

Optimization strategy of the performance assessment of teachers in Shenyang

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Abstract: Shenyang is a region with early and rich experience in private education nationwide. Exploring the current situation and optimization strategies of teacher performance assessment in private universities in Shenyang is beneficial for providing positive reference value for the development of private higher education. Overall, the performance evaluation of teachers in private universities in Shenyang mainly faces problems such as incomplete performance evaluation standards and ineffective incentive and punishment measures for performance evaluation. Therefore, the performance evaluation of teachers in private universities in Shenyang requires the establishment of a diversified and multi-level performance evaluation standard system, as well as the provision of various incentive measures for teachers on the basis of performance evaluation to promote their continuous improvement of performance level.

Private universities are one of the important forces in China's higher education. According to the Law of the China on the Promotion of Privately run Education, which was deliberated and passed by the People's Congress of the People's Republic of China in 2002 and revised in 2019, the so-called private colleges and universities are the colleges and universities run by social groups and citizens, such as enterprises and institutions, social organizations, etc., using non-state financial education funds. Private universities, due to their flexible forms of education and diverse sources of funding, not only greatly alleviate the financial pressure on higher education in China, but also enrich the entire higher education system, providing students and parents with diverse educational choices. Compared to public universities that rely mainly on national investment as their main source of funding, private universities face more severe market competition pressure. The internal logic of its operation lies in obtaining students through continuous improvement of education quality and school brand, thereby achieving survival and development. Therefore, once private universities find it difficult to ensure the quality of education, they will directly face the problem of canceling their qualifications and being unable to develop for a long time. Under this characteristic, private universities are bound to choose a cost-effective development path to continuously improve their educational level. In this process, teachers have become the core competitive force of private universities. Because teachers are the fundamental factor in ensuring that private universities continuously improve the quality of education and expand their educational strength.

For higher education institutions, teachers often bear the dual task of teaching and research, and their performance directly affects the quality of education and research level in universities. From this perspective, carrying out scientific and effective teacher performance management has become

the lifeline of private universities. Only by establishing scientific performance management that is in line with the actual situation can private universities fully leverage the advantages and potential of their teachers' human resources, and stimulate their continuous growth and development; At the same time, only through performance management and the establishment of flexible admission and exit mechanisms can teachers who do not meet the development needs of the school be eliminated in a timely manner, and the group of excellent teachers be incentivized and expanded. In short, for private universities that take the quality of education as their lifeline, scientific and reasonable performance management has become the fundamental guarantee for the development of the school.

1. The significance of performance evaluation for teachers in private universities in Shenyang

1.1 Theoretical significance

1.1.1 Promote the establishment of a theoretical system for performance evaluation of teachers in private universities.

By exploring the influencing factors and optimization of teacher performance in private universities in Shenyang region, and clarifying the different influencing processes of various factors, it not only helps to understand the current situation of teacher performance management in private universities, but also provides a new perspective and reference for teacher performance research, and helps to enrich the theory of performance evaluation in private universities.

1.1.2 Exploring Innovation in Higher Education Governance Models

The emergence and development of private universities have broken the monopoly of traditional higher education and provided a new practical basis for the innovation of higher education governance models. By studying the performance evaluation of private universities, a more flexible and adaptable higher education governance model can be explored to meet market demands.

1.1.3 Promote the improvement of higher education quality.

The development of private universities cannot be separated from the support of high-quality education, teaching, and management level. Through performance evaluation, a comprehensive and scientific evaluation can be conducted on the education, teaching, scientific research, social services, and other aspects of private universities, providing basis and guidance for improving the quality of higher education.

1.1.4 Promote the connotative development of higher education.

To survive and develop in market competition, private universities need to continuously enhance their own connotation, strengthen the quality of education and teaching, scientific research and innovation capabilities, and social service levels.

1.1.5 Explore the construction of higher education evaluation system.

The performance evaluation of private universities needs to establish a scientific and complete evaluation system, which is of great significance for the construction of higher education evaluation systems.

1.2 Practical significance

1.2.1 Promote the development of private universities.

Private universities need to continuously improve their education and teaching quality, research and innovation capabilities, and social service level in order to survive and develop in market competition. By studying the influencing factors of performance evaluation, the shortcomings and weaknesses of private universities can be identified, and timely measures can be taken to improve and promote the development of private universities.

1.2.2 Optimize the allocation of higher education resources.

The development of private universities requires sufficient resource support, including human, material, and financial resources. By studying the influencing factors of performance evaluation, it can be found whether the resource allocation of private universities is reasonable, whether there is waste and duplication, and thus optimize the allocation of higher education resources.

1.2.3 Improve the social reputation of private universities.

The development of private universities requires social recognition and support. By studying the influencing factors of performance evaluation, we can demonstrate the education and teaching quality, scientific research and innovation capabilities, and social service level of private universities, and improve their social reputation and visibility.

1.2.4 Promote higher education reform and innovation.

The emergence and development of private universities have provided a new practical foundation for higher education reform and innovation. By studying the influencing factors of performance evaluation, we can summarize the successful experience and innovative practices of private universities, providing reference and inspiration for higher education reform and innovation.

1.2.5 Enhance the social responsibility of higher education.

Private universities, as an important component of higher education, have the mission of assuming social responsibility. By studying the influencing factors of performance evaluation, it can be found that private universities have shortcomings and shortcomings in social services, further enhancing the sense of social responsibility of higher education.

2. Variables in Performance Evaluation of Private Universities in Shenyang

2.1 Independent variables - personal and organizational factors

In terms of influencing factors on the performance of university teachers, the academic community mainly analyzes them from two aspects: firstly, analyzing different objects, such as exploring factors affecting the performance of private university teachers and factors affecting the performance of local university teachers; The second is to conduct analysis from different performance dimensions, mainly including three aspects: work performance, teaching performance, and research performance.

Wang Yan and Zhang Jian (2019)^[1] believe in their research that there is a positive correlation between organizational atmosphere, teaching environment, and student learning atmosphere and the work performance of teachers in private universities. These factors affect the development of

teacher work performance.

Chen Weiyan, Li Qiang and Wang Zhining (2014) ^[2] believed in their research that positive psychological ability, system and external resources, leadership team support, material and spiritual incentives, individual knowledge and skills, and teachers' Organizational commitment are the main factors that affect teachers' work performance. According to the degree of impact, the impact of system and external resources, positive psychological ability, leadership and team support is the most prominent.

Through these studies, it can be seen that different scholars have different judgments and analyses on the factors affecting the performance of university teachers, and have obtained different research results. It is concluded that the impact of teacher performance is a complex system. Wang Dongshan (2012) ^[3] divided the factors affecting teacher performance into two basic dimensions: individual and organizational, which is more in line with the actual situation of teachers in private universities.

2.2 Dependent Variables - Research Performance and Teaching Performance

The academic community has not yet formed a unified understanding of the dimensions of the performance of university teachers. Specifically, among university teachers, different universities have different systems for evaluating teacher performance due to differences in development levels, stages, and goals. However, in general, the performance of university teachers mainly includes two categories: research performance and teaching performance. Shen Zhonghua (2020) ^[4] believes that research performance and teaching performance basically encompass all dimensions of university teacher performance, as the social value of teachers is mainly achieved through research and teaching work.

In terms of research performance. Dr. Wang Lili (2017) believes that the scientific research performance of university teachers is not only an important condition for their salary and promotion, but also an important component and core indicator of their professional development. It mainly refers to the quantity and quality of scientific research tasks completed by teachers, input and output, as well as the sum of actual and expected benefits. In terms of evaluating scientific research performance, different scholars have different understandings. Shi Na and Zhang Maogang (2021) ^[5] believe in their research that the evaluation of scientific research performance needs to be analyzed from five indicators: research funding, research efficiency, learning and growth, social evaluation, and actual economic and social contribution. Therefore, this article chose this evaluation system in the research.

In terms of teaching performance. Chen Yu (2013) ^[6] set six evaluation dimensions for the teaching performance of university teachers in his research, including teaching workload, teaching quality, teaching achievements, teaching reform, textbook construction, and curriculum construction. This article continues this evaluation method in the research.

3. Problems in the Performance Assessment of Teachers in Shenyang Private Universities

The development and management of private universities in Shenyang have typical value in China. Private education in China has been in a blank state for a long time since the founding of the People's Republic of China, and has gradually developed and improved since the reform and opening up. Shenyang is one of the regions with early development of private education in China. Shenyang Shengjing University, founded by the Liaoning Provincial Democratic Alliance in 1982, was the first local private university in Liaoning Province. However, after this, the development of local private higher education in Shenyang was extremely uneven. Jiang Hua (2007) ^[7] believes that private higher education in Shenyang exhibits the basic characteristics of low development level of

private vocational colleges and high development level of independent colleges. The key factor that causes this basic situation is the relative lack of teacher team construction and performance evaluation. Therefore, conducting research on private universities in Shenyang can comprehensively and fully understand the process and experience of performance management in China's private higher education, while recognizing the important impact of teaching staff on private higher education. The complexity of the development of private higher education in Shenyang also makes the discussion in this article more typical. At present, the main problems in the performance evaluation of teachers in private universities in Shenyang are:

3.1 Lack of a targeted and reasonable performance evaluation standard system.

As a region with early development of private education and rich experience in running private universities in China. Currently, private universities in Shenyang have not established a performance evaluation standard system that is suitable for the specific situation of the school and can effectively promote its development. At present, private universities in Shenyang adopt traditional and general performance evaluation standards for teachers. For example, the assessment criteria for teaching performance are based on the number of teacher hours, teaching evaluation, and listening evaluation; Evaluate research performance based on the number of papers published by teachers and the level of journals published. These standards are commonly used in other universities and cannot fully demonstrate the actual work performance of teachers, nor can they be combined with the actual characteristics of private universities and various local private universities in Shenyang to achieve the goal of performance promoting the improvement of educational level.

3.2 Failure of incentive, reward, and punishment measures based on performance evaluation.

The fundamental goal of performance evaluation is to effectively evaluate the work effectiveness of employees and judge the performance relationship between employees and the organization; It also lies in providing scientific and reasonable management measures to promote employees with lower performance to improve performance, reward employees with higher performance, and timely adjust and allocate performance that is difficult to meet organizational needs for a long time (Sheng Yunhua and Zhao Hongzhong, 2002) ^[8]. In other words, the fundamental goal of performance evaluation is to maintain the organization's performance at a relatively ideal level for a long time, in order to promote the development of the organization. In the current performance evaluation system of private universities in Shenyang, the management system and measures based on performance evaluation results have not yet fully achieved the goal of performance evaluation. This problem is mainly manifested in two aspects: firstly, the failure of incentive measures. For teachers who excel in scientific research and teaching performance, although private universities in Shenyang have provided certain incentive measures, their incentive amount, incentive methods, and incentive content cannot effectively achieve the incentive goals. For teachers, these incentive measures are better than nothing and cannot motivate all teachers to actively participate in efforts to improve performance. The second reason is that the punishment measures have failed. Due to the complex personnel relationships of private universities, some management decisions based on performance evaluation results are not reasonable. For example, some teachers' teaching and research performance have been at a low level for a long time. However, due to the lack of a unified personnel management mechanism for public universities, there is a large space for power in private universities. Therefore, the personnel department finds it difficult to effectively punish unqualified teachers. It is difficult to effectively ensure the fairness of performance evaluation.

4 Optimization Strategies for Performance Assessment of Teachers in Shenyang Private Universities

On the basis of the above issues, Shenyang private universities, as a pioneer in national private universities, can optimize their assessment strategies and effects in the process of teacher performance evaluation through the following methods.

4.1 Based on the teaching and research performance of teachers, establish differentiated, dynamic, and comprehensive performance evaluation standards (Tang Guo, 2010) [9].

To carry out teacher performance evaluation in private universities in Shenyang, it is first necessary to distinguish the differences between teaching and research work. Based on the principle of human resource management and job coordination, performance evaluation standards should be established for different types of work, and a differential standard system should be established for different personnel. For example, some teachers are better at scientific research work, while others are better at teaching work. Schools can set a classified evaluation standard system based on the teacher's situation, and teachers can choose based on their own actual situation. Teachers who are good at teaching can choose a performance evaluation system with high teaching performance and low research performance; Teachers who are good at scientific research can choose evaluation criteria with high research performance and low teaching performance. On this basis, schools also need to establish dynamic and comprehensive performance evaluation standards based on their own actual situation and development goals. The so-called dynamic performance evaluation standards refer to the level of teacher performance evaluation standards that schools need to establish based on developmental strategic goals. During key development periods such as school level evaluation, it is necessary to clarify development goals to teachers, and then develop evaluation standards that meet the needs of organizational development to promote teacher work and provide support for school development. The so-called comprehensive evaluation standard refers to the need for teacher performance evaluation standards to follow the principle of diversification, avoiding single content, single method, and single standard of performance evaluation. For example, in the evaluation of teaching performance, in addition to evaluating class hours, classroom teaching quality, and teaching research work, it can also include content such as student satisfaction, student elective rate, student learning level development, and teaching communication work to build a comprehensive teaching performance evaluation system.

4.2 Fully leverage the role of incentives, based on teacher performance assessment, to use incentive measures to promote teachers' improvement and development of work performance.

It mainly includes the following aspects: firstly, establish a performance evaluation index system, including indicators for teaching, scientific research, service, and management. Based on the different positions and responsibilities of teachers, formulate corresponding indicator weights and evaluation standards. The indicator system should be able to comprehensively and objectively reflect the work performance of teachers, avoiding a single indicator to evaluate teacher performance. The second is to introduce diversified evaluation methods. In addition to conventional teaching evaluation and research achievement evaluation, diversified evaluation methods should also be introduced, such as student evaluation, peer evaluation, social evaluation, etc., to comprehensively evaluate the performance of teachers. At the same time, the evaluation procedure should be strictly implemented to ensure the fairness and objectivity of the evaluation. The third is to establish an incentive mechanism, which provides corresponding rewards and honors based on the performance evaluation results of teachers, such as bonuses, promotions, academic titles,

teaching quality awards, etc., to motivate teachers' work enthusiasm and initiative. At the same time, a punishment mechanism should also be established, and corresponding punishment measures should be taken for teachers whose performance does not meet the standards. The fourth is to provide training and development opportunities, providing corresponding training and development opportunities for teachers, such as educational training, academic exchange, career development planning, etc., to improve teachers' professional abilities and performance levels. Training and development opportunities should vary from person to person, and corresponding training plans should be developed based on the job and development needs of different teachers. The fifth is to establish an information feedback mechanism, establish an information feedback mechanism, and provide timely feedback to teachers on their performance evaluation results and improvement suggestions, in order to help teachers continuously improve and enhance their performance level. At the same time, a teacher performance assessment file should also be established to record the work performance and growth process of teachers, providing reference and basis for their professional development.

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