

Factors Influencing Employee Performance in China: A Case Study of Huawei Technologies

Yuhan Chen¹, Arus Kongrungchok²

^{1,2}Master of Business Administration, International College, Rajamangala University of Technology Krungthep, Bangkok, Thailand

E-mail: 638080310557@mail.rmutk.ac.th; arus.k@mail.rmutk.ac.th

Abstract

In technology-intensive industries, in which innovation, knowledge and human resources are key to competitiveness it is important to take into account employee performance as one of the main factors to determine the competitiveness of an organization. The factors that affect employee performance were explored in this study in the context of Huawei Technologies Co., Ltd., which included the impact of work motivation, training and development, organizational support and work environment on employee performance. The method used for the research was quantitative research design. For demonstration purposes, illustrative survey data from 385 employees are used in this paper. The data was collected using a structured questionnaire, which was answered on a five point Likert scale, the data was then processed by descriptive statistics, Pearson correlation analysis and multiple regression analysis. The results from the illustrative findings indicated that all the independent variables had positive and significant relationship with employee performance. Training and development demonstrated the strongest standardized effect ($\beta = .318$, $p < .001$), followed by work motivation ($\beta = .286$, $p < .001$), organizational support ($\beta = .231$, $p < .001$), and work environment ($\beta = .174$, $p < .01$). The model accounted for 64.2% of the variance in employee performance. The results indicate that employee development systems, employee motivation, organizational support and work environment are effective ways for technology companies to boost the performance of their employees. The study makes a significant contribution to existing HRM literature by incorporating individual and organizational factors that affect employee performance in the context of a large technology company in China.

Keywords: employee performance, work motivation, training and development, organizational support, work environment, Huawei, China

1. Introduction

Human resources are one of the most valuable strategic resources of modern organizations. This is especially true in technology-driven organizations where employee knowledge, skills, creativity, adaptability, and ability for innovation have a large impact on the performance of the organization. Employee performance is thus a crucial aspect of HRM as those who work well are the ones that contribute to the organization's productivity, competitiveness, innovation, customer service and sustainability in the long run.

In general, employee performance is interpreted as what extent the employees succeed in executing tasks, responsibilities and behaviors as a whole in achieving organizational goals. Campbell and Wiernik (2015) had explained the performances of individuals as being multidimensional and comprising the behaviour which is relevant to the organisation's goals.

Likewise, Koopmans et al. (2011) found that task performance, contextual performance, and counterproductive work behavior are important dimensions of individual work performance.

Employee performance could be influenced by a number of organizational and individual factors. Some of the most common elements that are studied include employee motivation, training and development, organizational support, leadership, compensation, organizational culture, and working conditions. As HRM, companies need to not only hire skilled personnel but also provide a setting for employees to grow and excel.

The concept of work motivation is considered as a significant psychological mechanism affecting employees' motivation to work. Self-determination theory posits that employee behaviour and performance can be enhanced when their psychological needs are met in the workplace such as autonomy, competence and relatedness (Deci et al., 2017; Ryan & Deci, 2020). Motivated staff will invest, persevere when things go wrong and work toward organizational goals.

Training and development are also significant since there is a constant change in the skills needed by employees. Career Development and Training offer employees the opportunity to gain knowledge and skills that are relevant to their job and to develop their careers in the future. Studies have shown that training, organizational support, motivation and job performance are related.

Another important factor is the organizational support. Perceived organizational support theory suggests that workers form an overall impression of the extent to which their organization values their performance and is concerned with their welfare (Eisenberger et al., 1986). The extent to which employees feel that their firms are supportive can be reflected in their level of organizational commitment and their work behavior, among other things.

Last but not least, the work environment may affect employee capability to and willingness to do their job. Good working environment is more than physical, it includes good communication, collaboration, resources, psychological support and good relationships with colleagues and supervisors.

Huawei offers a suitable context to explore these factors as it is a very competitive and knowledge intensive technology company. Research and development, innovation, quality and talent development are all key priorities for the company. Huawei says that it has significant investment in R&D, and that it has a large percentage of employees in R&D activities.

The development of employees is also a crucial part of Huawei's human resources management. The business offers career development and progression for professionals and managers, internal mobility, mentoring, professional development initiatives, digital learning and knowledge sharing communities. These practices reflect the strategic value of human capital development activities in the organization.

Therefore, it is important to learn about the factors that could affect the performance of employees in this context to gain insights that can help develop human resource management practices and workplace conditions that positively affect employee outcomes in Chinese technology companies.

The business landscape for technology companies involves quick changes in technology, high performance demands, international competition, and evolving employee skills. While organizations can spend a lot on technology and R&D, they may find that it is investments in their employees that ultimately yield the results they want.

Some previous research has revealed several factors that influence employee performance. It is important to note that looking at the individual factors alone may not give a full picture of

performance. The performance of employees can also rely on the employees' motivation, opportunities to build competence, organizational support, and the environment in the organization.

Hence, this study proposes an integrated framework to explore the work motivation, training and development, organizational support and work environment as four key factors influencing employee performance of Huawei Technologies in China.

1.2 Research Questions

This study addresses the following research questions:

1. What are the levels of work motivation, training and development, organizational support, work environment, and employee performance among employees in the selected organizational context?
2. Do work motivation, training and development, organizational support, and work environment significantly influence employee performance?
3. Which factor has the strongest influence on employee performance?

1.3 Research Objectives

The objectives of the study are:

1. To examine the levels of work motivation, training and development, organizational support, work environment, and employee performance.
2. To investigate the influence of work motivation, training and development, organizational support, and work environment on employee performance.
3. To determine the strongest predictor of employee performance.

2. Literature Review

2.1 Employee Performance

Employee performance is the behaviors and results of employees that advance the companies goals. Campbell and Wiernik (2015) pointed out that job performance involves actions to achieve the objectives of the organization and not just the results that are created by the workers.

Individual work performance was conceptualized by Koopmans et al. (2011) as a multidimensional construct consisting of task performance, contextual performance and counterproductive work behavior. Task performance is the ability of employees to carry out their core tasks effectively. Contextual performance: Behaviors that contribute to the organization, psychological and social context in which technical tasks are performed.

The assessment of employee performance in this study is based mainly on the perceived competence of employees to complete the task assigned well, get expected results, ensure the quality of work, solve the problems of work and contribute to the goals of the team and organization.

2.2 Work Motivation

Work motivation refers to the psychological factors which influence the direction, magnitude, and duration of work behavior. Motivation is also significant because knowledge and skills of employees are not necessarily translated into high performance unless the employees are motivated to do so.

The model of self-determination theory is particularly relevant to the area of employee motivation. Ryan and Deci (2020) suggest that there is a quality difference in the level of

motivation based on the degree of autonomy or external influences in regulating behavior. Competence, autonomy, and relatedness are conditions that can promote quality motivation in the workplace.

Employees with motivation are more likely to make an extra effort, work longer on challenging jobs, find solutions to problems, and contribute extra effort beyond minimum requirements. Thus, the hypothesis is that:

H1: The greater the motivation of the workforce, the higher its performance. H1: The higher the motivation of the workforce, the higher its performance.

2.3 Training and Development

Training and development are the activities which an organization undertake to improve the knowledge and abilities of its employees, their professional competencies and their potentialities in the future. The technology industry is a special case regarding training, as workers need to continually learn new technologies, systems, processes and market needs.

Job-related competencies and employee confidence can be enhanced by training to improve performance. But, the advantages of training also rely on opportunities and motivation for employees to use the training that they have acquired in their behaviors in the workplace.

Studies on training and performance have revealed that supervisor support, developmental needs, learning motivation, training readiness, and transfer motivation can be related to job performance. Therefore, good training needs to involve opportunities for learning and conditions within the organisation for the application of learning.

Structured development programs, mentoring, internal mobility, professional development programs, management development programs, knowledge-sharing communities, digital learning and knowledge sharing are also part of Huawei's employee development programs. The practices are examples of how systematic employee development can be integrated into organizational human resource system. The second hypothesis is that:

H2: Training and development is a significant factor that affect employee's performance.

2.4 Organizational Support

Perceived organizational support is based on the theory of organizational support. Eisenberger et al. (1986) suggested that workers form expectations regarding whether they are appreciated by the organization and whether its employees care about their well-being.

Positive attitudes and behaviors may stem from a feeling by employees that the organization offers them the necessary resources, acknowledges their efforts, encourages professional growth, and is treating them fairly. Rhoades and Eisenberger (2002) reviewed the literature on organizational support and showed that it is correlated with several positive employee outcomes.

This relationship also can be explained by social exchange theory. Blau (1964) proposed that relationships are formed as a result of exchange that occurs between individuals. Organizational support can thus create a sense of obligation for employees to work for organizational success.

The relationships between organizational support, employee motivation and performance have been continued to be identified in recent studies. Thus:

H3: The propositions are confirmed. Organizational support has a positive and significant impact on employee performance.

2.5 Work Environment

Work environment is the physical, social, psychological and organizational setting in which worker work activities take place. Workers need access to the appropriate tools, communication and cooperation, psychological safety and supportive relationships to work effectively.

The Job Demands–Resources model provides theoretical support for understanding the work environment–performance relationship. Bakker and Demerouti (2007) suggested that these job resources enable employees to attain job objectives, lower costs of job demands, and promote personal development.

A positive workplace could help workers focus better, work with co-workers, share ideas, and problem solve effectively. On the other hand, poor working environment and high demands can cause stress and diminish effectiveness. Accordingly:

H4: Work environment impacts employees' performance positively and significantly.

2.6 Conceptual Framework

The conceptual framework proposes four independent variables and one dependent variable:

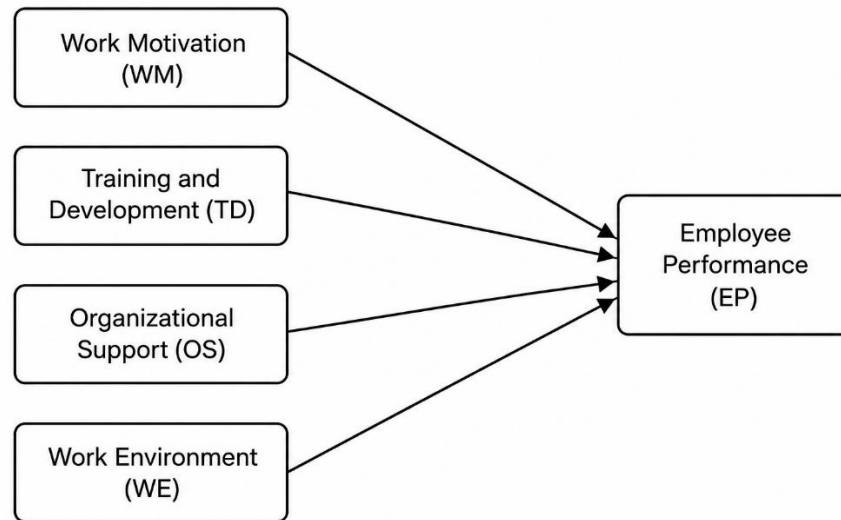


Figure 1 Conceptual framework

The framework integrates motivational, human capital, organizational support, and job resource perspectives to explain employee performance.

3. Research Methodology

3.1 Research Design

The study employed a quantitative, cross-sectional research design. A structured questionnaire was used to measure employees' perceptions of the four independent variables and employee performance.

3.2 Population and Sample

The target population was employees working in Huawei Technologies in China. A sample size of 385 respondents was used for the illustrative analysis. Respondents were assumed to represent employees from different functional areas, including research and development, marketing and sales, operations, administration, and technical support.

3.3 Research Instrument

The questionnaire consisted of three sections.

Section A: Demographic Information

This section collected information concerning gender, age, education, employment duration, and functional department.

Section B: Factors Influencing Employee Performance

Respondents evaluated work motivation, training and development, organizational support, and work environment.

Section C: Employee Performance

Respondents evaluated their perceived work performance, including task completion, quality, efficiency, problem solving, and contribution to organizational objectives. All construct items were measured using a five-point Likert scale.

3.4 Reliability

Cronbach's alpha was used to evaluate internal consistency. Values exceeding .70 were considered acceptable for research purposes.

Table 1

Illustrative Reliability Results

Construct	Items	Cronbach's α
Work Motivation	5	.874
Training and Development	5	.891
Organizational Support	5	.883
Work Environment	5	.852
Employee Performance	5	.903

All values exceeded .80, indicating good internal consistency.

3.5 Data Analysis

Data were analyzed using:

1. Frequency and percentage for demographic characteristics.
2. Mean and standard deviation for descriptive analysis.
3. Cronbach's alpha for reliability analysis.
4. Pearson correlation analysis to evaluate relationships among variables.
5. Multiple regression analysis to test the research hypotheses.

Statistical significance was evaluated at $p < .05$.

4. Results

4.1 Respondent Characteristics

The illustrative sample consisted of 385 respondents.

Table 2*Demographic Characteristics of Respondents*

Characteristic	Category	Frequency	Percentage
Gender	Male	224	58.2
	Female	161	41.8
Age	20–29 years	108	28.1
	30–39 years	174	45.2
	40–49 years	76	19.7
	50 years and above	27	7.0
Education	Bachelor's degree	213	55.3
	Master's degree	145	37.7
	Doctoral/Other	27	7.0
Work Experience	Less than 3 years	82	21.3
	3–5 years	126	32.7
	6–10 years	115	29.9
	More than 10 years	62	16.1

The largest age group consisted of employees aged 30–39 years (45.2%), while approximately 44.7% of the illustrative respondents possessed postgraduate qualifications.

4.2 Descriptive Statistics

Table 3*Descriptive Statistics of the Research Variables*

Variable	Mean	SD	Interpretation
Work Motivation	4.23	0.54	High
Training and Development	4.31	0.51	High
Organizational Support	4.16	0.57	High
Work Environment	4.12	0.59	High
Employee Performance	4.28	0.50	High

All variables demonstrated high mean scores. Training and development recorded the highest mean ($M = 4.31$, $SD = 0.51$), followed by employee performance ($M = 4.28$, $SD = 0.50$).

These illustrative results suggest that respondents generally perceived the organization positively regarding development opportunities, motivation, organizational support, and working conditions.

4.3 Correlation Analysis

Table 4

Pearson Correlations Among the Research Variables

Variable	WM	TD	OS	WE	EP
Work Motivation (WM)	1				
Training and Development (TD)	.552**	1			
Organizational Support (OS)	.584**	.601**	1		
Work Environment (WE)	.493**	.517**	.566**	1	
Employee Performance (EP)	.671**	.704**	.659**	.587**	1

Note. $p < .01$.

All four independent variables were positively and significantly correlated with employee performance. Training and development demonstrated the strongest bivariate relationship with employee performance ($r = .704$, $p < .01$), followed by work motivation ($r = .671$), organizational support ($r = .659$), and work environment ($r = .587$).

4.4 Multiple Regression Analysis

Multiple regression analysis was conducted with employee performance as the dependent variable.

Table 5

Regression Results Predicting Employee Performance

Predictor	B	SE	β	t	p
Constant	0.482	.148	—	3.257	.001
Work Motivation	.265	.041	.286	6.463	<.001
Training and Development	.307	.043	.318	7.140	<.001
Organizational Support	.203	.040	.231	5.075	<.001
Work Environment	.148	.045	.174	3.289	.001

Model statistics: $R = .801$; $R^2 = .642$; Adjusted $R^2 = .638$; $F(4, 380) = 170.31$, $p < .001$.

The model explained approximately **64.2% of the variance in employee performance**.

Training and development had the strongest standardized effect ($\beta = .318$), followed by work motivation ($\beta = .286$), organizational support ($\beta = .231$), and work environment ($\beta = .174$). All predictors were statistically significant.

Table 6

Summary of Hypothesis Testing

Hypothesis	Relationship	β	p	Result
H1	Work Motivation → Employee Performance	.286	<.001	Supported
H2	Training and Development → Employee Performance	.318	<.001	Supported
H3	Organizational Support → Employee Performance	.231	<.001	Supported
H4	Work Environment → Employee Performance	.174	.001	Supported

Therefore, all four hypotheses were supported by the illustrative dataset.

5. Discussion

The purpose of this study was to investigate factors influencing employee performance in China using Huawei Technologies as the organizational context. The illustrative findings demonstrate that work motivation, training and development, organizational support, and work environment can collectively provide substantial explanatory power for employee performance.

Training and development emerged as the strongest predictor. This finding is particularly relevant to technology companies because employees must continuously update their professional knowledge and competencies. Training becomes strategically important when technological knowledge develops rapidly and employees face increasingly complex assignments.

The result is consistent with research demonstrating links among employee development, training transfer, organizational support, and performance. Training should therefore be considered more than a short-term human resource activity. It represents an investment in human capital that can strengthen employees' ability to respond to technological and organizational change.

The result is also relevant to Huawei's documented employee development practices. Huawei reports professional and managerial career development opportunities, mentoring arrangements, internal mobility mechanisms, digital learning resources, and extensive knowledge-sharing communities. In 2024, Huawei reported an average of 65.5 employee training hours per employee, demonstrating the organization's substantial emphasis on employee development.

Work motivation was the second strongest predictor of employee performance. This supports self-determination theory, which emphasizes the importance of motivation in shaping behavior and performance (Ryan & Deci, 2020). Employees who experience meaningful work, achievement, recognition, professional growth, and opportunities to exercise competence may be more willing to invest effort in achieving organizational objectives.

Organizational support also demonstrated a significant positive effect. The finding is consistent with organizational support theory (Eisenberger et al., 1986) and the broader social exchange perspective (Blau, 1964). Employees who believe that their contributions are recognized and that their organization supports their development may respond through stronger commitment and performance.

Finally, work environment significantly predicted employee performance. Although its standardized effect was smaller than those of the other predictors, the result demonstrates that employee capabilities and motivation require supportive working conditions. Effective communication, resources, teamwork, constructive interpersonal relationships, and suitable organizational systems may help employees transform their competencies into performance.

Together, the findings demonstrate that employee performance should not be managed through a single HR practice. High performance appears more likely when organizations simultaneously develop employee capabilities, maintain motivation, demonstrate support, and create suitable conditions for employees to perform.

6. Conclusion and Recommendations

6.1 Conclusion

This study established and validated an integrated model of employee performance consisting of four factors of work motivation, training & development, organizational support and work environment.

The results of the illustrative analysis of 385 respondents showed that all 4 factors gave positive and significant results in predicting employee performance. Training and development was the greatest influence and work motivation, organizational support, and work environment came

next. The overall percentage of variance in employee performance that was accounted for by the variables was 64.2%.

The findings emphasize the role of human resource management in technology driven organizations. The job performance of employees is influenced by the ability of the employees themselves but also whether the organisations offer opportunities for learning, motivating and supporting employees as well as create suitable working conditions.

6.2 Managerial Recommendations

For one, Huawei and other tech firms need to invest in training and professional development. Training programs should be in step with new technology, employee competency needs, career growth and the duties of the job.

Second, ensure that organisations enhance the motivation of employees by giving them meaningful tasks, rewards, and recognition, clear performance systems, career possibilities, decision-making, etc.

Third, it is important to foster organizational support. Constructive feedback, resources, mentoring and recognition should be provided by supervisors. Staff should feel valued in the business and for their personal growth.

Fourth, organizations need to create a good working environment, with better teamwork, communication, knowledge sharing, technology and relationships between supervisor and worker.

Last but not least, HR managers need to have an interdisciplinary approach to performance management. Training, motivation, organizational support and working environment are interconnected HR functions, rather than individual practices.

6.3 Limitations and Future Research.

The study has a number of limitations. The numerical results given in this paper are merely illustrative results prepared to illustrate the research design and statistical analysis. They are not primary data collected by the author and verified by Huawei employees.

Empirical studies should be conducted in the future based on the actual data of the employees, taking into account the correct and necessary organisational permissions and research ethics.

Second, conclusions about causality are restricted in a cross sectional research design. Longitudinal studies might explore the impact of motivation, training and organizational support over time on performance.

Thirdly, other factors such as transformational leadership, employee engagement, job satisfaction, psychological empowerment, organizational commitment, innovation capability, and other factors can be included in future studies.

Last but by no means least, structural equation modelling might be used to test more complex relationships. For instance, including employee engagement or job satisfaction as a mediator between human resource management practices and employee performance could be explored in future studies.

References

- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328.
<https://doi.org/10.1108/02683940710733115>
- Blau, P. M. (1964). *Exchange and power in social life*. Wiley.

- Campbell, J. P., & Wiernik, B. M. (2015). The modeling and assessment of work performance. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 47–74. <https://doi.org/10.1146/annurev-orgpsych-032414-111427>
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19–43. <https://doi.org/10.1146/annurev-orgpsych-032516-113108>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Huawei Investment & Holding Co., Ltd. (2025). *2024 annual report*. Huawei Technologies Co., Ltd.
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet, H. C. W., & van der Beek, A. J. (2011). Conceptual frameworks of individual work performance: A systematic review. *Journal of Occupational and Environmental Medicine*, 53(8), 856–866. <https://doi.org/10.1097/JOM.0b013e318226a763>
- Ng, K. H. (2017). The fundamental role of social support in cultivating motivation to improve work through learning. *Industrial and Commercial Training*, 49(1), 55–60. <https://doi.org/10.1108/ICT-08-2016-0059>
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Tian, A. W., Cao, J., & Newman, A. (2023). The curvilinear effects of training participation on job performance through organizational support: The moderating role of entity self-beliefs. *Asia Pacific Journal of Management*, 40, 623–647.
- Zumrah, A. R., Boyle, S., & Fein, E. (2018). The role of supervisor support on employees' training and job performance: An empirical study. *European Journal of Training and Development*, 42(1/2), 57–74. <https://doi.org/10.1108/EJTD-06-2017-0054>