



**STUDY ON THE OPTIMIZATION OF PERFORMANCE  
MANAGEMENT IN PRIVATE EDUCATION GROUPS  
TAKING SHENGHONG EDUCATION GROUP AS AN EXAMPLE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

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**Title:** Study on the Optimization of Performance Management in Private Education Groups Taking Shenghong Education Group as an Example  
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### ABSTRACT

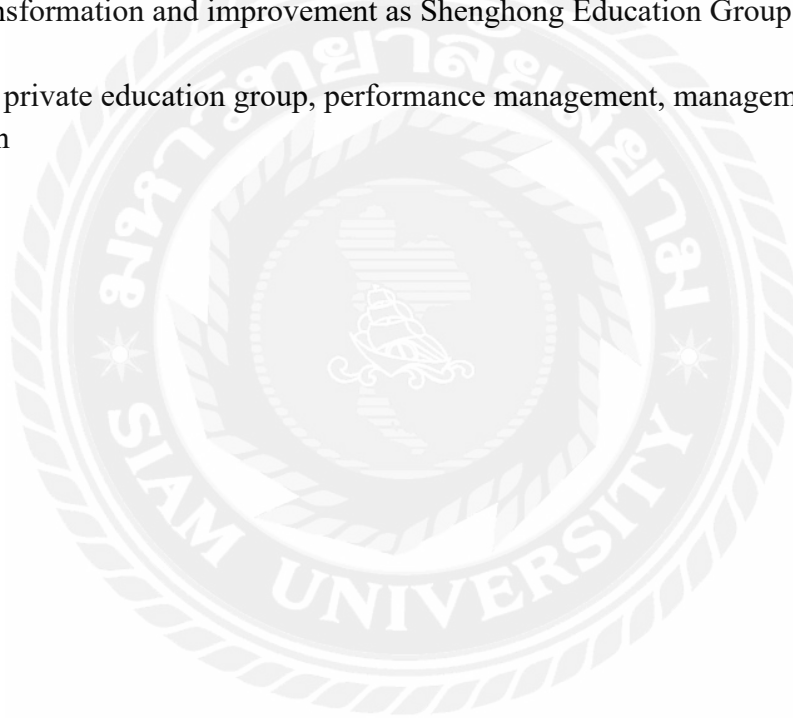
The concept of education group originated in the late 1990s. With the maturity and development of the education group model, many schools have gradually explored and summarized their education group model. As a representative of China, Shenghong Education Group continues to expand in scale, and the management contradictions and problems faced during the group's transformation process are pretty prominent. The performance management of faculty and staff is one of the critical issues that the group urgently needs to solve. The objectives of the study of this paper are: 1. To improve the efficiency of group management and improve employee satisfaction with the current performance management assessment model implemented by the group; 2. To reduce the work deviation of employees, improve the efficiency of group performance management, and match the performance evaluation method with the overall strategic goal of the enterprise; 3. To improve the effectiveness of team performance management, this paper optimizes the communication channels in performance management to improve the effectiveness and symmetry of the communication between the team and employees, and timely communicate and feedback the performance results; 4. To stimulate the creativity and enthusiasm of employees and improve the enthusiasm and creativity of employees in performance management, the group's performance management goal setting is optimized.

This study adopts a quantitative research method, with Suqian Shenghong Education Group as the research subject. Through a questionnaire survey, it investigates its existing performance management model and employees' satisfaction with the existing model, exploring the problems in its current performance management model. Using Maslow's demand theory, Management by objectives theory analysis, we found that Shenghong Education Group's current performance management model has many

problems: weak correlation between performance goal setting and the group's strategic goals, weak symmetry and timeliness of performance management communication, low satisfaction of employees with the current performance management model, and performance management methods can not stimulate employees' enthusiasm and creativity.

The conclusion drawn from the research is that by combining the guarantee of enterprise performance system and software technology platform, the performance management assessment mode of the group has been improved, management rules have been simplified, symmetry and timeliness of performance communication have been strengthened, and the setting of performance goals has been optimized. Ultimately, the optimization of performance management of the group has been achieved, solving the problems studied, and providing important strategic guidance for the future development of the group. At the same time, it also provides a reference basis for the performance management optimization of private education enterprises in the same stage of transformation and improvement as Shenghong Education Group.

**Keywords:** private education group, performance management, management optimization

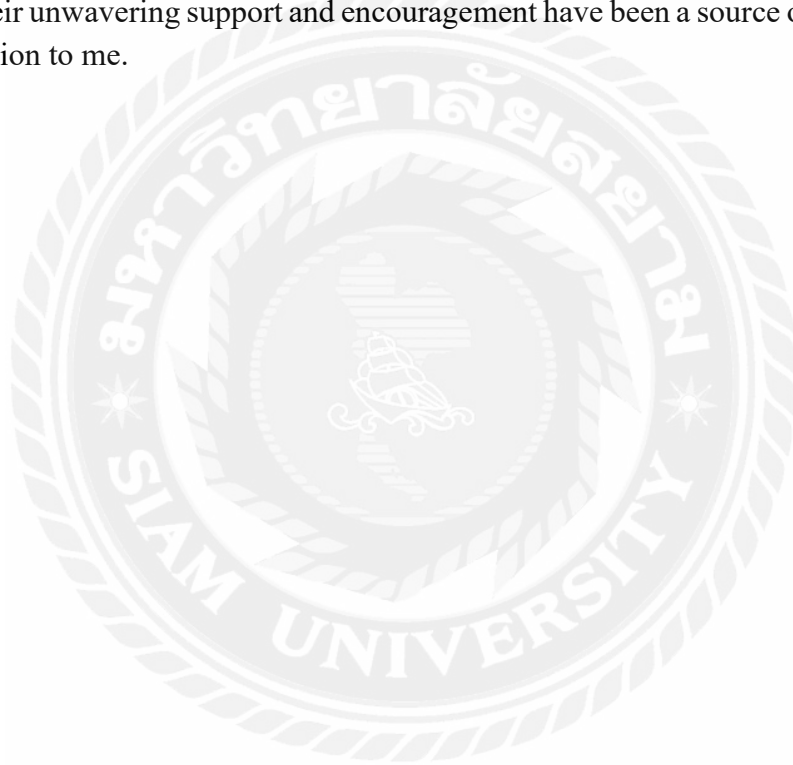


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## Declaration

*I, Cai LeiTing, hereby certify that the work embodied in this independent study entitled “Study on the Optimization of Performance Management in Private Education Groups- Shenghong Education Group as an Example” is result of original research and has not been submitted for a higher degree to any other university or institution.*

Cai LeiTing

May 1, 2023

*Cai LeiTing*



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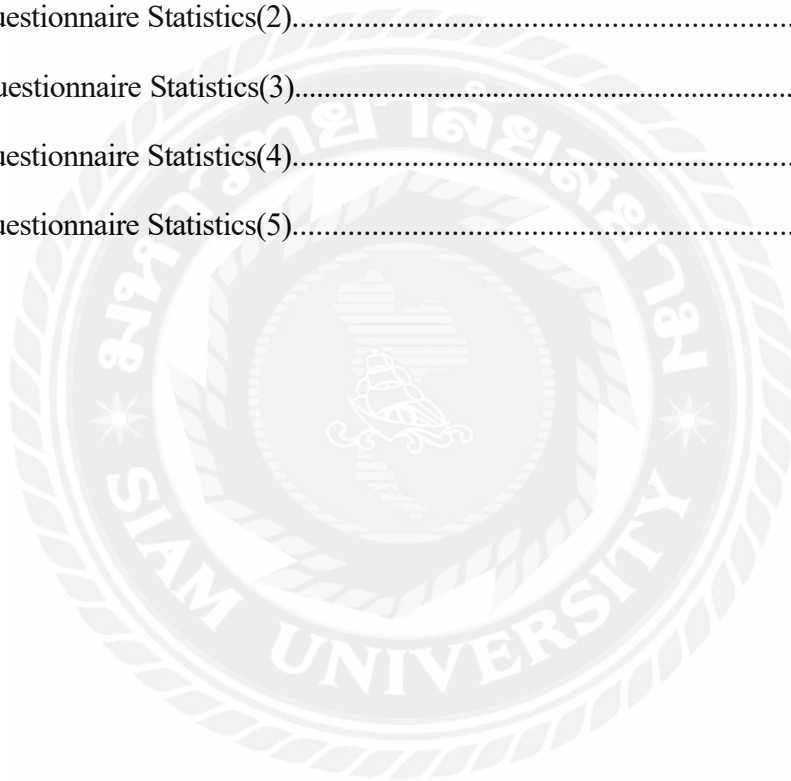
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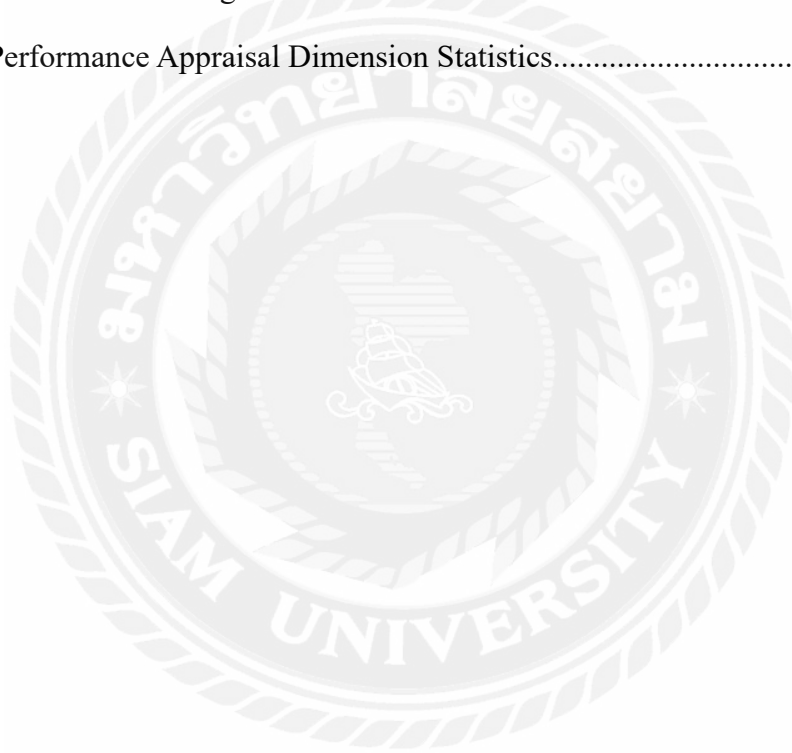
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# Chapter1 Introduction

## 1.1 Overview of the Study

In China, the concept of education groups originated in the late 1990s, initially in the more developed areas of Jiangsu and Zhejiang, and only developed rapidly in the 21st century (Gao & Wei, 2001). The development of education groups in China basically shows the characteristics of the South being earlier than the North and the East being more than the West. In recent years, China has seen the emergence of the Shenzhen Experimental Education Group, the Qibao Middle School Education Group, the Hang II Education Group, the Chengdu Seventh Middle School Education Group, the Wujiang Education Group and the Shanghai Jiaotong University Education Group. The development model of China's education groups can be divided into: the accumulation and expansion model, the chain investment model and the brand-name replication model (Wang & Wang, 2012). With the maturity and development of the education group model, many schools have gradually explored and concluded their model using famous schools to drive weak schools and old schools to drive the development of new schools (Gao & Wei, 2001).

This paper uses the Shenghong Education Group as a case study to investigate the relationship between staff performance management pay and enterprise efficiency and to use limited social resources and a stable but weak salary advantage to accomplish quality staff management (Wang, 2018). Through this study, the problems and shortcomings of the existing performance management system of Shenghong Education Group are identified, and a reasonable and legal performance optimization scheme suitable for the development of this education group is established, thus helping it to complete scientific management and transition (Wang & Wang, 2012).

Suqian City has several education groups, all of which have adopted the 'prestigious school plus' model to develop their group schools, which has maximized the balanced development of the group schools and allied schools (Wang, 2018). Shenghong Education Group is one of the first education groups in Suqian City to be piloted, carrying the important task of steadily improving the district's education quality (Gao & Wei, 2001). In the group restructuring process, the efficiency of performance management is the basic guarantee for the development of the group schools. There is no mature experience to draw on in finding a set of scientific and efficient performance management methods for education groups.



## **1.2 Problems of the Study**

In this study, the analysis of questionnaire data on the performance management model and employee satisfaction of Shenghong Education Group reflects that employees of Shenghong Education Group have low satisfaction with current performance management and poor management efficiency of the group; The poor matching between performance management and the overall strategic goals of the enterprise leads to low efficiency in group management; Low efficiency in performance management and communication asymmetry lead to low efficiency in group management; The lack of enthusiasm and creativity in employee performance management leads to ineffective group management.

## **1.3 Objectives of the Study**

This paper investigates and analyses a series of performance management bottlenecks and difficulties encountered by Shenghong Education Group after the reform and the completion of the new campus. The impact of its performance management on the group's management efficiency at this stage is clarified, the problems of Shenghong Education Group are identified through data feedback, and practical suggestions and recommendations for improvement are made to help optimize the performance management of Shenghong Education Group (Wang, 2018).

1. To improve the efficiency of group management, this article improves the satisfaction of employees with the performance management appraisal mode currently implemented by the group by optimizing the performance management process.

2. To better adapt to the overall plan of the group's work, reduce the work deviation of employees and improve the efficiency of group management, optimize the current performance management mode so that the performance evaluation method matches the overall strategic goal of the enterprise.

3. To improve the effectiveness of team management, this paper optimizes the communication channels in performance management to improve the effectiveness and symmetry of communication between the team and employees, timely communication and feedback of performance results, and improve the efficiency of performance management.

4. To stimulate the creativity and enthusiasm of employees, improve the enthusiasm and creativity of employees in performance management, so as to improve the efficiency of group performance management, optimize the group performance management goal setting.

The optimally designed performance management process provided a platform and guarantee for the orderly management of Shenghong Education Group during the development transition period (Wang & Hong, 2020). It will also help to facilitate the continuous setting of goals, analysis of goals, discussion of goals, and achievement of results at all levels of the group (Shi & Cui, 2004). By examining the issues selected for this article, combined with a comprehensive system, safeguards, and the performance management model of the Shenghong Education Group, it can provide an objective and fair evaluation of employee performance, as well as a reliable basis for subsequent employee evaluation, training, and career planning (Yan, 2020). Through a series of processes such as planning, evaluation, communication, facilitation, and guidance, performance management improves not only organizational efficiency but also enhances organizational cohesion and team awareness, which has certain practical significance. This paper uses the study of performance management optimization in Shenghong Education Group as a vehicle to provide some theoretical basis and practical support for performance management optimization in other education groups in Suqian City (Wang & Hong, 2020).

#### **1.4 Significant of the Study**

By studying the direct data reflection of its performance management model and staff satisfaction and identifying its impact on the management efficiency of the whole education group, the performance management process provides a platform and guarantee for the orderly management of the Shenghong Education Group to adapt to the transformation period (Shi & Cui, 2004). It facilitates the continuous setting up of goals, analysis of goals, discussion of goals, and achievement of results at all levels of the Group, which also supports the concerted efforts of the whole Shenghong Education Group to achieve long-term goals and realize the Group's vision (Wang & Wang, 2012). Combined with a perfect system and guarantee, it not only provides an objective and fair evaluation of employees' work performance but also provides a reliable basis for subsequent staff evaluation, training, and career planning. Through a series of processes such as planning, assessment, communication, promotion, and guidance, performance management improves the organization's efficiency and enhances organizational

cohesion and team awareness, which has certain practical significance (Jia & Zou, 2020). This paper uses the study of the optimization of performance management in Shenghong Education Group as a vehicle to provide some theoretical basis and practical support for the optimized design of performance management in other education groups in Suqian City and also to provide an important reference for the improvement of quality and efficiency in the direction of performance management after the expansion of quality education resources in Suqian City (Shi & Cui, 2004).

### **1.5 Limitations of the Study**

This study only selected a newly developed private education group in Suqian City, Jiangsu Province, which is small in size and has a single level of private education under the group, consisting of only two categories of vocational secondary schools and senior secondary schools. Hence, the selection of the research object was not extensive. The results of the performance management study of this private education group do not apply to private education groups nationwide. As Jiangsu Province is a large province in education nationwide and a strong economic province with a fast-growing economy, it is a leader in studying and interpreting national policies and is not widely representative of private education in China.

## Chapter2 Literature Reviews

### 2.1 Introduction

#### 2.1.1 Private education groups

Before defining private education groups, it is important to understand the concepts of private schools and education groups. At this stage, China is in the initial stage of private education and has conceptualized private education according to its development:

Private school: A private school is a school or other educational institution run by a social organization or individual other than a state institution, using non-state financial resources for the community following the law (Wang & Hong, 2020). Private schools are distinguished from non-private schools by the subject of their operation. Private schools have three distinctive features: The organizer is not a state institution or a state agency; They are not financed by the state but not by the state; They are socially oriented, i.e.; They admit students and pupils to the community and serve unspecified groups and individual citizens rather than admitting students or pupils from a particular group, enterprise, industry, system, or group of people;

Private schools are mainly run by private citizens, private enterprises and individual entrepreneurs, collective economic organizations, state-owned enterprises, institutions, and social groups (Wang & Hong, 2020). In terms of sources and channels of funding, there is individual self-financing, personal intellectual input (no capital investment), investment by individuals and enterprises, capital raising or equity participation, and donations. For a particular private school, the source of funding is not entirely homogenous and can be a mixture of individual, group, and corporate funds (Cai & Lin, 2005). At the same time, non-financial funding does not preclude the injection of state assets.

An education group, on the other hand, can be defined as a consortium or collection of educational institutions. This form of organization can be the merging of several schools, universities, or other educational institutions into a whole to jointly advance the field of education and improve the quality of education for students (Chen, 2007).

An education consortium is primarily comprised of large educational institutions that,



through joint management and operation, can provide more efficient, better, and higher-quality education services. These institutions can collaborate with each other, share curricula, teaching methods, and resources, develop educational policies together, improve the quality of education, and work together to exploit their strengths and characteristics (Jia & Zou, 2020). Education consortia aims to make the education sector more competitive and effective by improving educational outcomes through large-scale cooperation and coordination (Wang & Hong, 2020).

The establishment of an education group can achieve several objectives:

1. Integrate educational resources: An education group containing several schools or institutions can integrate their educational resources to form an interconnected educational network and improve the efficiency of using educational resources.

2. Improve the quality of education: With more educational resources and a better management model, an education group will improve the quality of education and make it more modern, scientific and professional.

3. Improve efficiency: Education groups can achieve economic scale effects, thus reducing education costs and improving efficiency.

4. Innovation of education methods: Cooperation between multiple educational institutions can promote the exchange and innovation of education methods and teaching methods and improve the adaptability and relevance of education.

In short, an education group is a systematic organization formed to better provide educational resources, educational quality, educational management, and improve educational effectiveness (Muralidharan & Sundararaman, 2011). Its emergence marks the development of collaboration and competition between educational institutions, thus providing us with better and more comprehensive educational services.

### **2.1.2 Performance Management**

Performance management is the ongoing process of measuring, identifying, and developing individual and team performance and aligning this performance with organizational strategy (Gao, 2008). According to Professor Zhou Zhinan, performance management in a broad sense refers to all management activities around performance in an organization. In contrast, in a narrow sense, it refers to the management of the processes, results, and outcomes

of work in the workplace (Muralidharan & Sundararaman, 2011). Performance management can also be thought of as the process by which employees and managers set goals and reach consensus on them, in which they can both help employees to excel and increase the success rate of their goals.

Performance management as a systematic approach contrasts with performance measurement. Performance management is often defined as the ongoing process of identifying, measuring, and developing performance, in which the organization links employee performance to the overall mission and goals. Performance appraisal is simply a process of identifying the strengths and weaknesses of an employee's performance over some time (Poster & Poster, 1993).

Performance management can be divided into three levels: employee performance management, team performance management, and organizational performance management. Organizational brilliance is built on the foundation of team achievement and employee success (Poster & Poster, 1993). Performance management should be people-oriented, and based on accomplishing organizational goals, career planning should also be carried out for employees to achieve a win-win situation in which organizational performance is achieved and employees' personal values are enhanced.

In short, performance management can be a systematic project, or it can be treated as a process or even as a means or technical principle of human resource development.

### **2.1.3 Management optimization**

Management optimization, which we can also call management optimization or optimization management, refers to the implementation process whereby the managers of an enterprise in a given environment, effectively allocate the various resources of the internal organization and select the best combination in order to achieve the defined objectives. It is people-oriented management, and its effectiveness is concentrated on achieving the maximum output in line with demand with the minimum input of resources and obtaining the best efficiency and effectiveness (Tolbize, 2008). The main elements of optimization management are developing an effective management model for the five aspects of the company's internal personnel philosophy, organizational structure, product demand, resource utilization, and working mechanisms. In this way, it serves and ensures the achievement of the goals set by the company.

### **2.1.4 Maslow's Theory of needs**

Maslow's hierarchy of needs is a theory of motivation in psychology that includes a five-level model of human needs, often depicted as a hierarchy within a pyramid (Alex & Lucy, 2020). The five needs are the most basic and innate, constitute the different levels or hierarchies, and serve as motivating and guiding forces for individual behavior. From the bottom of the hierarchy upwards, the needs are physical (food and clothing), safety (job security), social needs (friendship), respect, and self-actualization. This five-stage model can be divided into deficiency needs and growth needs (Cai & Mei, 2012). The first four levels are usually referred to as deficiency needs (D needs), while the highest level is called growth needs (B needs).

In 1943 Maslow stated that people need the motivation to fulfill certain needs, some of which take precedence over others. People often prefer this theory when profiling the consumer's mind, but this humanistic theory is also widely applicable when studying human resource management (Alshaikhi, 2021). Therefore, when setting up the questionnaire in this study, the satisfaction or dissatisfaction of employees with the existing performance management system is also a direct testimony to Maslow's needs theory.

### **2.1.5 Goal management theory**

Management by Objectives Theory can be traced back to the 1954 book "The Practice of Management" by American management guru Peter Drucker. "The Practice of Management" by Peter Drucker. An effective and healthy group usually has clear corporate goals to guide its employees in their own management (Borman, 1993). The core element of this is that the achievement of the overall goal depends on the contribution of all employees. The book systematically discusses the theory of goal management in the context of goal setting, process management, result formation, and feedback (Chen, 2007). The fundamental role of objectives is, therefore, not to control but to motivate.

## **2.2 Literature Reviews**

The evaluation of teachers abroad began in the 1950s, and through continuous reform of education abroad, the United States was the first to develop a system for evaluating teachers using performance. However, relatively little research has been done on performance management in educational groups.

Cyril and Doreen (1991), following an in-depth study of teacher evaluation in the US, first suggested that the US had shifted from a decision- and goal-focused evaluation to a person-centered evaluation in the 1980s (Tolbize, 2008). This change has allowed teachers to increase their initiative and make it easier for them to develop their own personalities. The aim of this change was not only to improve the effectiveness of teaching and learning but also to fundamentally take into account teachers' own development. Many universities in the USA see the school's strategy and the goals of the faculties and teachers as complementary and interrelated.

Borman and Motowidlo (1993) argue that for the collective, relational performance affects and influences task performance (Borman, 1993).

Tolbize (2008) argues that performance management faces three challenges: firstly, the emphasis on the role of performance management on organizational performance; secondly, the ambiguous relationship between individual contributions and organizational goals; and thirdly, the generational differences in feedback receptivity (Tolbize, 2008).

Muralidharan and Sundararaman (2011) argue that the performance evaluation of primary and secondary school teachers in foreign countries is mainly based on teacher performance in terms of knowledge, emotion, will, and behavior (knowledge, emotion, will, and behavior), teacher professionalism, student achievement progress, and student attendance and participation in examinations, among other relevant components.

Cláudia and Sarrico (2012) note that most schools only monitor the test scores and promotion rates of students taught by teachers (Claudia & Sarrico, 2012). However, performance management does not seem to be carried out formally and systematically, and it is difficult to identify real problems in the process. Self-evaluation by schools, teachers, and performance management are poorly developed.

Although the potential importance of performance management in improving school performance has been recognized by management scholars since 2000, it is only recently that research has shown that management practices that are usually successfully implemented in the for-profit sector can also be beneficial in the not-for-profit sector. Bloom et al. focused on the differences in high school management practices in different countries and summarized that the management methods of profitable companies that focus on business, monitoring, goal

setting, and personnel management are also applicable to school management and have a linear relationship (Muralidharan & Sundararaman, 2011).

Through causal evidence, Fryer (2014) demonstrated that the value added of Houston Public Schools increased after adopting five management practices common in high-performing charter schools (i.e., increased instructional time, efficient teachers and administrators, high-dose performance coaching, data-driven instructional management, and a culture of high expectations).

Following an article by Jia Wenting (2015) in the People's Daily citing the shortcomings of the 'attendance rating' assessment of primary and secondary school teachers in Japan, the Tokyo Metropolitan Board of Education experimented with a competency development-based assessment system for teaching staff, which was implemented by the Board of Education issuing a 'staff performance rating book' "The criteria are mainly based on life, learning guidance, school operations and special events. The process is that the headmaster and the head teacher first talk to the teachers and define their educational goals and directions at the beginning of the appraisal period, and then conduct a self-evaluation at the end of the appraisal period, followed by a first evaluation by the head teacher and a second evaluation by the head teacher through lesson observation, and then the results of the first and second evaluations are combined to assign five grades of S, A-D.

Herman (2021) When performance management breaks down, the implementation of a poor performance management system can have a number of consequences, such as damaging employee self-esteem, increasing turnover, reducing motivation to get the job done, increasing burnout, and wasting human and financial resources (Herman, 2015).

Alshaikhi (2021) explored whether performance management systems provide all the information needed to reflect teacher effectiveness and productivity, intending to identify deficiencies in teacher performance management systems to determine how to develop and improve the quality of teaching and learning (Alshaikhi & Alshaikhi, 2021). The results of the study revealed that teachers in his district perceived the performance management system and that dissatisfaction was more prevalent, and that this dissatisfaction was related to problems with the performance management process itself in the district.

## 2.3 Theory of Reviews

At present, there are few studies on performance management in educational groups in China, and they are mainly focused on the evaluation of teachers' performance and performance pay in educational groups.

For example, Cai Yonghong (2005) argues that teacher competence evaluation, teacher performance evaluation, and teacher effectiveness evaluation are the three most common mixed evaluation models in teacher evaluation. The three most common mixed models of teacher evaluation are teacher competence evaluation, teacher performance evaluation, and teacher effectiveness evaluation. In the past, teacher evaluation has focused on teaching behaviors but less on voluntary behaviors that are consistent with educational goals, such as initiative, commitment, and teamwork. Research in personnel psychology has shown that employees contribute to the achievement of collective goals in two ways: task performance, which refers to the completion of work requirements that must be met in a particular role in the regular workplace, and contextual performance, which refers to the voluntary demonstration of initiative and commitment beyond the requirements of the job. The latter refers to the work initiative and dedication of the employee beyond the requirements of the job duties.

Cai Yonghong (2005), Beijing Normal University found the following six dimensions of teacher performance through a survey of key events in pilot secondary schools and teachers: professional ethics, dedication to the job, helpfulness and cooperation, teaching effectiveness, teaching value, and teacher-student interaction.

The second-order job performance factors include task performance and relationship performance, which are significantly correlated.

Regarding the optimization and design of performance management, Chen Bosheng 2007 carried out the design of a performance management system in terms of planning, implementation, evaluation, feedback, improvement, and application of performance, but Wang Le (2018) argued that the latter three are all one of the forms of performance feedback.

Gao Fengqiang (2008) found in his research on the incentive mechanism of teacher management that, because of their social roles, personality traits, and levels of needs, teachers should not use too much rigid management to improve the incentive effect in the process of performance management, but should choose scientific and varied incentive methods in a targeted manner. For this reason, he

divided the four forms of material, spiritual, participation and opportunity motivation.

Cai Yonghong (2012), by analyzing the reform history of performance pay in the US, suggests that school performance management should be strengthened with professional guidance and appropriate performance management programs should be developed according to the specific situation of each district or school. She points out that in the performance management process, performance evaluation is the most difficult part of teacher management.

Liu Shan (2015) points out that performance management that focuses only on quantitative assessment for teachers is unsound and unscientific through an analysis of performance management in universities and that the ultimate goal of performance management is the cultivation of talents and the improvement of organizational performance.

Zuo Peng (2015), after studying Changsha Mingde Lugu School, pointed out that the efficient operation of the parent and sub-schools of an education group requires giving full play to the synergy and management functions of five major elements: development goals, management mechanisms, information systems, management culture, and management teams.

Yin Meng (2018) used the Balanced Scorecard to construct a school management system based on the actual situation of the education group studied and used key performance indicators to assist the school in performance management. The case provides an insight into the development and application model of performance management in schools.

Yan (2020) analyses the performance appraisal index system of teachers in higher education from the perspective of the IPO model (Input-Process-Process-Outcome). The IPO model is sometimes analyzed from the main aspects of Inside, Person, and Outside factors. IPO models are important for process re-engineering, team management, and educational assessment of organizational activities.

In his book, Wang Shenghui (2020) points out that goal-led management, assessment for efficiency, standardization of the management process, and orderly linkage are the basic guarantees of successful performance management activities.

Wang Lugang (2020), in his analysis of the Guokai Education Group, points out that the demands of the education community on the quality of teaching and school management are

increasing, as are the quality and standards of the teacher community, and that the original approach to performance incentives and performance management may not be appropriate for the current workforce. The reasons for this are the development of the education system as a group and the changes in the education population. He has developed a remuneration and performance management system for each campus at three levels - for the group management at the macro level, for the management of each campus at the meso level, and for the teaching staff at the micro level - so that each staff member identifies with and is familiar with the group's development goals and cultural ethos.

Wang Shuangwei (2021) advocates the introduction of Weisbord's six-box evaluation system into the school performance management system. The six boxes of mission and goals; structure and organization; relationships and processes; rewards and incentives; support and tools; and management and leadership are used to diagnose and analyze the organization's performance management.

## **2.4 Research Relevant**

In the social sciences, the pursuit of quantification was based on the natural sciences, and it was advocated that the social sciences, like the natural sciences, should be subject to strict experimental control, tight control of the research situation, careful manipulation of variables and precise measurement of research results. In the 1830s and 1840s, the French government was able to develop a new approach to the study of the subject(Tolbize, 2008).

In the second half of the 19th century, Helmholtz, Weber, Fechner, and others first applied the methods of observation and experimentation prevalent in the natural sciences to psychology(Muralidharan & Sundararaman, 2011). Later, in the field of experimental psychology, the American educational psychologist Thorndike inherited the statistical methods of Galton and Pearson in England and the statistical reasoning and quantitative concepts of Cattell and Woodworth in the United States and then put forward the idea that "all existence exists in a certain quantity"(Poster &Poster, 1993). He argued that "the vice or misfortune of educational thinkers is to choose philosophical or popular methods of thinking rather than scientific methods, and that the main duty of scholars who take educational theory seriously today is to develop the habit of inductive research and to learn the logic of statistics." In the early 20th century, educationalists such as Meyman and Rai went on to transfer the experimental methods used in psychological research to the study of education, and in 1903



published *An Introduction to Experimental Pedagogy* (Lin, 2013). They endeavored to emulate the methods of natural scientists in their approach to educational research material. Subsequently, the scientific paradigm developed increasingly, eventually leading educational researchers throughout the 20th century to pursue scientific principles obsessively in the theoretical construction and practical pedagogy study.

Throughout the 20th century, educational research developed through four stages. (i) From the beginning of the 20th century to the 1930s - "the heyday of quantitative research." In the early 20th century, German scholars Meijmann and Rai proposed and founded "experimental pedagogy," in which they argued that the object of experimental pedagogical research. They believed that the object of experimental pedagogical research should be to derive various educational principles through experimental research on facts and analysis of the results, which could be used as a guide and tested in practice. At the same time, with the emphasis on the study of children and the development of psychological theories, more emphasis was placed on using rigorous observation, statistics, and experiments to study education. The French psychologist Binet Simon's "Scale of Intelligence," published in 1905, marked the birth of the intelligence testing movement, and its use of quantitative descriptions of human intelligence had a profound impact on the "scientification" of modern education (Poster & Poster, 1993). From the early 20th century until the 1930s, the majority of educational research was quantitative in orientation. Later on, with the advancement of science and technology, many modern technological achievements were applied to the field of educational research, and the status of quantitative research was once again raised, with Skinner's "machine teaching" theory taking the quantitative tendency in educational research to the extreme. (ii) From the 1930s to the late 1950s - a period of strictly scientific research obscurity in education' The Great Depression of the 1930s put educational research funds in jeopardy. (iii) From the 1960s to the late 1970s - "a critical period in the development of educational research" - this period saw the full development of educational technology, with the study of "quantitative" and "qualitative" In 1965, Piaget criticized "psychometric testing," arguing that there was no point in conducting quantitative research without qualitative analysis (Muralidharan & Sundararaman, 2011). Although quantitative research continued to dominate educational research, 'qualitative research was no longer seen as a kind of, well, frill.' This was a time when American researchers were submitting many papers using qualitative methods when there was a great deal of dialogue between qualitative and quantitative researchers, and when several researchers with high reputations in the quantitative research community began to explore the characteristics and laws of qualitative research and to advocate

its application. (iv) From the 1980s to the end of the century - the "period of theoretical construction of educational research" - people realized that no single research paradigm could solve all the problems that existed in education and began to work on integrating the various stages, facets and fragmented The paradigm of educational research shifted to pluralism(Muralidharan & Sundararaman, 2011).

In our country, it was not until the early 1980s that the field of educational research began to focus on quantitative research methods. By the time we began to discover and value the choice of quantitative research paradigms, the international community had already reflected on using such research paradigms in educational research. It had developed a deeper understanding and application of qualitative research. In recent years, qualitative research methods have been introduced and applied in Taiwan and Hong Kong in China(Wang, 2020). A statistical analysis of the methods used in articles published in the Hong Kong Journal of Education from 1986 to 1994 shows that there is an upward trend in the use of qualitative research methods. The first use of qualitative research methods in mainland China was in 1994 when Chen Xiangming published "Why Wang Xiaogang stopped going to school - A case study of an embellished student" in Educational Research and Experimentation(Chen, 2007).

## **2.5 Terms and Definitions Used in This Study**

This study uses a Quantitative method. Quantitative method, or quantifiable data research, is a method of quantifying data through statistical analysis, which is a method and process of expressing problems and phenomena in quantitative terms and then analyzing, testing, and interpreting them in order to make sense of them. Quantitative research evaluates and analyses phenomena; it speaks with integrated data from multiple samples and answers "How much," not "Why." Its core features are large sample sizes, structured questions and answers, the measurement of 'how much,' and a core element of numbers and statistics. Data mining for quantitative research requires specialist tools, and the techniques used in these tools can also form a discipline of their own. Often quantitative research does not stand alone in a practical research project, and when a new research project is considered, quantitative research is often preceded by appropriate qualitative research, and sometimes qualitative research is placed at the back end to explain the results of the quantitative analysis.

From an implementation point of view, the quantitative method is a research method in which realistic information data is obtained through more structured questionnaires, and conclusions are

drawn through statistical analysis, modeling, etc. The broad directions include mainly various types of questionnaires, A/B tests, but also, to some extent, big data analysis, etc. In practice, the most commonly used quantitative research method is the "questionnaire method," where a large sample size of users is collected to produce data confidently.



## **Chapter3 Research Methodology**

### **3.1 Introduction**

This piece of research utilizes a quantitative research method by studying the impact of performance management on the management efficiency of the whole group at the current stage of Shenghong Education Group in Suqian City, Jiangsu Province, by collecting reliable data in the form of a questionnaire. The problem hypothesis for this education group was formulated by investigating the staff's basic profile, satisfaction, and recognition of performance management in the selected sample: Shenghong Education Group. A questionnaire is set up to reflect the questions to be studied and to reflect directly or indirectly the truth or otherwise of the hypothesis.

### **3.2 Research Design**

The independent variable of this study is the employee performance of Shenghong Education Group. Reliable data was collected through questionnaires distributed online by Questionnaire Star. In the process of data collection, the basic information of the employees surveyed was first collected, including the age, gender, education, and job title of the employees for preliminary data statistics. The questions were focused on the familiarity of the employees with the performance management of the Group when setting up the questionnaire, In setting up the questionnaire, the questions focused on measuring the employees' familiarity with the Group's performance management, their degree of satisfaction, and the impact of the existing performance management on their own motivation and creativity (Muralidharan & Sundararaman, 2011).

As for the dependent variable of this study: the management efficiency of the Shenghong Education Group, the management efficiency is reflected in the following aspects: the relevance of performance target setting to the group's strategic objectives, the motivation and creativity of employees' work due to performance management, the symmetry and timeliness of performance management communication, and the rationality of performance appraisal management (Chen, 2007).

The main purpose of the survey is to identify the problems in the management of the Shenghong Education Group under the existing performance management model, using the data from the employee questionnaire (Gao, 2008).

## **3.3 Hypotheses**

### **3.3.1 Conceptual Role of research hypotheses**

A research hypothesis is a speculative assertion and a hypothetical explanation based on specific scientific knowledge and new scientific facts about the law or cause of the problem under study. Preliminary explanations for various educational problems and phenomena that have yet to be proven are hypothetical.

The function of the research hypothesis is mainly that it is the forerunner of the theory and plays a programmatic role. Assumptions can help researchers clarify the content and direction of research, clarify research topics through logical argumentation, determine research methods and collect data according to established goals, and guide the in-depth development of educational research to avoid blindness in research.

### **3.3.2 Hypotheses of this study**

H1: Low employee satisfaction with performance management leads to inefficient management of the Group. The lower the employees' satisfaction with the performance appraisal management model implemented by the Group under current conditions, the lower the management efficiency of the Group, and vice versa.

H2: Poor matching of performance management practices with the overall strategic objectives of the enterprise leads to inefficient management of the Group. The lower the correlation between the performance appraisal approach and the overall strategic objectives of the enterprise, the more the employees are unable to clarify the specific objectives of their work and the comprehensive development plan, and thus cannot fit in well with the overall strategy of the group in their work and are prone to deviations, thus leading to lower management efficiency of the group and vice versa.

H3: The ineffectiveness and symmetry of communication in performance management leads to inefficient group management. In performance management, the more timely the communication and feedback on performance results, the more efficient the administration will be, and conversely, the less efficient the command will be.

H4: Poor motivation and creativity of employees in performance management lead to inefficient management. The more creative and motivated employees are under the performance

management model, the more efficient the Group's overall direction will be, and vice versa.

### 3.4 Population and Sampling

The overall population of this study was 370 staff members of the Sheng Hong Education Group, and the sample size selected for this study was 370, as a whole group sampling method was used.

### 3.5 Sample Size

This study uses whole-group sampling for the selection of the sample. Whole-group sampling organizes the example by selecting sample units in whole groups and conducting a comprehensive survey of the selected groups. This method divides the total into a number of units and then randomly selects a number of groups from a number of units; all individuals or units within these groups are surveyed.

The advantages of whole-group sampling are ease of implementation and cost savings. To combine the subjects of this study and to facilitate and efficiently analyze the data on the research subjects, 370 teaching staff in employment in Shenghong Education Group were selected through whole group sampling. The basic information of the sample is as follows:

#### (1) Age Level

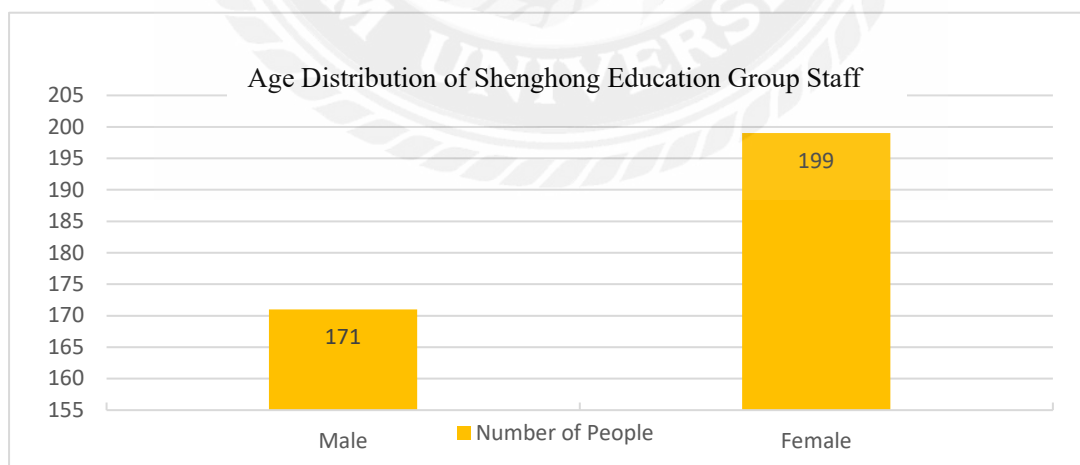


Figure 3.1 Staff Age Level

#### (2) Age distribution

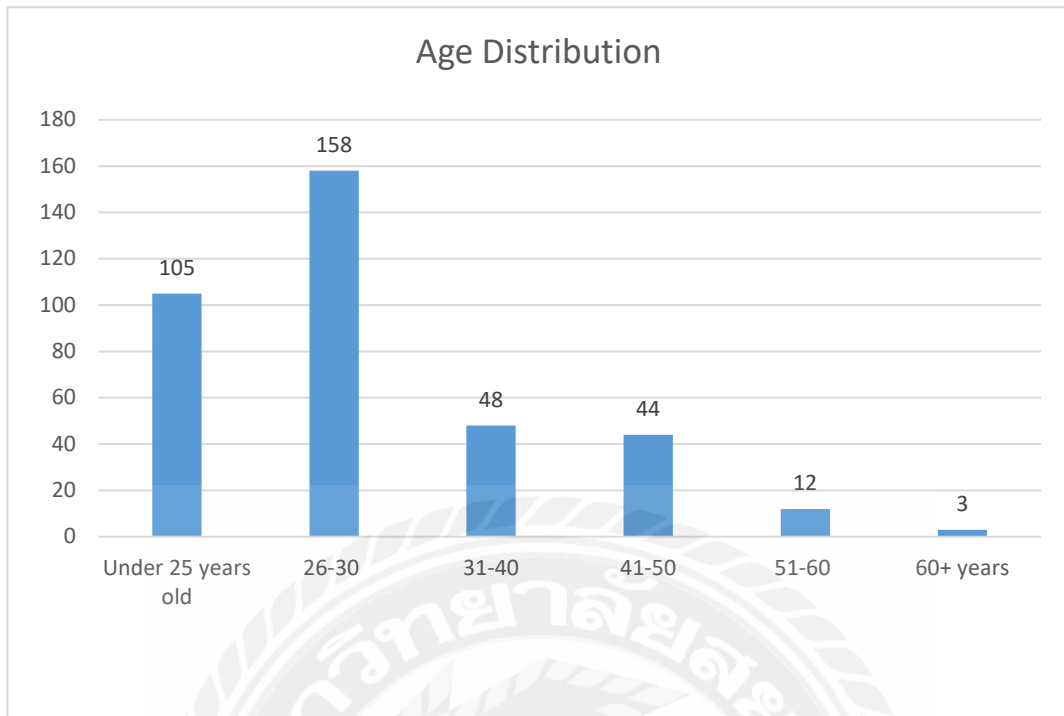


Figure 3.2 Age distribution

(3) Title status

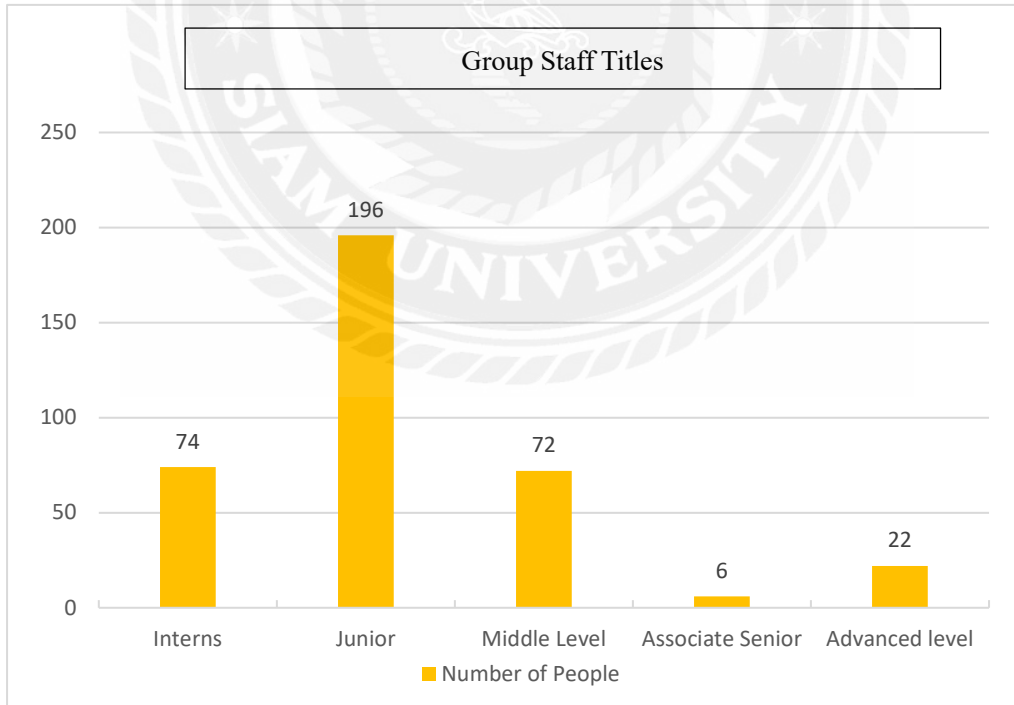


Figure 3.3 Title status

This gender distribution is different from that of other production companies. Still, it is also a

common phenomenon in most private schools, in the education sector, and in the training sector: women are more predominant in the education sector. More than 71% of the staff are under 30 years of age, with 105 teaching staff under 25 years of age, accounting for 28.3% of the entire group. This shows a trend towards younger staff, with more and more young people joining the education sector, and this collection of young people as teachers and managers is taking relative advantage of the trend toward reform and innovation.

The distribution of titles can be seen in the distribution of existing teaching staff, with the highest proportion of junior championships, up to 52.9%. A higher number of trainees, up to 74, in a total staff share of 20%, for the number of staff with senior titles is relatively low, with only 22 people accounting for 5.9% of the total number of staff.

### **3.6 Data collection**

Before data collection, the first thing that needs to be clarified is the independent and dependent variables of this study to collect data purposefully.

As we are looking at the impact of performance management on the management efficiency of the Shenghong Education Group, it is evident that we need to collect data in the form of a questionnaire on the aspects of performance management that best reflect the efficiency of the current process: staff satisfaction, motivation and creativity of the staff, the degree of conformity with the group's overall objectives, and the timeliness and effectiveness of the communication of performance in the management process. The questionnaire survey was conducted by means of a questionnaire.

The questionnaires were distributed to all teaching staff through anonymous questionnaires in the form of electronic questionnaires, which made it easier for staff who took leave for business or personal reasons to ensure the completeness, timeliness, and validity of the feedback data of the sample taken. Please see Appendix I for the specific questionnaire.

### **3.7 Data Analysis**

For the part of the questionnaire in this study, the questionnaire answers were on a three, four, and five-point scale, with the descriptors from option A gradually increasing from the most unfavorable to the project, with the descriptors for questions C, D, and E (the highest options)



being the most favorable to the project.

Table3.1 Correspondence table for data indicators

The dependent variable responded to	Title
Employee satisfaction with performance management	Are you satisfied with the current performance management of the Centurion Education Group?
Alignment of performance management with overall corporate strategic objectives	Do you understand the specifics of the performance management system of the Shenghong Education Group?
	How much do you know about the strategic objectives of the education group?
	Do you understand the process of setting performance targets for the Group?
	Are you more clear about your work objectives?
The effectiveness and symmetry of communication in performance management	How often does the education group conduct performance management coaching and training?
	Is the current performance communication mechanism of the Centurion Education Group helpful to your own performance?
	Does the Group provide feedback on the results of performance evaluations?
	Has the Group's management communicated with you regarding the results of performance evaluations?
	Do you expect to receive performance feedback?
	How do you usually find out about the results of performance appraisals?
The Motivation and creativity of employees in performance management	How easy do you think it is to achieve the performance appraisal targets for the Group's schools?
	What do you think of how performance appraisals are conducted in the Sheng Hong Education Group?

	Do the current performance appraisal results truly reflect the level of work?
	Is your pay related to the level of work effort and achievement?
	Do you think the results of the performance appraisal of Shenghong Education Group are fully effective in terms of promotion and salary increase, management services, etc.?
	Is the Group's current performance management motivational for employees?

### 3.8 Reliability and validity analysis of the scale

The sample size of the questionnaire was 370, 370 questionnaires were distributed, and all of them were returned. The employees were very cooperative during the questionnaire survey using "Questionnaire Star," except for the last question, "What are your other views on the current performance evaluation of the Group? Do you have any valuable comments and suggestions?" All answers were answered except for the last question, "What are your other opinions and suggestions on the Group's performance evaluation? See Appendix A for details of the questionnaire.

The questionnaire results were tested for reliability and validity using SPSS software using Cronbach's reliability coefficient on the 370 samples collected.

Table 3.2 SPSS reliability analysis (1)  
Reliability statistics

Cronbach Alpha	Number of Items
0.969	23

The reliability analysis was used to analyze the accuracy of the responses of the study; firstly, the alpha coefficient was analyzed; if the value was higher than 0.8, the reliability was tall; if the value was between 0.7 and 0.8, the reliability was good; if the deal was between 0.6 and 0.7, the reliability was acceptable; if the matter was less than 0.6, the reliability was poor. From the above table, it can be seen that the reliability coefficient value is 0.969, which is greater than 0.9, thus indicating that the reliability of the study data is of high quality and can be used for further analysis.

Table 3.3 SPSS reliability analysis (2)

KMO and Bartlett's test		
	KMO	0.935
Bartlett sphericity test	Approximate cardinality	2413.851
	df	153
	p	0.000



## Chapter 4 Results of the Study

### 4.1 Introduction




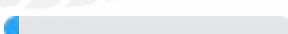
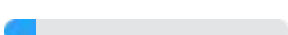
Through the steps of data collection and data analysis in Chapter 3, it can be seen that there are more loopholes in the current performance management model of Shenghong Education Group. The questions in the questionnaire were mainly set up in relation to employee satisfaction with contemporary performance, the relevance of performance target setting to the Group's strategic objectives, symmetry, and timeliness of performance management communication, etc. Detailed questions in the questionnaire can be found in Appendix I.

### 4.2 Description of statistical variables

#### 4.2.1 Low employee satisfaction leads to inefficient management of the Group

Questionnaire question: Are you satisfied with the current performance management of the Shenghong Education Group?

Table 4.1 Questionnaire Statistics(1)

Options	Subtotal	Proportion
A.Very dissatisfied	119	 32.16%
B.Not very satisfied	93	 25.14%
C.Satisfied	96	 25.95%
D.Somewhat satisfied	19	 5.14%
E.Very satisfied	43	 11.62%
Number of people who filled in this question	370	

A total of 212 people, or 57.3% of the total, chose options A and B. 119 people, or 32.16%, were very dissatisfied with the existing performance management system. In comparison, 19 and 43 people, or 5.14% and 11.62%, chose "relatively satisfied" and "delighted" respectively. The number of people who decided "relatively satisfied" and "very satisfied" were 19 and 43, respectively,

accounting for 5.14% and 11.62% of the total number of people; 96 people chose option C "satisfied," accounting for 25.95% of the total number of people. The percentage of answers collected in the questionnaire shows that more than half of the people are less satisfied with the current Group performance appraisal management system.

#### **4.2.2 Low alignment of performance management with overall corporate strategic objectives leads to inefficient group management**

In the second part of the questionnaire, the questions focus on whether the current performance management matches the overall strategic objectives of the company through the following four questions:

1. Do you understand the specific content of the performance management system of the Shenghong Education Group?
2. How much do you know about the strategic objectives of the Shenghong Education Group?
3. Do you understand the process of setting performance targets for the Group?
4. Are you clear about your work objectives?

Table 4.2 Questionnaire Statistics(2)

Q	Q1	Q2	Q3	Q4
A Not at all	45	130	47	120
B Don't know much about it	186	145	148	48
C Yes	66	39	105	128
D Fairly well	36	26	39	38
E Very well	37	30	31	36

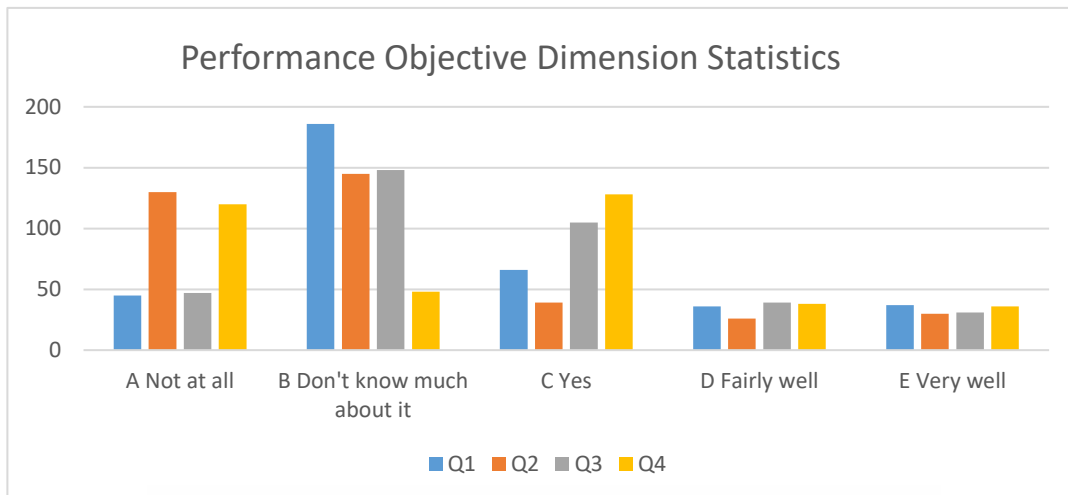


Figure 4.1 Performance Objective Dimension Statistics

The questionnaire results showed that the answers to the four questions were generally distributed between the two options A and B, i.e., "not at all clear" and "not clear," with more than 50% of the total number of people choosing these two answers. The second question was the most direct in asking employees whether they understood the company's overall development strategy, and over 74% of them chose the more negative answers of "not clear" and "very unclear." This shows that employees do not have a positive understanding of the Group's overall development plan through the demands placed on them during their daily performance appraisals. In other words, the majority of employees do not understand what they should be doing and how to set goals for their work in the daily management of the Group through the appraisal process.

#### 4.2.3 Ineffective and symmetrical communication in performance management leads to inefficient group management

In the third part of the questionnaire, the questions focus on whether the current performance management matches the overall strategic objectives of the company through the following five questions:

1. How often does the Shenghong Education Group organize performance management coaching and training?
2. Is the current performance communication mechanism of the Shenghong Education Group helpful to your own performance?
3. Does the Group provide feedback on the results of performance evaluations?
4. Has the Group's management communicated with you regarding the results of the performance evaluation?

5. Do you expect to receive performance feedback?

Table 4.3 Questionnaire Statistics(3)

Options	Frequency of coaching and training	Does the communication mechanism contribute to your performance	Whether performance evaluation results will be fed back	The results of the evaluation and whether the group management has communicated with you	Would you like to receive feedback on your performance?
A.	121	121	56	129	48
B.	89	87	156	128	41
C.	85	82	86	48	73
D.	43	50	33	34	95
E.	32	30	39	31	113

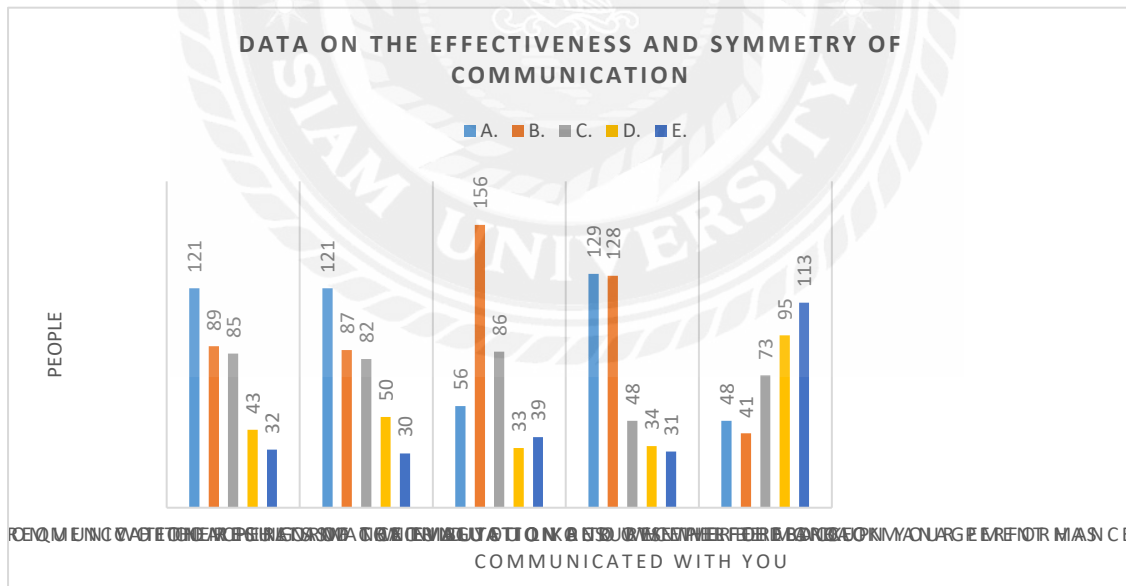


Figure 4.2 Performance Management Process Communicative Statistics

In this section, we can see that for the first five questions, we have followed the criteria for measuring the data presented in Chapter 3. Each question has five options: A, in order of five levels, from the most unfavorable to the most favorable. Two hundred forty-two employees

say that the Group has not trained or explained performance management issues to them, which represents 65% of the total, well over half; The most significant feature of the question was question five, where 144 employees, or 38.9% of the total, said they would like to have feedback on their performance, accounting for nearly 40%. And when asked if the Group gives feedback on their performance appraisal results, a whopping 42% of employees said they rarely give feedback, an almost half proportion.

The five questions focused on employee performance training, communication, and feedback, and the survey results revealed that the Group has a significant deficiency in this area.

#### **4.2.4 Performance management does not provide high motivation and creativity to employees, resulting in inefficient management of the Group**

In the fourth part of the questionnaire, the questions focus on whether the current performance management matches the overall strategic objectives of the company through the following four questions:

1. Does your salary relate to your work effort and achievements?
2. Do you think that the performance evaluation results of Shenghong Education Group are fully effective in terms of promotion and salary increase, management services, etc.?
3. Does the Group's current performance management have a motivational effect on employees?
4. Does the current performance appraisal result genuinely reflect the work level?



Table 4.4 Questionnaire Statistics(4)

Options	Is your pay related to your work effort and performance	Whether the evaluation results are fully effective in terms of promotion and salary increase, management services, etc.	Is it motivating for employees	Do current performance appraisal results truly reflect the level of work
A.	125	143	147	51
B.	82	92	80	134
C.	55	64	55	99
D.	69	37	53	48
E.	39	34	35	38

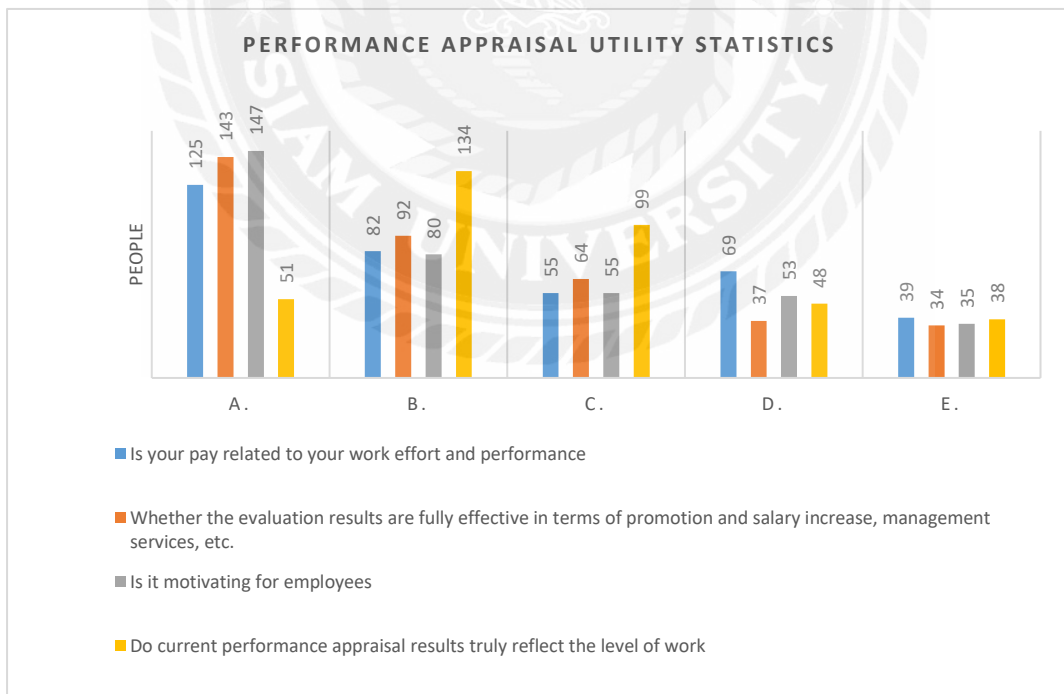


Figure 4.3 Performance Appraisal Dimension Statistics

The four questions were designed to reflect whether the current performance management was a true reflection of the level of performance, effort, and the role it played in the promotion and pay increase of employees.

The statistical results show that 207 employees said that their salary is not related to their effort level, which is a very high percentage (55.9%), and that more than half of them are not able to get the corresponding compensation through their efforts; 235 employees said that the performance appraisal does not play a sufficient role in the process of promotion and salary increase, accounting for 63.5% of the total number of employees, which means that the existing performance management is not in line with In the third question, 227 people (61.3%) said that performance management did not have a motivating effect on employees, which means that performance management does not have a high motivation effect on employees' work.




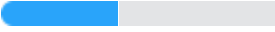

### 4.3 Results of the Study

From the analysis of the results of the above questions, we can conclude that there are many problems with the current performance management of the Shenghong Education Group, of which four are the main ones: employees' satisfaction with the current performance management is too low, the match between performance management and the overall strategic objectives of the company is poor, the effectiveness and symmetry of communication in performance management are not high, and the motivation and creativity of employees in performance management is not high, which is also fully reflected in the last objective multiple choice question we set:

What do you think are the problems with the current Group performance evaluation system?  
(multiple answers possible)

Table 4.5 Summary of staff issues

Option	Subtotal	Proportion
--------	----------	------------

Evaluation indicators are not comprehensive and do not reflect differentiation	153		41.35%
B The performance evaluation is not reasonable	191		51.62%
C The evaluation is subjective and formal	157		42.43%
D The evaluation orientation is not consistent with the overall development strategy of the group school	152		41.08%
E The lack of performance feedback does not promote teachers' self-development	193		52.16%

The reason why staff satisfaction is low is that the current form of performance appraisal management does not reflect well the elements that it should. The evaluation orientation does not form a good unity with the group's overall development strategy, and the performance does not intuitively show how the group needs to develop, what requirements there are for the personnel, and the appraisal is formal, and the assessment is done for the sake of the review, which is neither purposeful nor oriented, and the employees cannot clarify their work goals, development goals and learning objectives through the appraisal methods formulated by the enterprise so that they cannot well The employees are not guided and trained. A considerable number of people cannot see the real strategic objectives of the group through the performance assessment indicators or management methods, and the performance assessment system is seriously disconnected from the strategic planning, and employees can only be trapped in the strange circle of assessment and appraisal.

In the process of performance communication and feedback, employees are neither able to obtain the interpretation and study of the relevant policy documents of performance appraisal before they join the company or on a regular basis, nor are they able to obtain the appraisal results in a timely and effective manner after receiving the corporate appraisal. The evaluation system of Shenghong Education Group is mainly for the evaluation of individual teachers; only individual performance appraisal, without team performance appraisal, will not lead to the performance communication of team members, which is not conducive to the overall development of the education group at all levels. This is not conducive to the overall development of each department in the education group. The distinction between good and poor performance in the appraisal results

is not a quantitative and intuitive understanding and thus cannot be rectified and improved in the follow-up process according to the problems that do not meet the standards. Combined with the analysis of goal theory, it can be seen that the current performance evaluation indexes of Shenghong Education Group are mainly measured from the aspect of teachers' job duties, and the group does not provide systematic performance coaching to its staff and does not have a co-ordinated decomposition of the group's strategic goals, and the staff's goals are not consistent or transparent with the group's goals, which in turn leads to a lack of challenge and innovation in teachers' work business and work behavior.

Because the rules of performance appraisal management are not properly formulated, the level of effort put in by staff in their real work is not closely linked to promotions and pay raises. If this most critical issue is not done properly, it is conceivable that employees will not be motivated and creative in applying themselves to their work. For the group as a whole, the inactivity of the staff makes the management of the group inefficient, directly affecting the overall planning and development of the group. It is essential to understand that according to the theory of hierarchy of needs and expectations, people always have certain conditions, and when low-level needs are met, they progress to higher-level needs. In the current situation, the low satisfaction of employees is due to the fact that they do not meet their needs. And when the assessment indicators do not truly reflect employees' work, reflecting their creative value, naturally, they can not meet their "recognized" needs. They will naturally feel dissatisfied with the existing mechanism when they are not valued and recognized.

## **Chapter5 Conclusion and Discussion**

### **5.1 Conclusion**

The results of this study, through questionnaires, show that the performance feedback diagnosis and improvement process at Shenghong Education Group needs to be included. This process is based on the performance management process at Anglo Chinese School. The end-of-year performance review is the process of performance diagnosis and improvement. The school leaders have to act as both "coach" and "judge" in performance management, helping, encouraging, and guiding teachers to improve their performance, as well as identifying teachers' shortcomings and providing a basis for decisions such as salary adjustment and staff transfer, It also provides the basis for decisions on pay adjustments and staff transfers.

#### **5.1.1 Poor Planning and Formulation of Performance**

Research has shown that the moral, competence, diligence, and performance appraisal method developed in 1994 needs to improve with generalized appraisal criteria and high homogeneity between dimensions for contemporary employees. Similar problems are found in the performance appraisal method used by the Shenghong Education Group. School performance appraisal should change from a results-based assessment to a process-based estimate. Young people make up a large proportion of the teaching staff, which may be facing family problems such as housing pressure, marriage pressure, children's schooling, and elderly support at the same time, and this group is more concerned about their pay; some new teachers need love and belonging to the group during their one-year probationary period, and of course, they would prefer to develop more rapidly and therefore need more opportunities for further education and further training. Therefore, when developing performance management approaches, more attention should be paid to each teaching staff member, giving them more respect and recognition. The current performance management model must effectively combine the group's staff structure characteristics when developing a performance management approach that fully allows young people to be motivated and creative in their work (Shi & Cui, 2004). In the current management model, employees are dissatisfied with the unreasonableness of the performance appraisal, which they believe needs to fully reflect their work and efforts and be linked to promotions and pay raises.

These views are reflected in the weakness of the performance planning process, as the

Group is unable to integrate its overall development plans and objectives into its performance management approach and does not have the appropriate assessment indicators to reflect the work of its staff realistically and objectively, therefore, there is no direct guarantee of effective management through the planning process.

The majority of the Group's teaching staff are both managers and administrators. Shenghong Education Group should make full use of the value of its teaching staff, enhance their managerial status and solicit their opinions and suggestions on the formulation of performance plans, which can, to a certain extent, awaken their sense of leadership and responsibility as well as give them a clearer understanding of the Group's objectives and a more straightforward plan of their personal goals (Yan, 2020).

#### **5.1.2 Inadequate performance communication mechanism**

Performance communication mainly includes goal-setting communication, performance implementation communication, performance feedback communication, and performance improvement communication (Lin, 2013). These four stages of communication echo, complement each other, and are indispensable. It is the core of performance management for departments and individuals. Good performance communication can remove obstacles and maximize performance in a timely manner, and communication should permeate the entire performance evaluation process (Chen, 2007). There is no shortage of old cattle-type employees in Shenghong Education Group, whose work tasks may have been overloaded long ago, but they need to improve communication. Because the communication mechanism between individuals and departments, between departments and departments, and between individuals and leaders is not perfect, the group has gradually turned into a rough model of "quantification-assessment-reward and punishment," lacking the spirit of humanism and old cattle-type employees. Therefore, a suitable communication mechanism is also necessary for improving the efficiency of the company's management.

#### **5.1.3 Inadequate feedback mechanism for performance results**

Appraisal results are not objective and lack persuasive power. Accurate performance appraisal results are the basis for performance feedback, and distorted appraisal results will undoubtedly increase the difficulty of performance feedback. However, accurately evaluating an employee's performance is a complex task. When unreasonable situations arise in setting performance indicators, the results reflected in the appraisal process are bound to be untrue to the employee's position and seriously lacking in persuasiveness.

Of course, this is not all due to unreasonable appraisal indicators. The lack of awareness and skills in performance feedback is also one of the reasons for not being able to give honest and effective feedback on results. In the appraisal process, there are bound to be excellent and unsatisfactory performers (Gao, 2008). In the traditional Chinese "good old boy" mentality, most appraisers do not know how to give reasonable feedback on the appraisal results, fearing that their own image or the interpersonal relationships between colleagues will be affected by the questions raised by different people after giving feedback on the results. So they simply use unrealistic appraisal schemes, produce unconvincing results, and finally avoid the regular feedback and communication process. This shows that appraisers do not see performance feedback as an integral part of performance appraisal and do not recognize the critical role of performance feedback. In addition, they have not mastered performance feedback skills and lack interpersonal communication skills.

High power distance in Chinese culture. According to relevant research, there is a significant difference in the sense of power distance between Chinese culture and Western culture, represented by the USA, where there is a strict sense of hierarchical difference between employees and superiors. In contrast, in the USA, the importance of equality between the two is more pronounced. Therefore, in the Chinese culture, employees do not usually approach their superiors directly for information about their performance appraisals; when superiors give performance feedback, employees are less willing to take the initiative to state their thoughts, and communication is often less effective than expected, which in turn affects the further development of performance feedback.

## **5.2 Discussion**

This paper only presents a preliminary optimization process for performance management in the Shenghong Education Group during the transition phase. However, performance management in education groups and the improvement of teacher performance in the group is a complex and dynamic research process that needs more pilot validation and data support before it can be further extended and implemented.

The goal of team performance is to turn work groups into real teams, and in particular, into high-performing teams. In this paper, we have conducted a study on the optimization of performance management. We have designed assessment indicators and management methods only at the individual level, without pilot data on teams. At a later stage, it is also possible to

determine the proportion of weight to be assigned to team performance and individual performance, respectively, based on expert weighting methods or data analysis.

## **5.3 Recommendation**

### **5.3.1 Suggestions for Setting up a corporate performance model**

Firstly, the Group needs to create a performance management culture that genuinely involves employees in achieving the Group's goals and vision, changing from passively receiving instructions to actively demanding progress. Schools need to fully apply goal-setting theory to performance management to promote the importance of achieving organizational performance.

Secondly, it is essential to focus on the role of performance communication in performance management. Performance communication runs through the processes of performance planning, performance coaching, performance appraisal, and performance feedback. Poor communication in any part of the process will hinder performance improvement. Communication is the heart and soul of performance and is used throughout the performance management process. The direction of performance communication is divided into top-down, parallel, and bottom-up, and the types of communication can be writing, meeting, interview, negotiation, presentation, listening, etc. The bottom-up and top-down communication channels can change the single, one-way communication mode of only meeting communication. Performance appraisers and managers should also continue to improve their communication skills in the communication process so that teachers can accomplish their goals more efficiently and lay a solid foundation for the achievement of team goals and organizational goals.

Thirdly, in the management process, we should be bold in innovation and trial and error, just as the teaching process insists that "there is a teaching method, but there is no definite method for teaching, and it is important to get it right," so is performance management. Shenghong Education Group can try to use different ways of performance appraisal, combining online and offline, using the unique advantages of the Internet in the current fast-developing society, and actively adopting various application platforms in the context of big data to bring school management to the forefront and meet the operational characteristics and psychological needs of employees.

Combining the actual situation of the Group, a semester is used as a complete management



cycle to develop a personalized assessment system suitable for the different teaching units of the Group. In the process of setting up the system, the previous redundant performance scoring steps are simplified and optimized into a performance management system based on goal management theory.

### **5.3.2 Suggestions for institutional safeguards**

After the principles of performance setting have been clarified, a robust system is needed to ensure that the optimized performance management can be implemented on the ground, that employees with excellent performance can be scientifically screened out, that the salaries of outstanding talents can be increased, and that the career planning and promotion paths of exceptional teaching staff can be clarified (Wang & Wang, 2012).

A sound system is one of the most important safeguards for staff to voice their legitimate aspirations and enhance their sense of well-being. After optimization, various systems for performance management need to be established. For example, the performance appeals system refers to the use of appeals by appraisees who believe that the performance appraisal results are unfair and disagree with the results. The performance management team and the office will review the appeals promptly and effectively after receiving them, and a series of supporting systems will be put in place.

At the same time, the company should also collect public opinion and feedback on the performance management model from time to time (Wang & Wang, 2012). With the continuous growth and development of the enterprise, the goals and plans at different stages of development are bound to be different, so for the teaching staff at different stages, there is bound to be a need for performance appraisal schemes that keep pace with the development of the group, so constantly updating and exploring the most suitable performance management model for the development of the group is also one of the strong guarantees.

### **5.3.3 Guarantee of the technical platform**

With the development of technology, network offices have become very common, and performance management of employees in their daily work can also be carried out through advanced office platforms, such as nailing and OA workstations. The OKR management tools in the OA workbench are written and produced by third-party development companies. There are a number of optional applications in the nailing platform application center, such as "Tinker OKR," "Tita's OKR," and "Polaris OKR." "These current widely used office platforms can be

a good medium for performance appraisal, but of course, the costs in the relevant areas need to be put in place to ensure that the technology platform is effective and timely.

After securing the funds for the use of the platform, a series of issues related to the maintenance, security, and safety of the information on the platform also arise, which requires the group to equip the online platform with a certain amount of manpower, specifically responsible for the daily maintenance and repair of the platform.

## **5.4 Further Study**

The performance management optimization at Shenghong Education Group needs to start with the performance management process. In the future, we can look more closely at using the PDCA cycle to illustrate a complete and effective performance management process. The PDCA cycle means: Plan, Do, Check, Action. The successes are recognized and disseminated, the failures are summarised, and the problems that are not resolved are put into the next round of the PDCA cycle (Yan, 2020). These four steps are repeated over and over again. The PCDA cycle is actually a logical working procedure to carry out any task effectively and is particularly suitable for optimizing performance management.

It can also be optimized through the management of KPI models and can be combined with performance management methods such as BSC, MBO, and OKR to form different motivational performance management models, which are well-developed and used in many companies. For example, the Balanced Score Card (BSC) is an effective tool for strategy implementation and performance management. For example, according to the strategic objectives departmental identification matrix, Xu Zhenzhen decomposed the overall strategic objectives of a vocational secondary school in Nanchang into various functional departments from the four dimensions of customers, finance, internal processes, and learning and growth to form corresponding KPIs, and finally completed the KPI decomposition at the departmental school level based on the indicators at the overall level with the cooperation and mutual examination of several internal functional departments.

Through further research and analysis of the strategic objectives of Shenghong Education Group to identify the key performance indicators of different departments, can refer to the first step of the KPI decomposition process of the aforementioned school according to the "two-eight" principle and only target 20% of the key behaviors to be assessed as a reference for the

formulation of departmental and individual targets. This is used as a reference for setting departmental targets and individual targets, and targets can be set concerning indicators, etc.



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# Appendix

## Appendix A

### **Suqian Shenghong Education Group Performance Management Evaluation Questionnaire**

Dear Lead Teachers and Colleagues:

First of all, thank you for participating in this questionnaire. The questionnaire is mainly focused on the performance management of Shenghong Education Group, and the results of the survey are only used for the study of the paper "Optimization of Performance Management in Private Education Groups". The purpose is to better design a scientific and reasonable job performance evaluation system for the future, so as to improve the job satisfaction of employees.

This questionnaire is anonymous and your answers will be kept confidential. Thank you for supporting this research work in your busy schedule!

**1. What is your age?**

A. Below 25 years old B. 26-30 years old C. 31-40 years old D. 41-50 years old E. 51-60 years old F. 60 years old or above

**2. What is your gender?**

A. Male B. Female

**3. What is your education level?**

A. Postgraduate and above B. Undergraduate C. Specialist and below

**4. What is your title level?**

A Trainee B Junior C Intermediate D Deputy Senior E Senior

**5. Are you satisfied with the current performance management of Shenghong Education Group?**

A. Very dissatisfied B. Not very satisfied C. Satisfied D. More satisfied E. Very satisfied

**6. Do you understand the specific content of the performance management system of Shenghong Education Group?**

A. Not at all B. Not very much C. Understood D. Better understood E. Very much understood

**7. How much do you know about the strategic objectives of Shenghong Education Group?**

A. Not at all B. Partly C. Understood D. Better understood E. All understood

**8. Do you understand the process of setting performance targets for the Group?**

A. Not at all B. Not very much C. Understood D. Better understood E. Very well understood

**9. Do you have a clear understanding of the objectives of your work?**

A. Not clear at all B. Not clear C. Clear D. Clearer E. Very clear

**10. How often does Shenghong Education Group organize performance management coaching and training?**

A. Never B. Rarely C. Occasionally D. Regularly E. Often

**11. Is the current performance communication mechanism of Shenghong Education Group helpful to your own work performance?**

A. Not helpful at all B. Not sure C. Helpful D. Somewhat helpful E. Very helpful

**12. Does the Group give feedback on the results of performance evaluations?**

A. Never give feedback B. Rarely give feedback C. Will give feedback D. Limited time feedback E. On the spot feedback

**13. Does the management of the Group communicate with you about the results of performance evaluation?**

A. Never communicate B. Not much C. Do communicate D. Do communicate often E. Do communicate every time

**14. Do you want to get feedback on your performance?**

A. Very much not B. Not C. Generally D. Hopefully E. Very much

**15. How do you usually know the results of performance appraisal?**

A. No way to know B. Active enquiry C. Private comparison D. Other channels E. Notice announcement

**16. How easy do you think it is to complete the performance appraisal objectives of the group schools?**

A. Difficult to complete B. Not too easy to complete C. Not sure D. Easier to complete E. Very easy to complete

**17. How do you think the performance appraisal method of Shenghong Education Group is?**

A. Very unreasonable B. Unreasonable C. Generally D. Reasonable E. Very reasonable

**18. Can the results of the current performance appraisal truly reflect the work level of the staff?**

A. Not at all B. Not at all C. Can reflect D. Basically E. Completely

**19. Is your salary related to the degree of work effort and achievement?**

A. Basically not related B. Slightly influenced C. Influenced D. More influenced E. Directly related

**20. Do you think that the performance evaluation results of Shenghong Education Group play a full role in promotion and salary increase, management services, etc.?**

A. Very inadequate B. Not very adequate C. Adequate D. More adequate E. Very adequate

**21. What is the motivating effect of the Group's current performance management on employees?**

A. Not at all motivating B. Not very motivating C. Uncertain D. Better motivating

**22. What do you think are the problems of the current performance evaluation system of the Group? (Multiple choice possible)**

A The evaluation index is not comprehensive and does not reflect the difference

B The orientation of performance evaluation is unreasonable

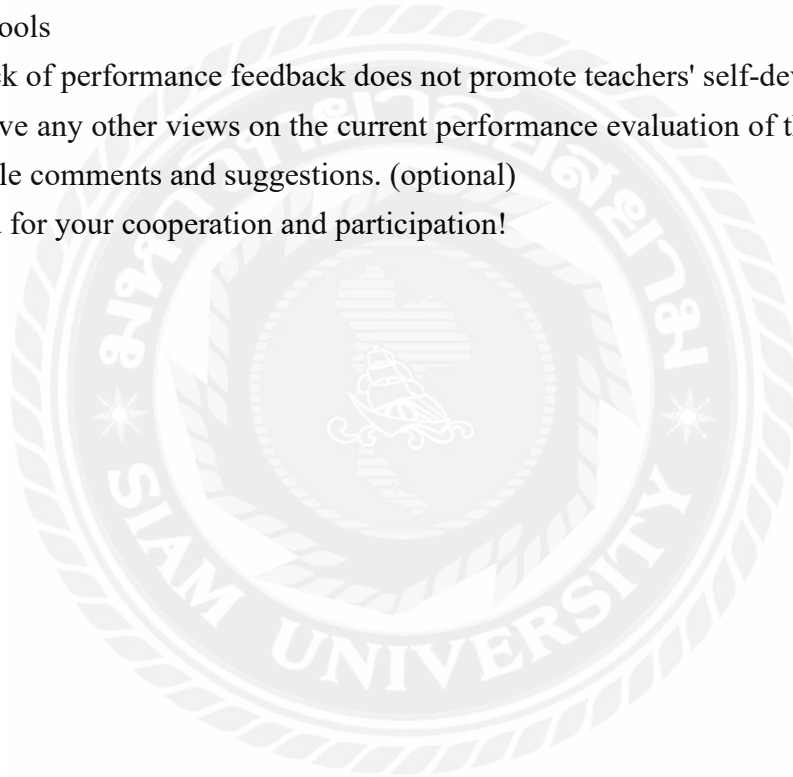
C The evaluation is subjective and formal

D The evaluation orientation is not consistent with the overall development strategy of the Group's schools

E The lack of performance feedback does not promote teachers' self-development

Do you have any other views on the current performance evaluation of the Group? What are your valuable comments and suggestions. (optional)

Thank you for your cooperation and participation!





## **Staff Performance Appraisal Scheme**

### **School Performance Pay Assessment Rules 1**

#### **Chapter I General Rules**

Article 1 Objects of payment: Teaching staff formally employed by the personnel department in accordance with the "Implementation Rules for the Appointment of Teaching Staff of Shenghong Education Group".

Article 2 Composition of monthly performance appraisal allowance: Divided into the appraisal of moral and attendance awards, and work performance awards, with an annual per capita of RMB 8000.

Article 3: Appraisal and issuance standards: Appraisal and Attendance Award: issued according to teachers' attendance, sick leave and teacher moral assessment, RMB 300/month per capita, 10 months of the year; Work Performance Award (basic workload, extra workload): issued according to teachers' basic workload and extra class workload assessment, RMB 500/month per capita, 10 months of the year; Appraisal and Attendance and Work Performance Assessment Award can be issued in an integrated manner. Chapter 2

#### **Chapter II Appraisal Content**

Article 4 Attendance assessment.

1. Teachers should consciously abide by the school's work and rest system. The school shall take attendance of teachers according to the prescribed work and rest time. 2. If you are absent from work due to illness, you must apply for leave in advance, submit the relevant certificates, fill in the leave approval form, and do the work handover; leave must be approved according to the prescribed procedures, and if you cannot take leave in advance due to special circumstances, you must contact us by telephone in advance and apply for written procedures afterwards. Those who are absent without leave or whose leave is not granted, or who conceal the fact of leave, or who falsify, shall be punished as absenteeism. Approval authority: Temporary absence (within 1.5 hours) is approved by the Head of Year, and leave of absence (including all types of leave for official and personal reasons) is approved by the Head of School.

3. Attendance awards are calculated according to the following criteria: (1) 50 points are deducted for each day of leave, and 25 points are deducted for each day of leave of more than 3 days caused by the illness of parents (parents-in-law, in-laws, spouse, children) in hospital; monthly awards are deducted proportionally for sick leave of more than 5 days in total. (Assessment by the Office of Teaching and Learning) (2) Marriage leave, maternity leave,

bereavement leave, etc., the implementation of national leave standards, according to national regulations to enjoy the relevant treatment, in the school's monthly performance assessment of 25 points per day. The monthly award will be deducted proportionally if the leave exceeds 3 days; 25 points will be added for each day the leave is taken in accordance with the work needs of the school. (Assessment by the Teaching Office) (3) Correspondence courses and examinations (computer, Putonghua, etc.) out with the approval of the Teaching Office will be reduced by 20 points per day. (Assessment by the Teaching Office)

(4) If you are late for work (including meetings and centralized activities) or leave early, you will receive 5 points for each 10-minute absence, 10 points for each 10-minute absence, 20 points for each 30-minute absence, and 20 points for each non-official absence. (5) If it is necessary to be absent for a short period of time during working hours due to special circumstances (including personal or sick leave), a written request for leave must be made to the Head of Department, which must not exceed two hours and must not exceed five times in total throughout the semester, and each time it exceeds five times or each time it exceeds two hours, the leave will be counted as at least one quarter of a day. (6) If you leave your post for an unannounced inspection, all attendance awards will be suspended until the entire monthly performance assessment salary is affected. (7) Those who are absent from work for half a day or more will be deducted from the current month's assessment award and the corresponding year-end assessment award; those who are absent from work for one day will be deducted 30% of the incentive performance salary; those who are absent from work for two days will be deducted 60% of the incentive performance salary; those who are absent from work for three days or more will be suspended from all performance salary and ordered to resign. (8) Teachers must be fingerprinted in the communication room when they go to work or when they enter or leave temporarily during working hours. (Party and Government Office assessment). (9) If overtime work is required due to work needs, the teacher or the department concerned should submit an application, fill in the overtime approval form and send it to the headmaster in charge for approval. In principle, it is required that approval be given first and then implemented, or verbal instructions be given to the person in charge first, and the approval form be filled out within a week afterwards; the vice-principal will be given verbal instructions to the headmaster first and the approval form be filled out before the end of the month. The overtime will be added at 50 points/day, and the overtime will be punished by dedication. The regular work of departmental management cadres is not counted as overtime. In principle, the number of overtime hours worked is strictly controlled. Attendance information will be published every month. (Assessment by the Party and Government Office)

Article 5: Examination of virtue.

1. one of the following acts of virtue assessment as unqualified: ① did not fulfill the responsibility of student safety management major education and teaching responsibility accidents; ② discrimination and insult to students, corporal punishment or disguised corporal punishment of students, causing a bad impact; ③ engaged in paid extracurricular teaching activities; ④ absenteeism or absenteeism, seriously affecting the teaching order; ⑤ business quality and work ability can not adapt to the requirements of education and teaching work; ⑥ have other serious (6) any other behaviour that seriously damages the image and reputation of the teacher; (7) expressing demands in an illegal manner, affecting the completion of educational and teaching tasks, interfering with the normal educational and teaching order, or harming the interests of students. Incentive performance pay will not be issued for unqualified candidates.

2. 50 points will be deducted for each refusal to accept the tasks assigned by the school or the work set out without normal reasons. If a task is accepted but not done according to quality requirements, 10-30 points will be subtracted each time. If a task is not done according to time requirements, 5-10 points will be subtracted each day, without guarantee. (All divisions and section heads will be assessed)

3. work time to do personal business, with children (breastfeeding according to the relevant provisions of the state care), sleep in the office, online games chat, no work relationship string door and have other impact on work, learning situation, each time minus 10-50 points. (Year Head, Party and Government Office assessment)

4. To aggravate the academic burden of students, a questionnaire survey on the amount of homework is conducted and the rate of heavy or heavier homework accounts for more than 70%, minus 50-100 points, and 1-3 levels in the final assessment of teaching quality. (Teaching Division); 50-200 points will be deducted for recommending teaching and learning materials to students without the consent of the school, and the annual merit evaluation will be cancelled. The second time the monthly award is cancelled and the year-end award is deducted for two months.

5. Teachers should be civilized and well-groomed, and those who do not follow the requirements will have 5 points deducted each time. (Party and Government Office assessment)

6. teaching violations or management is not in place each time 10-50 points, the same problem for the second time in a semester in order to double the reduction,; teaching education accident according to the seriousness of the case each time a reduction of 50-200 points, until all the monthly awards and semester awards, year-end awards. (Each department, year head assessment)

7. If you do not follow the requirements of saving water and electricity, resulting in waste,

you will be given 10-100 points less each time according to the situation.

8. other violations of school discipline, teacher ethics, the school team will deal with the situation at its discretion. (Principal's Office Assessment)

Article 6 Qualitative assessment:

1. Qualitative assessment is carried out on the basis of workload, divided into four grades: excellent, good, qualified and unqualified. Among them, excellent accounts for 15% of the total number of teachers, good accounts for 50%, qualified, unqualified accounts for 35%, the number of unqualified according to the actual assessment of the variable proportion. In addition to the direct qualification as unqualified, in principle, the assessment score is less than 60% of the average score is also designated as unqualified (except for physical reasons). If the assessment is not qualified, the assessment award for the month will be cancelled.

### **Chapter III Appraisal and distribution**

Article 7 Appraisal procedures:

Each assessment team will summarize the scores of teachers in each block by the 27th of each month and report them to the Party and Government Office by the 28th of each month.

Article 8: Distribution Procedures:

The Party and Government Office will submit the list of the determined monthly awards to the Business Principal for review and approval, and finally to the Finance Office for approval in accordance with the relevant procedures, and the Finance Office will credit the monthly awards to the teachers' bank cards before the stipulated time.

Chapter IV By-laws

Article 14; In the process of the monthly award assessment, if any artificial falsification is found or if the assessment work is affected by negligence, 50-200 points will be deducted each time until all the monthly awards,.

Article 15: In case of adjustment of higher policies or in case of obvious unreasonable points found during the assessment process, the school team will discuss and make corresponding amendments.

The interpretation of this programme is the responsibility of the school headmaster's office. It will be implemented on a trial basis from September 2020.

## **School Performance Pay Assessment Rules 2**

### **I. Guiding Ideology**

Comprehensively implement the Party's education policy, focus on strengthening the

construction of the teaching force, improve the performance assessment of teachers, focus on improving teachers' awareness of responsibility and quality, and promote the overall improvement of the quality of education and teaching in schools.

1. Adhere to the principle of distribution according to work, positive and steady. 2、 Adhere to the principle of unity of process and result, quality and quantity. 3、 Adhere to the principle of effective motivation and orientation.

3. Assessment items (a) Basic performance pay items (mainly issued through attendance and moral examination) are: living allowance; post allowance; teaching (working) age allowance; class teacher allowance; basic monthly working allowance; rural teacher's teaching allowance, etc. (ii) The incentive performance pay items are:

1. Teachers' monthly performance appraisal allowance is divided into the appraisal of moral and attendance awards and work performance awards. (1) Attendance Award: Based on the teacher's attendance and teacher ethics assessment, the award is 35% of the monthly performance appraisal allowance, and is paid for 10 months of the year, with the balance of the appraisal transferred to the job performance award. (2) Work Performance Award: divided into workload assessment and qualitative and quantitative assessment. (2) Workload assessment: The assessment is based on teachers' basic workload, workload in excess of class hours, overtime on holidays, management of morning and evening self-study, and management of meals and residential students. Qualitative and quantitative assessment: A comprehensive assessment based on teachers' ethics, competence, diligence, performance and quantity, combining qualitative evaluation and quantitative analysis. Qualitative assessment is carried out on the basis of quantitative evaluation and is divided into four grades: excellent, good, qualified and unqualified, of which excellent accounts for 15% of the total number of teachers, good accounts for 50%, qualified and unqualified accounts for 35%, and the number of unqualified accounts for a variable proportion according to the actual assessment. In addition to the direct characterization as unqualified, the assessment score of less than 60 points is also set as unqualified. The total amount of this award is 65% of the monthly performance appraisal allowance, which is paid out according to ten months of appraisal throughout the year.

2. Semester (end of year) assessment award: divided into three parts: moral and attendance assessment, quantitative assessment and qualitative assessment. The moral and attendance assessment accounts for 35%, the quantitative assessment accounts for 30% and the qualitative assessment accounts for 35%. (1) Moral Attendance: Teachers are assessed on the basis of their semester (academic year) attendance, sick leave and teacher morality. Quantitative assessment: assessment based on teachers' monthly performance appraisal and semester (academic year) educational (teaching) achievements. Qualitative assessment: teachers are assessed

comprehensively through procedures such as self-assessment by teachers, mutual assessment by subject groups and year groups, assessment by departments, democratic assessment by students, and comprehensive assessment by the school assessment team. Finally, the school assessment team will determine the assessment level of teachers according to the assessment score, and then determine the amount of bonus for teachers according to the assessment level.

## **II. Assessment content**

1. The examination of moral requirements mainly assesses the teachers' compliance with the code of professional ethics for teachers, especially the situation of teaching and educating others and acting as a teacher. Teachers who have serious problems with teacher ethics and morality will be directly designated as failing the assessment according to the examination of moral requirements, and the corresponding performance pay will be deducted or given corresponding treatment in accordance with the regulations. Teachers who have some problems and deficiencies in complying with the code of ethics and school discipline or who have caused certain effects due to improper educational methods will be included in the monthly or semester (academic year) assessment of teachers according to the severity.

2. Attendance requirements Teachers' leave of absence is carried out according to the specific standards of the relevant provincial, municipal and county documents. In conjunction with the actual school, teachers' sick leave, late arrival and early departure, absenteeism and absenteeism from work, etc. will be assessed and included in their monthly assessment.

The performance appraisal is a combination of qualitative evaluation and quantitative analysis. Teachers will be evaluated qualitatively on the basis of quantitative assessment of their workload, work attitude, work effectiveness and work performance, and will be proportionally divided into four grades: excellent, good, qualified and unqualified, which will serve as an important basis for determining the criteria for the payment of teachers' performance pay. The specific assessment of each category of staff shall be carried out by the school in accordance with the corresponding regulations.

## **III. Assessment procedures**

(a) Establish a school performance appraisal team.

(2) Convene a general meeting of staff representatives. Vote to approve the composition of the school performance appraisal team. The appraisal team will draft the appraisal methods and adopt them only after listening extensively to the teachers' opinions and making sufficient amendments.

(iii) Appraisal implementation

1. Monthly appraisal work procedures appraisal items: monthly work performance appraisal.

2. Each assessment team will compile a statistical summary of teachers' scores (paragraphs) for each block by the 25th of the month by the 27th of each month and submit it to the School Office by the 28th.

3. The school office will submit the corrected draft to the business headmaster for review and approval, and finally to the finance office for issue and credit to the teachers' bank cards according to the relevant procedures.

4. Semester and annual performance appraisal work procedures appraisal items: education and teaching results appraisal, teachers' semester (year-end) appraisal. (1) Teachers will conduct semester and annual personal summaries in accordance with their moral, attendance, performance and job responsibilities, and will make presentations within a certain range. (2) The school appraisal team will adopt a variety of effective methods to appraise teachers' performance in accordance with the teacher performance appraisal index system, such as self-assessment, mutual appraisal and student evaluation, and make a comprehensive evaluation in conjunction with the monthly performance appraisal to propose the appraisal grade.

(d) Provisions on assessment ratios: monthly assessment awards, excess workload and school achievement awards are determined by the school assessment team in accordance with the assessment of subject groups and grade groups. (ii) Year-end awards, semester and annual assessments, etc.: the school assessment team scores about 40% of the total score, the college group and teaching and research group assessment scores about 40% of the total score, and the student evaluation scores about 20% of the total score each.

#### **IV. Assessment requirements**

1. Strengthen leadership and careful organization. The school takes this work as a major, important matter to strengthen the construction of the teaching staff and deepen the reform of the education personnel system. The school assessment team should seriously study and solve the contradictions and problems that arise in the implementation, make careful plans, organize carefully, and effectively grasp this work.

2. Clarify responsibilities and strengthen coordination. The school assessment team should listen extensively to the views and suggestions of teachers, combine the actual situation of our school, develop specific performance assessment procedures and methods, strive to achieve scientific and reasonable, practical, concrete and quantifiable, operational, reflecting the policy orientation of performance assessment, promote the balanced development of inter-schools, characteristic innovation.

3. Strengthen publicity and serious discipline. Schools should guide their staff to treat performance appraisal correctly and truly achieve the purpose of promoting the scientific development of schools and the professional development of teachers with performance

appraisal, and promoting the in-depth promotion of quality education. Discipline in the assessment work should be taken seriously, and those who work irresponsibly and whose assessment is distorted and inaccurate should be held accountable. To express demands in an illegal way, unreasonable and cause adverse effects will be firmly investigated and dealt with in accordance with the provisions.

