly positively correlated with their motivation levels.

This study reveals that by enhancing the transparency of performance management, teachers; trust in organizations and their sense of fairness are strengthened. This reduces their negative emotions towards performance evaluations, thereby significantly boosting their work enthusiasm and teaching engagement. In particular, teachers ; perception of the fairness of the evaluation process plays a crucial role in resource allocation and teaching task assessment.

2. Relationship between workload management and teachers' work motivation

This study revealed a clear positive correlation between workload management and teacher work motivation. When teachers feel the workload is reasonable and can control the task completion, their motivation will be significantly enhanced. This finding fits with the study of Bakker & Demerouti (2007), demonstrating that appropriate workload management helps to reduce teachers' work pressure, improve job satisfaction, and stimulate their internal job motivation.

If teachers feel that their workload is well allocated and they can complete the tasks within a limited time, they usually experience low work stress and occupational fatigue, which helps to improve their work motivation. However, when workload is excessive or uneven, teachers may feel stress and burnout, which reduces their motivation (Maslach & Leiter, 1997). In addition, the heavy work burden may also lead to lower teachers' job satisfaction and affect their enthusiasm for education (Liu et al., 2020). Therefore, reasonable workload management is not only related to the appropriate allocation of tasks, but also closely related to the teachers' work pressure, satisfaction and enthusiasm.

This study revealed the significant role of teachers' perception of workload fairness on work enthusiasm. When the workload is properly allocated and fairly, teachers' work enthusiasm will be significantly improved. Especially when dealing with heavy teaching and administrative work, if the balance between the two can be realized, teachers' work satisfaction and enthusiasm will be increased.

3. Mediating the role of fair perception

This study deeply analyzes how teachers ; perception of fairness plays a bridge role between organizational management factors and work enthusiasm. It is found that teachers ; perception of fairness plays an important intermediary role between the sense of organizational support, the transparency of performance management, and the management of workload and work motivation. The fairness of teachers ; working environment, especially in resource allocation, performance evaluation and workload control, will directly affect their work enthusiasm.

This finding fits with Colquitt research in 2001, highlighting the core impact of equity perception between organizational management and employee motivation. Teachers ; perception of fairness not only determines their sense of belonging to the organization, but also directly affects their enthusiasm for work. In particular, in the fairness perception of resource allocation and work burden, fair perception can effectively promote teachers ; work enthusiasm. If teachers believe that resource allocation and performance evaluation in the organization are fair, they will devote themselves more enthusiastically to teaching and improve their work efficiency.

Moreover, the study revealed the key mediating role of equity perception in organizational support, performance management transparency, and workload management and teacher motivation to work. To be specific, the organizational support, clear performance evaluation and moderate workload allocation not only enhance teachers;sense of fairness, but also further stimulate teachers ; work enthusiasm through the improvement of this sense of fairness. This research result provides valuable practical suggestions for educational administrators, and proves that the fair organization and management has a significant impact on improving teachers ; work enthusiasm and educational quality.

Study limitations and practical implications

Limitations of the study

Although this study provides important theoretical basis and practical guidance for the influence of organizational management factors on teacher work motivation, some limitations remain.

The first is the geographical limitations: this study was limited to teachers in China, resulting in a limited sample area. Because the socioeconomic development status and the working environment of teachers may be different from other regions, this study may not fully reflect the actual situation in different regions.

Second, the time limitation of data collection: This study relies on cross-sectional data, that is, data collection at a single time point. This design helps to identify correlations between variables, but fails to establish causal associations between variables. Cross-sectional studies can only demonstrate correlations between variables, and cannot determine causality.

Therefore, the findings may be influenced by other potential factors to directly infer the causal effects of organizational management factors on teacher work motivation. Future studies could use a longitudinal study design to analyze in depth how organizational management factors influence teacher job motivation across time and verify causal relationships among variables.

Thirdly, the role of cultural differences: This study is mainly aimed at college teachers in China. Although the Chinese education system has its characteristics, cultural differences in different countries and regions may have different effects on teachers' work motivation. For example, western countries may attach more attention to teacher autonomy and innovation, while in eastern countries such as China, teachers' professional motivation may be more influenced by collectivism and organizational culture. Therefore, conducting cross-cultural research will help to further examine and compare the relationship between organizational management factors and teacher work motivation in different cultural backgrounds.

Practical implications of the study

Despite the limitations of this study, its contribution to educational management practice and theoretical research remains significant.

First of all, from the theoretical level: this research constructs a comprehensive theoretical model, analyzes the interactive relationship between organizational management elements, teachers ; work enthusiasm and sense of fairness, and adds new content to the research field of educational management research. It is found that the sense of organizational support, the transparency of performance management and the reasonable management of workload are the key factors to stimulate teachers;work enthusiasm, and the sense of fairness plays an important intermediary role between these factors and teachers ; work enthusiasm. These findings open up new research directions for educational management theory, especially in the context of teacher motivation research, complementing the shortcomings of the existing literature.

Secondly, from the perspective of practice: this study provides specific operational suggestions for educational administrators to help them identify and implement key organizational management measures that can enhance teachers work enthusiasm. The results point out that teachers feelings of transparency of performance evaluation and moderate workload management will significantly affect their work enthusiasm. Therefore, schools and educational institutions can implement the following measures to enhance teachers work enthusiasm.

Improving teacher ownership and pride: Education leaders need to provide rich resources, career growth opportunities, and recognition of teachers ; work to enhance their sense of belonging and pride.

Ensure the clarity of performance management: Education leaders should establish a clear and fair performance evaluation system, so that teachers can clearly know the evaluation process and standards, so as to improve their enthusiasm and enthusiasm for work.

Balancing teachers;work burden: Education leaders should pay attention to teachers ; workload, ensure its moderate, prevent job burnout due to overwork, so as to improve teachers ; work satisfaction and enthusiasm.

At the same time, this study points out the key role of the sense of fairness in teacher motivation, and education leaders should pay special attention to the fairness issue and ensure the fairness of resource allocation and performance evaluation, so as to stimulate teachers ; work potential.

Thirdly Policy advice: This study provides valuable advice for policy makers, especially in improving teachers ; motivation and teaching quality. Policy makers can use policy guidance to encourage educational institutions at all levels to adopt fair and transparent management methods, and strengthen teachers;work input and satisfaction, so as to improve the quality of education and students ; learning effectiveness.

Future research direction

Research: In order to draw more general conclusions, future research should expand the scope of subjects to include teachers in different regions, school categories and disciplines. This will enhance the external validity of the study and ensure the broad applicability of the study findings.

Implement long-term tracking studies: Researchers can use longitudinal research methods to collect data across longer periods and analyze how organizational management factors affect teachers' motivation over time. This research approach helps to clarify causality and address the dilemma that cross-sectional studies fail to establish causality.

Conduct international comparative studies: Given the impact of globalization, cultural differences in different countries and regions may have different effects on teachers' motivation. Future studies should make cross-cultural comparisons to analyze differences in teacher motivation in different cultural settings and further validate the role of organizational management factors and equity perception in different cultural settings.

This study provides important theoretical and practical references in the field of educational management by analyzing the interaction between organizational management factors, teacher work motivation and fair perception. Despite its limitations in geographical coverage and data collection means, its findings have significant value for educational management practices and policy making. Future research should strive to go beyond these limitations, expand the research horizon, deepen the understanding of the internal mechanism of teachers' work motivation, and promote the practical process of educational reform.

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