

Research on the Optimization of Teacher Performance Management System in Private Colleges and Universities

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Abstract: Private colleges and universities are an important part of the domestic higher education system. For a long time, they have made outstanding achievements in talent training. In recent years, the number of private colleges and universities in China has increased from time to time. It should be noted that private colleges and universities have not paid enough attention to teacher performance management in the process of development. Based on this background, this paper explores how to optimize the internal teacher performance management system of private colleges and universities.

1. Introduction

The internal management staff of many private colleges and universities are now stepping up efforts to introduce excellent teachers. However, due to the impact of factors such as the concept of academic research, macro development strategy and the nature of private colleges and universities, there are great differences in the supporting system of teacher performance management in many private colleges and universities. In general, the internal performance management system of private colleges and universities is more reasonable than that of public colleges and universities. The majority of private colleges and universities should rely on the optimization of the performance management system to enhance the enthusiasm of teachers in the school.

2. The significance of optimizing the teacher performance management system

If we want to carry out performance evaluation better, we need to evaluate teachers' professional quality and professional behavior, and evaluate the effectiveness of their teaching work. As for the teaching team in colleges and universities, due to the different quality and ability levels among teachers, there are also great differences in the efficiency of teaching work, so there will be inconsistent performance evaluation results.[1]By organizing and carrying out performance evaluation work, teachers' professional behavior and professional quality can be evaluated more efficiently. In addition, teachers can also be supervised to promote teachers to be more active in their daily work.

The main content of performance assessment should involve comprehensive work performance, personal work ability and personal work attitude, and analyze the actual situation of teachers in colleges and universities to make the assessment more scientific and fair.[2] The performance

evaluation of teachers should mainly focus on the results obtained by teachers in the teaching process, specifically covering the achievement level of the student group, the number of papers published by individuals and other types of scientific research results. In addition, due to the deep development of education, the domestic level of science and technology is changing with each passing day, and the requirements for teachers' ability are also increasing. Teachers should be mobilized to continue to acquire new knowledge. In order to make the process of performance evaluation more fair and reasonable, the school should rely on scientific and informational means to make evaluation, and strictly conduct performance evaluation by integrating multiple factors. Relying on the performance evaluation of teachers, it helps to promote the standardization of teachers' personal behavior, enhance the enthusiasm of teachers to participate in teaching activities, and thus help teachers optimize their own teaching effects.[3]

3. Outstanding problems faced by teachers in performance management

3.1. The performance management scheme does not conform to the laws of talent growth and academic operation

The workload of teachers in the teaching process is the main evaluation index for teachers' performance evaluation, while scientific research achievements are the most important evaluation index for scientific research. The above two indicators tend to focus too much on the results of the investigation and neglect the process evaluation. The setting of the internal performance management system of some private colleges and universities does not conform to the long-term growth law of talents, and the research results obtained are also difficult to conform to the quantitative rules of indicators. Only the strict quantitative indicators are applied to the evaluation of teachers' own academic research achievements, while the determination of salary level is excessively dependent on the workload. Under the above type of performance management system, teachers are bound to pay too much attention to the development of research and neglect the development of scientific research. What's more, some teachers will choose superficial scientific research projects that will make quick achievements in the process of work in order to evaluate their professional titles and improve their personal teaching level, and some teachers will publish academic papers with the same research topic and content with a high intersection rate within a specific period of time in order to obtain the best short-term scientific research evaluation.

3.2. Neglecting the development utility of performance management

Some private colleges and universities tend to apply mandatory management measures when organizing performance management work, mainly to make a summary evaluation of teachers' previous work content, but not to give timely feedback on the results of performance evaluation work, which makes teachers unable to adjust the development plan based on the results of performance evaluation work. It should be noted that the teaching work cannot simply apply the work plan of performance assessment for manual workers, because such a one-sided organization of performance management cannot provide effective support for the sustainable development of teachers' career, nor can it provide timely feedback for teachers.[4] The performance management system set up in private colleges and universities should pay more attention to highlighting the value orientation of pragmatism. Because the relevant departments of performance management are usually responsible for the management of specific salary distribution and welfare treatment among teachers, limited by the current situation of private capital of private colleges and universities, the performance management department only follows the board of directors or investors to make decisions, which does not have strong independence and cannot play the developmental role of performance

management.

3.3. The standards involved in performance management and evaluation are too single

Now, the core of performance management in private colleges and universities is how to organize and carry out performance appraisal. It should be noted that the performance appraisal can only be a small part of the performance management work. The organization of the performance management work needs to evaluate the teachers' personal work behavior and the whole process of work, and should pay more attention to the evaluation of teachers' personal ability and work achievements. In carrying out performance management, the organization should also attach importance to the construction of strategic objectives and the decomposition of organizational objectives, and strive to promote the optimization of organizational structure and the promotion of overall performance. For this reason, simply drawing an equal sign between teacher performance management and performance appraisal will easily weaken the strategic function of performance management, and ignore the driving effect of performance results on strategic objectives.[5]

Limited by the multidimensional, variable and complex characteristics of performance management in private colleges and universities, it is necessary to build differentiated performance evaluation indicators for various management objects to effectively ensure that the performance evaluation results have strong reliability and effectiveness characteristics. It should be noted that when organizing the performance management work nowadays, the supporting assessment indicators are too single, lack of diversified assessment methods, and the assessment process is one-size-fits-all, which leads to the performance management work of the teacher group not being carried out as expected.

4. Measures and suggestions for optimizing the internal teacher performance management system of private colleges and universities

4.1. Setting the performance management system according to the laws of teaching and scientific research achievements

Promoting the improvement of teaching level and continuous output of scientific research results requires a free and comfortable academic atmosphere. The strict requirements of quantitative indicators should be weakened by means of regular feedback and long-term evaluation, so as to provide teachers with a relatively relaxed and comfortable growth environment. For this reason, it is necessary for private colleges and universities to establish a performance evaluation and professional title evaluation system that is deeply consistent with the laws of high-level scientific research achievements. Specifically, the annual performance indicators should be decomposed in combination with teachers' own professional development goals, and based on this, the annual performance of teachers should be evaluated; In addition, we should ensure the safety and stability of the profession of teachers, and ensure that teachers can have sufficient time to acquire high-level academic achievements with outstanding representative characteristics.

4.2. In terms of performance management, highlight the unity of the school's overall strategy and personal long-term development

An important sign of evaluating the overall effect of internal performance management in private colleges and universities is the completion of the construction of incentive mechanism, so that teachers can recognize and support the process of performance management, and have strong willingness to participate. Many performance management practitioners should enhance their

awareness of serving teachers on the basis of having management awareness. In addition to many rigid management systems and mechanisms, the personal service attitude of relevant performance management practitioners will also show the overall management ability of the performance management department. In addition, through frequent and in-depth exchanges and communication, we can help schools and teachers keep their goals in harmony. On the basis of helping to optimize organizational performance, it can also mobilize individuals to achieve personalized career goals. The ultimate purpose of strengthening the communication work related to performance management is that after the performance evaluation, the teachers in the school can understand the performance results in time and clarify the specific reasons for the performance results. Only after the feedback related to the performance evaluation is obtained, can the teachers make timely adjustments to their long-term development goals during the follow-up work.

4.3. Building a scientific, perfect and fair school administrative affairs service system

To ensure that administrative power is always subordinate to academic power, the process of exercising administrative power should always focus on, serve and support scientific research. Teaching management is an important way for schools to implement the school-running work. The school administrative management system and performance management system need to build a personal awareness of serving teachers in teaching research. Relevant administrative departments should transform from managers to service providers in a timely manner, and support the development of teaching and scientific research based on professional and service-oriented management. In addition, teachers should fully respect their own educational values. As knowledge-oriented export employees, the internal teachers of private colleges and universities often have a strong sense of self-esteem and self-expression. When teachers in colleges and universities participate in work activities, they hope to have strong independence and autonomy, and hope that the working environment can be loose and flexible enough. Relying on the annual assessment, reward and punishment work mechanism, we can help teachers themselves and the school to improve the macro operation efficiency, and promote the school to better and faster drive the development of the school in the process of promoting the strategic objectives.

4.4. Making corrections to performance appraisal objectives in combination with professional development

Setting a scientific assessment objective can play a key role in promoting the optimization of the performance management system. To this end, colleges and universities should clarify the standards for assessment work, start with the actual development of teachers, and make targeted adjustments based on their own actual job needs. Among many privately-run colleges and universities, there are many types of teaching staff, some of them are teachers who are in the front line to carry out teaching work, while others are in the management level and need to carry out different types of work at the same time. Therefore, when setting performance standards, we should make a reasonable distinction based on the specific professional qualities of teachers in different positions, and then highlight fairness and fairness. When assessing teachers, we should consider from multiple aspects, innovate the traditional performance assessment content, fully consider various indicators, and effectively ensure that the assessment results have strong authenticity, scientificity and rationality. In addition, the assessment content should be set in line with the actual development of society and teachers, and focus on making real-time innovation. In the future, on the basis of continuous improvement of the assessment content and standards, the overall teaching level of teachers in private colleges and universities is bound to be improved, and can make great contributions to the provision of high-quality application-oriented talents in the society.

4.5. Focusing on the application of results and highlight the effectiveness of performance appraisal

The results of performance evaluation can not only evaluate the current work level of teachers, but also quantify their own work efficiency. Therefore, in the process of optimizing the performance management system, we should fully realize the key significance of applying the performance results, and make accurate analysis of the performance results, so as to provide an important driving force for teachers' professional development. Colleges and universities should start with the results of performance assessment, mobilize teachers to build up a reasonable understanding of the current level of individuals, and then promote teachers to work consciously, and make up for personal weaknesses to fully enhance the internal professional quality. For example, when teachers optimize the performance management system in the school, they can put forward more opinions or suggestions. On the basis of mobilizing teachers' collective participation, the school can not only lay a good foundation for the continuous optimization of the system in the future, but also mobilize teachers to form correct cognition, in order to provide teachers with precision training services while providing professional skills training, and guide teachers to gradually build their own professional view.

5. Conclusion

In the context of the continuous reform of contemporary education, it is imperative to effectively promote the quality of teaching work, and teachers are the main responsible person for organizing and carrying out teaching work, so it is imperative to promote the education quality of teachers' teams. To this end, colleges and universities should constantly optimize the performance management system of the teachers' team, and strive to play a good role in promoting the efficient implementation of the talent training strategy for the country. Among many application-oriented private colleges and universities, the quality of teachers' team talent will directly affect the overall development direction and level of the school. Only the school can pay enough attention to the continuous innovation of teachers' team, and continuously inject fresh water into the long-term development of colleges and universities. Therefore, private colleges and universities should consciously optimize the supporting performance management system for teachers, thus laying a solid and effective foundation for promoting the efficient development of talent training.

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