



**THE INFLUENCING FACTORS OF PERFORMANCE
MANAGEMENT OF TEACHERS IN PUBLIC UNIVERSITIES-A
CASE STUDY OF SICHUAN UNIVERSITY OF SCIENCE AND
ENGINEERING**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
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The Influencing Factors of Performance Management of Teachers in Public Universities-A Case Study of Sichuan University of Science and Engineering

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This Independent Study has been Approved as a Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

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ABSTRACT

Under the background of the rapid development of higher education system, the performance management of teachers in public colleges and universities, as the direct undertaker of education quality and scientific research level, is particularly important. With the continuous progress of social economy and the deepening of education reform, higher requirements are put forward for teachers' performance management. This study aimed to study the influencing factors of teacher performance management in Sichuan University of Science and Engineering.

The purpose of this study were: 1) To explore the factors influencing the performance management of teachers in Sichuan University of Science and Engineering; 2) To determine the influence of teacher's self-cultivation, participation of school leaders, school performance system and support of school resources on the performance management of teachers in Sichuan University of Science and Engineering.

In this study, using the quantitative research method, 331 questionnaires were sent and 302 valid questionnaires were recovered, with a recovery rate of 91.24%. Based on the theory of management by objectives and expectation, it was found that:1) the factors influencing the performance management of teachers in Sichuan University of Science and Engineering are participation of school leaders, teacher's self-cultivation, support of school resources and school performance system; 2) school performance system, participation of school leaders, teacher's self-cultivation and support of school resources have a positive effect on teachers' performance management. In terms of final suggestions, the performance management of teachers in public universities should be improved in the following aspects: 1) strengthen the teacher's self-cultivation and training of teachers; 2) improve the executive ability of school leaders; 3) improve the performance system; 4) provide more resources to teachers reasonably.

Keywords: public universities, teachers, performance management, influencing factors

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The seal of Siam University is a large, circular emblem. It features a central shield with a crown on top, surrounded by a wreath. The shield is flanked by two lions. The entire emblem is encircled by a border containing the text 'SIAM UNIVERSITY' in English and Thai script.

XU SHIMING

Declaration

I, Xu Shiming, hereby certify that the work embodied in this independent study entitled “ The Influencing Factors of Performance Management of Teachers in Public Universities-A Case Study of Sichuan University of Science and Engineering” is result of original research and has not been submitted for a higher degree to any other university or institution.

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Mar 19, 2025



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Chapter 1 Introduction

1.1 Background of the Study

Under the background of the rapid development of higher education, the performance management of university teachers, as the direct undertaker of education quality and scientific research level, is particularly important. With the continuous progress of social economy and the deepening of educational reform, higher requirements are put forward for the performance management of college teachers. By the end of 2023, the Ministry of Education and the National Bureau of Statistics had reached 1,270, according to the government universities (Li, 2021).

As directly supported by the government, public colleges and universities undertake the important mission of cultivating high-quality talents. In this context, the performance management of university teachers is not only related to the teaching quality and scientific research level of the university, but also directly affects the future development of the country and social progress. Therefore, it is of great significance to explore the influencing factors of university teacher performance management to improve the teachers' work motivation, optimize the allocation of educational resources and improve the quality of education (Cai, 2019).

In China, the performance-based pay system of public institutions has undergone five major reforms. 1) In 1952-1956, The national personnel are uniformly divided into 35 levels, The grades and wages are now fixed, Not being affected by the type of work; 2) In 1985, Incorporate personnel positions into the payroll system, Divide your positions into teachers, administration, Three types of workers, Each position has its corresponding criteria, At this time, the salary composition is: position + length of service; 3) In 1993, To incorporate allowances into wages, The allowance, depending on the job type, At this time, the salary composition is: position + length of service + allowance; 4) In 2006, Put forward the performance management system and the performance salary, But there was no national uniform performance rating, Instead, let the unit decide on the allocation of performance; 5) In 2018, After 10 years of exploration, Unifies the performance system, Allowance to merge in the performance inside, And divided the performance into the underlying performance and the additional performance, At this time, the salary composition is: position + seniority + performance, It is still used today (Hu, 2020).

For public universities, job salary, seniority salary, basic performance has a fixed level and amount, and has a fixed government funding, and additional performance funding source is student tuition, scientific research project funds and other income, teacher's performance scores and school income decided he can get the additional reward. On top of this, how to balance the foundation and additional ratio and establish a scientific and reasonable performance management system has become a problem that all units have been exploring. If the basic salary is high, it is easy to think that I just do the basic work well; if the performance is high, teachers will focus on scientific research

projects and ignore the essence of teaching students, neither of which is conducive to the development of teachers and schools (Ren, 2022).

Sichuan University of Science and Engineering is a public university in Sichuan province, China management department in the annual report in 2023, found that the current teachers' income, in addition to the influence of fixed salary, performance pay is big gap, focus on reward scientific research talents and achievements, objectively compressed the performance of ordinary teachers. Therefore, exploring the factors that affect the performance management of teachers in Sichuan University of Science and Engineering, and exploring better performance management methods can promote the development of schools and teachers.

1.2 Questions of the Study

Public university teachers mainly has two categories: teach students and complete scientific research projects, and in recent years, as the Ministry of Education issued "211 Plan", "985 Plan", "First-class Schools and Top Professional", "The Yangtze River Scholar", "Thousand People Plan", "Ten Thousand People Plan", "Master plan", "Doctor Plan" and other policies. The purpose of these policies is to ranking universities, and the government will provide more resources to those universities that are ranked high (Hu, 2020). Now, in order to compete for ranking, universities focus on the "sci papers", "patents", "scientific research projects and funds", these can harvest in the short term and improve the score index, in order to encourage research performance reward more on the scientific research teachers, ignoring the essence of teaching students and imparting knowledge, objectively compressed the performance of the traditional teachers (Lin, 2023). In order to better solve these problems, more reasonable performance management measures should be implemented. This study takes Sichuan University of Science and Engineering as a case study to explore the measures of performance management, hoping to provide some recommendations for solving the above problems. Specific research questions include:

1.What factors influence the teachers' performance management in Sichuan University of Science and Engineering?

2.Do teacher's self-cultivation, participation of school leaders, school performance system, and support of school resources affect the performance management of teachers in Sichuan University of Science and Engineering?

1.3 Objectives of the Study

The objectives of this study is to explore the influencing factors of teacher performance management in public universities and take Sichuan University of Science and Engineering as a case study. Through the investigation of the current situation of teacher performance management in the university, it aims to reveal the key factors affecting teacher performance management, and put forward corresponding

improvement suggestions based on these findings. Specific study objectives include:

1. To explore the factors influencing the performance management of teachers in Sichuan University of Science and Engineering.

2. To examine the effects of teacher's self-cultivation, participation of school leaders, school performance system, and support of school resources on the performance management of teachers in Sichuan University of Science and Engineering.

1.4 Scope of the Study

The scope of this study is Sichuan University of Science and Engineering, and other schools are not within the scope of this study. Based on the management by objectives theory and the expectancy theory, the current situation of teachers' performance management in this school was analyzed. The research subjects are the teachers of Sichuan University of Science and Engineering, who need to have more than one semester of teaching experience or scientific research experience. The study was conducted from April 1, 2024 to June 1, 2024. A questionnaire was used to collect the data, and 302 valid questionnaires were obtained.

1.5 Significance of the Study

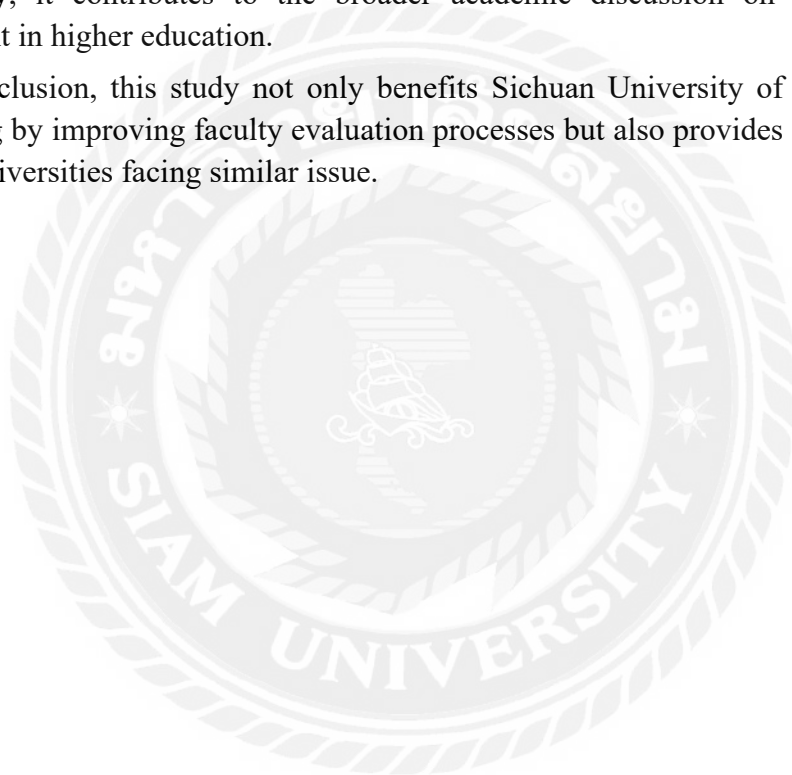
In theoretical significance. Performance management has become an important means to optimize resource allocation and improve management efficiency in universities in China. From the short-term perspective, performance management can promote the optimization and adjustment of the internal structure of universities, the improvement of management quality and the professional development of staff. In the long run, performance management can also help the sustainable development of personnel training, scientific research and social service, and reasonable performance management culture, so as to stimulate their potential, increase job satisfaction, and play an important role in realizing the goals of universities (Shen, 2024).

Performance management is also one of the important contents of building a university teacher team. How to attract teachers' interest, enhance their enthusiasm, and how to do a good job in performance management are the most important part of the management work of the whole college (Sun, 2023). Only by improving the performance management system established according to the characteristics of the school, improving the evaluation level of teachers and implementing the incentive measures for teachers, can the enthusiasm of college teachers be guaranteed and the common development of the school and teachers be realized. Therefore, it is of great significance for universities to establish a reasonable and effective performance management system (Xie, 2022).

Practical significance. First, it provides valuable insights for Sichuan University of Science and Engineering. By analyzing the effectiveness of existing performance management strategies, this study identifies strengths and areas for improvement. The findings can help university administrators refine evaluation methods, enhance motivation mechanisms, and establish a more comprehensive and fair assessment system. Ultimately, this contributes to improving teaching quality, research output, and faculty satisfaction.

Secondly, this study serves as a useful reference for similar research in other universities. Many universities face similar challenges in managing faculty performance, including balancing teaching, research, and service responsibilities. By sharing the research methodology, key findings, and best practices, this study offers comparative insights that can inform decision-making in other universities. Additionally, it contributes to the broader academic discussion on performance management in higher education.

In conclusion, this study not only benefits Sichuan University of Science and Engineering by improving faculty evaluation processes but also provides a framework for other universities facing similar issue.



Chapter 2 Literature Review

2.1 Introduction

2.1.1 Introduction

Based on the theory of management by objectives and the expectancy theory, this study analyzes the factors that influence the performance management of teachers in Sichuan University of Science and Engineering. Based on the review of relevant theories and recent research, the conceptual framework of this study is constructed. The four influencing factors proposed in this study are teacher's self-cultivation, participation of school leaders, school performance system, and support of school resources.

2.1.2 Public Universities

According to the Higher Education Law of the People's Republic of China promulgated in August 1998, Chinese universities are divided into public and private universities, which are funded, managed by the government and undertake social functions such as teaching and scientific research. The goal is to provide high-quality educational services, promoting personnel training and scientific research, and at the same time, guarantee educational equity and social welfare (Huang, 2022). It has the following characteristics: 1) Financial sources primarily rely on government funding, encompassing both central and local fiscal contributions; 2) Enrollment targets all eligible students, ensuring that family economic conditions do not influence admissions, thus embodying the principle of educational equity; 3) Teaching and research activities are guided and overseen by pertinent government policies and regulations, aligning with national and societal needs; 4) In terms of operation and management, it is directly managed and controlled by the government, yet also possesses a degree of autonomy (Yan, 2021).

Public universities receive stable financial support due to the government, which makes them have strong competitiveness in infrastructure construction, teaching staff construction and scientific research project support. In addition, public colleges and universities also undertake the important responsibility of inheriting culture and serving the society. Through the popularization and quality improvement of higher education, they can cultivate various professionals for the society and promote social progress and development.

2.2 Literature Review

2.2.1 Performance Management Theory

Performance management is a systematic and continuous process that improves the overall performance of employees and organizations by setting goals, performance evaluation, feedback and improvement. Performance management focuses not only on the individual performance, but also on the performance of the team and the whole organization. It is a cyclical process involving setting clear expectations, continuously monitoring and evaluating employee performance, providing timely feedback and guidance, rewarding and motivating good performance, and improving employees through training and development programs to achieve the organization's strategic goals (Drucker, 1954).

Performance management plays a key role and importance in organizations. Performance management is described as an ongoing process designed to improve the performance of employees and organizations by setting goals, continuous feedback, performance evaluation, and development plans. Effective performance management aligns individual goals with organizational goals, providing clear direction and expectations for employees. Continuous feedback helps employees understand their performance, recognize where to improve, and stay motivated. Regular performance evaluations provide a structured opportunity to assess progress, identify strengths and weaknesses, and tailor goals as needed. Ensuring employee efforts contribute to the overall success of the organization. Performance management establishes a system of continuous feedback and ways to improve employee development. Improve organizational effectiveness by creating a more flexible, transparent, and supportive environment. It helps organizations stay competitive by increasing employee engagement, driving performance, and aligned talent management practices with strategic goals, ensuring that performance evaluation is linked to career development (Aguinis, 2019).

2.2.2 Teacher Performance Management

China introduced the concept of performance management into government and public institutions in the early 21st century, and then gradually explored a performance management system with Chinese characteristics in nearly 20 years. The Central Committee of the Communist Party of China and The State Council issued the “Opinions on the Comprehensive Implementation of Budget Performance Management (2018)” and the “Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020)”. Universities are an important part of public institutions. Performance management is not only the internal requirements to promote the modernization of the governance system and governance ability of higher education in China, but also an important means to promote the connotation of higher education,

ensure the quality of higher education and build a strong country in higher education (Wu, 2023).

Teachers are the direct undertakers of the work of education, teacher performance management is to enhance the enthusiasm of teachers, so that they could give full play to the role of cultivating virtues and nurturing people. Teachers are the real important resources of colleges and universities, we should not only fully mobilize their enthusiasm to carry out work, but also let them realize themselves in the work. Human beings are an organism, each with unique physical and psychological characteristics, with their own unique abilities, limitations and ways of behaving. When conducting teacher performance management, we should fully recognize the difference between human and other resources. They have personality, consciousness, and control over whether, how much, and how well they do the work. At the same time, they have many needs such as responsibility, motivation, participation, satisfaction, motivation and reward, status and function, etc (Shen, 2023).

2.2.3 Management by Objectives Theory

The Management by Objectives theory is a management theory proposed by Peter Drucker, a famous American business management expert in the 1950s. It emphasizes improving the performance of individuals and organizations by setting clear and measurable goals. In his opinion, it is not a job to have a goal, but on the contrary, a goal to determine everyone's job. The fundamental difference between the management by objectives theory and previous management theory is that it does not require managers, but rather, on the premise of establishing certain goals, takes measures to ensure results. Thus, it can be seen that it is results-oriented. However, it also emphasizes that during the implementation of the goal, subordinates will complete target reports for their superiors, who in turn will provide the necessary guidance, help, and oversight. In the combination of "results-centered" and "people-centered", employees can enjoy the satisfaction of work and the sense of self-value after achieving results (Drucker, 1954).

On this basis, McReggo, a famous American psychologist and behavior scientist, proposed in 1957 that management by objectives tried to shift the focus of management from finding weaknesses to performance analysis. He believes that to achieve this shift, first, subordinates must be aligned with their superiors on important tasks. Then, to meet these goals, individuals need to develop short-term performance goals and behavioral programs for self-measurement of performance. Subordinates can discuss their self-assessment results with supervisors and develop a new set of goals and programs. The focus of this approach is on common understanding and performance, and the role of supervisors changes from judge to helper, thus reducing role conflict and chaos. Second, management by objectives reduces role confusion, which enables more engagement and interaction in goal setting, increases communication between responsibilities, and ensures clarity and realization of individual and organizational goals (McGregor, 1957).

In the application of the management by objectives theory in the performance management of teachers in public universities, the school management needs to participate in the goal setting process together with teachers, fully consider the professional development needs and personal career planning of teachers, so that the goal is not only in line with the overall development strategy of the school, but also can get the recognition and support of teachers. In addition, the management by objectives theory also emphasizes the tracking and feedback after goal setting. Through regular performance evaluation and feedback mechanism, it could help teachers to adjust their working strategies and methods in time to ensure the realization of the goals. In short, the theory of management by objectives provides a systematic methodology for the performance management of teachers in public universities. Through clear goal setting and effective implementation monitoring, teachers' work performance and teaching quality can be significantly improved. However, the successful implementation of the theory also depends on the cooperation of many factors, such as the support of school resources, the active participation of leaders, and the perfect incentive mechanism (Xie, 2022).

2.2.3.1 Teacher's self-cultivation

Teacher's self-cultivation has a significant impact on their performance, which mainly includes two parts, one is teachers' professional quality, the other is teachers' career planning and promotion. Teacher professionalism is defined as an important cornerstone of teaching quality, involving professional knowledge, teaching skills and professional ethics, which directly affects teaching effect and students' learning experience. A high level of professionalism can not only improve a teacher's performance in the classroom, but also increase their ability to respond to teaching challenges. Teaching effect and student achievement are an important and direct scoring point in teacher performance management (Ávalos, 2022).

According to the theory of management by objectives, teachers can better plan their career path by setting clear career development goals. These goals can be short-term, such as completing a specific training, or long-term, such as becoming an expert in a subject. Through this self-goal setting, teachers are able to become more oriented and more focused on achieving these goals in their teaching practice, and those who are able to develop a clear career development plan and actively self-manage themselves, perform better in performance evaluations and continue to improve in their teaching practice. Through systematic management by objectives, teachers are able to set career development goals more clearly and gradually achieve these goals through continuous feedback and self-adjustment, thereby improving overall teaching performance. In addition, another key element of management by objectives is a continuous feedback and evaluation mechanism. Through regular performance evaluation and feedback, teachers can timely understand their own strengths and weaknesses, and make self-adjustment and improvement accordingly (Padillo, 2021).

2.2.3.2 School leadership participation

A principal's leadership style, especially democratic leadership, can significantly improve teacher performance. Democratic leadership improves overall performance by creating a supportive and inclusive work environment that encourages teachers to be more proactive in their teaching and professional development. The support form leadership participation is mainly reflected in several aspects: The first step is to provide feedback. Timely feedback can help teachers understand their shortcomings and improvement direction, so as to continuously optimize the teaching effect. The second step is to set clear goals. By setting goals together with teachers, leadership can ensure that teachers have clear direction and motivation in their work. And finally, leadership could invite teachers to participate in some decision-making. Research has shown that when teachers are involved in the decision-making process in schools, their job satisfaction and responsibility increase significantly, which in turn translates into higher teaching performance (Sarwar, 2022).

In general, the participation and support of leaders can not only stimulate teachers' work enthusiasm, but also help them better achieve their personal and professional goals in actual teaching. Research highlights that flexibility in leadership style and sensitivity to teacher needs are important factors in improving teacher performance. Therefore, school leaders should focus on strengthening interaction and support with teachers in the management process to ensure that they receive the resources and guidance they need in their teaching work (Bao, 2020).

2.2.4 Expectancy Theory

The expectancy theory is a theory put forward by Victor Vroom, a famous American psychologist and behavioral scientist, in 1964. Vroom believes that people are always eager to meet certain needs and try to achieve certain goals. When this goal is not yet achieved, it is manifested as an expectation, when the goal in turn is an inspiring force to the individual's motivation. The expectancy theory is mainly based on three core elements: 1) Expectancy, which refers to the probability that an individual believes that their efforts will bring about a certain performance. That is, individuals believe that if they work hard, they can achieve the desired performance level, the expected factors of self-efficacy include the individual's self-efficacy, past experience, task difficulty and the degree of support needed; 2) Instrumentality, which is the probability that an individual believes that a performance result will bring a reward or outcome. That is, the individual believes that reaching a certain performance level will lead to a specific result (such as bonus, promotion, recognition, etc.); 3) Valence, which refers to the importance of the individual to a reward or result. That is, the individual evaluates the desired result or reward value, which varies from person to person, and

different individuals may have different value judgments on the same result, depending on their needs, goals and motivation (Vroom, 1964).

The application of the expectancy theory to the performance management of university teachers can deeply explore the internal motivation of teachers in the process of performance evaluation. Teachers' job performance is influenced not only by external incentives (such as salary, promotion, etc.), but more importantly, by their belief in successfully completing the job (i. e., expectations) and the value of the satisfaction or rewards for their success. In public colleges and universities, teachers' work performance management often involves many considerations, including teaching quality, scientific research results, social services and other dimensions. From the perspective of the expectancy theory, colleges and universities need to establish a transparent and fair performance evaluation system to ensure that teachers' belief that they can achieve their expected performance. In addition, by reasonably setting up the reward mechanism to enhance teachers' value perception after achieving the performance goals, it can effectively stimulate teachers' internal motivation and promote their active participation in the performance management process. For example, universities can help teachers build confidence in their own abilities by regularly organizing teacher training and providing professional development opportunities, so as to increase their expectations for achieving performance goals. At the same time, by designing the performance appraisal indicators closely related to teachers' career development and increasing the recognition and reward for excellent performance, teachers can effectively improve their value recognition of the performance appraisal results (Qian, 2021).

2.2.4.1 School performance system

Performance system includes evaluation mechanism and reward mechanism. Teachers' trust and acceptance of the performance evaluation mechanism directly affect their work performance. Specifically, when teachers believe that the school's performance evaluation system is transparent, fair, and credible, they are more likely to actively participate in teaching and improve their own teaching results. The expectancy theory emphasizes the framework that teachers believe that hard work will lead to clear performance results. Research also shows that the effectiveness of the performance evaluation system depends on the teacher's understanding and acceptance of the evaluation criteria and methods. If teachers feel that these standards are reasonable and accurately reflect their performance, their motivation will increase significantly. This drive for improvement and trust in the assessment system further enhances the quality of teaching by teachers and the learning outcomes of students. It is very important to design a reasonable performance evaluation system to motivate teachers and improve their performance (Fernández, 2022).

Teachers' performance is also significantly affected by the performance reward mechanism. According to the expectancy theory, teachers' commitment to their work depends on the degree to which they believe that hard work will pay off. Specifically,

if teachers believe that their efforts will be rewarded directly, and that these results can be rewarded through a fair and transparent reward system, their motivation and teaching performance will be significantly improved. What teachers value in a school performance system is a clear link between effort and reward. If the school reward system accurately reflects teachers' efforts and makes them feel that their work is being treated fairly, teachers will be more actively engaged in teaching. This motivation and commitment ultimately translates into higher teaching outcomes and improved student achievement (Argon, 2015).

2.2.4.2 Support of school resources

The allocation of school resources to teachers directly affects their teaching input and performance. Teachers are significantly more motivated to work when they believe that the resources they receive will actually improve the quality of teaching and bring corresponding rewards. The availability and reliability of resource support not only enhances teachers' confidence in their work, but also improves the overall educational effect. Through expectations associated with resources, teacher performance is significantly improved. The effective support of school resources can significantly improve teachers' performance. Specifically, when the resources provided by the school, such as teaching tools, professional development opportunities, and emotional support, are able to meet the needs of teachers, teachers' expectations and confidence in their work increase (Hsieh, 2022).

Reasonable support of resources can help teachers to focus more on teaching tasks or improve themselves, and improve teaching quality. In addition, the transparency and availability of school resource support is a key factor in ensuring that teachers feel equitable and motivated. If the resource allocation can be clear and timely, teachers will be more actively involved in teaching work, thus improving the overall educational effect. School management needs to pay attention to the rationality and fairness of resource allocation to ensure that teachers can maximize their teaching potential and achieve the expected teaching or research objectives (Han, 2018)

2.3 Sichuan University of Science and Engineering

Sichuan University of Science and Engineering is a full-time institution of higher learning jointly built by Sichuan Provincial People's Government and the State Administration of Science, Technology and Industry for National Defense. It integrates engineering, science, management, education, literature, history, art, law, economics, agriculture, medicine and other disciplines with coordinated development. The university, founded in 1965, is located in the national historical and cultural city of Zigong, Sichuan Province. The university has a long history and excellent educational tradition. It has been awarded the national "Basic Capacity Construction Project for Universities in Central and Western China" for two consecutive times. It is a priority

training unit for new doctor degree awarding units in Sichuan Province, a university under the National Excellent Engineer Education and Training Plan, a national language promotion base, and a national intellectual property pilot university. With beautiful environment and picturesque scenery, the university is an ideal place for students to lay the foundation for their dreams in life and for teachers to realize their academic ambitions. The university covers an area of more than 3 million square meters, with a construction area of more than 1.75 million square meters, and the total value of state-owned assets exceeds 10 billion yuan. The library covers an area of more than 110,000 square meters, with more than 12,000 seats for readers, a total of more than 3.18 million copies of paper documents, more than 2.52 million copies of electronic books, 10.91 million academic papers, and 209 Chinese and foreign databases (including sub-libraries).

2.4 Conceptual Framework

This study aimed to explore the factors influencing the teacher performance management in Sichuan University of Science and Engineering. By reviewing the management by objectives theory and the expectancy theory, the independent variables in the model include teacher's self-cultivation, school leadership participation, school performance system and support of school resources; the dependent variable in the model is teacher performance management, and the conceptual framework is shown in Figure 2.1.

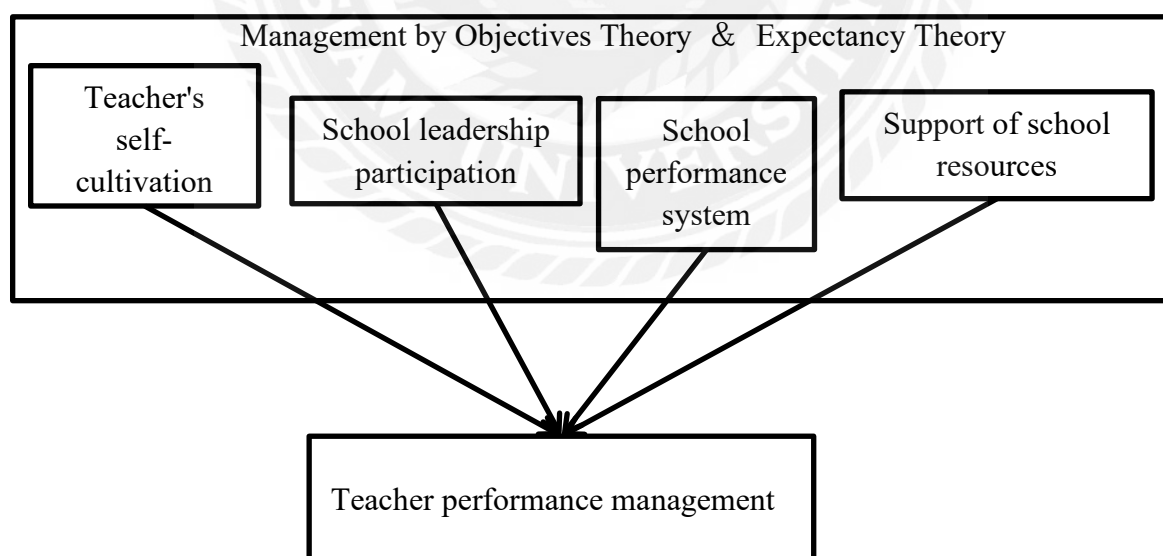


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Introduction

This study used the quantitative method to collect data through a questionnaire survey, which selected a group of teachers in Sichuan University of Science and Engineering. At the same time, in order to improve the accuracy and reliability of the survey, random sampling was adopted to select the respondents to ensure that each college and major had the surveyed teachers involved.

3.2 Research Design

Based on the review of the management by objectives theory and the expectancy theory, the independent variables in the model include teacher's self-cultivation, school leadership participation, school performance system, and support of school resources, and the dependent variable is the performance management of teachers. Apart from some basic information, each variable has four questions, for a total of twenty questions, which are measured on a 5-point Likert scale.

Part I. Essential information

1. Gender A. Male B. Female
2. Age A. 25-34 B. 35-44 C. 45-54 D. 55 Years and older
3. Professional Title A. Assistant B. Lecturer C. Adjunct professor D. Professor
4. Degree A. Bachelor B. Master C. Doctor
5. Working years A. 1-5 B. 6-10 C. 11-15 D. 16-20 E. More than 20 years

Table 3.1 Questionnaire Items

Variable	Measurement item	NO.
Teacher's self-cultivation	1.You gave full play to your teaching skills	Q1
	2.You gave full play to your scientific research skills	Q2
	3.You have a strong desire to improve yourself and are working on it	Q3
	4.The school provides a clear career promotion mechanism	Q4

School leadership participation	5.The tasks or goals set by the leader are clear and reasonable	Q5
	6.Leadership's support for teachers' work	Q6
	7.The impartiality of teachers' performance evaluation by leaders	Q7
	8.Teachers and leaders are both involved in setting goals	Q8
School performance system	9.Performance incentive mechanism	Q9
	10.Performance evaluation mechanism	Q10
	11.Constructiveness and timeliness of feedback	Q11
	12.Fair and transparent evaluation criteria	Q12
Support of school resources	13.A team-working atmosphere	Q13
	14.Academic freedom	Q14
	15.Government resource allocation	Q15
	16.School resource allocation	Q16
Teacher performance management	17.Your score in your last performance review	Q17
	18.The last performance reward you got was the one you wanted	Q18
	19.The leader is involved in your performance management and makes sound suggestions	Q19
	20.Feedback on your performance has helped you in your work	Q20

3.3 Hypothesis

H1: Teacher's self-cultivation has positive effect on the performance management of teachers in Sichuan University of Science and Engineering.

H2: School leadership participation has positive effect on the performance management of teachers in Sichuan University of Science and Engineering.

H3: School performance system has positive effect on the performance management of teachers in Sichuan University of Science and Engineering.

H4: Support of school resources has positive effect on the performance management of teachers in Sichuan University of Science and Engineering.

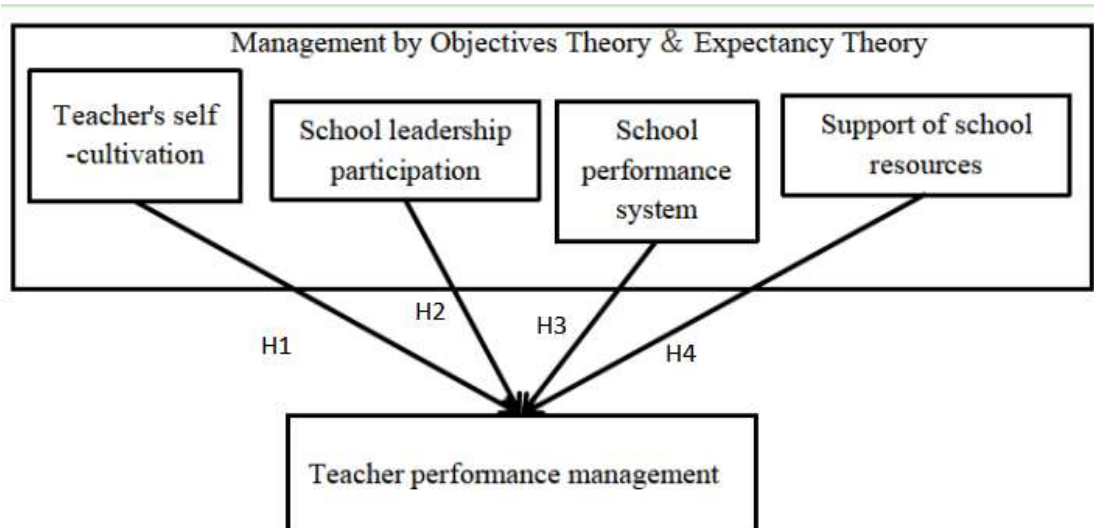


Figure 3.1 Hypothesis

3.4 Sampling and Data Collection

The survey scope of this study was Sichuan University of Science and Engineering, excluding other schools. The research subjects were teachers from Sichuan University of Science and Engineering, who need to have more than one semester of teaching or scientific research experience. New teachers were not included in the scope of this study. Random sampling method was used and the sample size was based on the following calculation

$$n = \frac{Z^2 * P * (1 - P)}{E^2}$$

n is the sample size

Z is the critical value of the standard normal distribution (determined with the required confidence level, such as Z 1.96 at the 95% confidence level)

p is the sample standard deviation

E is the allowed error range

Calculated by the sample formula, the collected data values are the quartiles of the standard normal distribution, generally taking a 95% value for the confidence level. The p is the sample standard deviation, and the estimated value of the sample standard deviation is generally 0.5 to determine the margin of error E (i. e. the maximum allowable value of the difference between the sample mean and the population mean), and the E is generally 0.05.

In Sichuan University of Science and Engineering, there were a total of 2,898 employees in the survey, including 2,422 teachers. Excluding 37 new teachers who had worked for less than one semester. The remaining teachers were n=330.74 within the survey scope of this study. So the sample size was at least 331, and 331 teachers were randomly selected to issue questionnaires.

3.5 Data Collection

In the actual survey, the teachers of different disciplines and different professional titles were selected as the survey subjects by random sampling in order to obtain more comprehensive and representative data. The Human Resources Department of Sichuan University of Science and Engineering provided the staff numbers of 2,385 teachers, arranged according to the serial number 1 to 2,385, and using the random number generator, selected 331 teachers, and sent the questionnaire to their private mailbox using the internal staff management system. The study period was from April 1, 2024 to June 1, 2024. There were 331 electronic questionnaires sent and 302 valid questionnaires were recovered, with a recovery rate of 91.24%

3.6 Reliability and Validity Analysis of the Scale

The recovered 302 valid questionnaires were analyzed using the SPSS software

Cronbach's Alpha is a statistical method used to assess the internal consistency reliability of a scale or test. Reliability refers to the degree of consistency between the items in the instrument (e. g., the questions of the questionnaire), reflecting whether the instrument is measuring the same latent variable. It ranges from 0 to 1, are used to measure the internal consistency of a scale or test. In general, higher values of Cronbach's Alpha indicate better internal consistency of the scale, but excessive values may indicate an excess of redundant items. 0.9 and above indicate that the scale has high internal consistency, but if close to 1, it may mean many redundant items where multiple items measure almost identical content; 0.8-0.9 indicates that the scale has good internal consistency for most studies and measurement scenarios; 0.7-0.8 indicates that the internal consistency of the scale is acceptable; 0.6-0.7 indicates that the scale has low internal consistency and may require modification or improvement of the scale. According to the calculation results, the Cronbach's Alpha value of this study data are 0.896, 0.891, 0.883, 0.874, indicating that the data has good reliability and can be used in the next analysis, as shown in Table 3.2

Table 3.2 Reliability Analysis

Variate	Cronbach's Alpha	N of Items
Teacher's self-cultivation	0.896	4
School leadership participation	0.891	4
School performance system	0.883	4
Support of the school resources	0.874	4
Teacher performance management	0.882	4

KMO is used to measure the partial correlation coefficient between variables to determine whether the data is suitable for factor analysis, its values range from 0 to 1, and the closer the value is to 1, the more suitable the data is for factor analysis. KMO greater than 0.9 means data is excellent and suitable for analysis; KMO between 0.8 and 0.9 means good data and suitable for analysis; it is between 0.7 and 0.8 means average data and allows next analysis. Bartlett's test is used to test whether the correlation matrix between variables is a identity matrix (i. e., no correlation). The null hypothesis of this test is that the correlation matrix between the variables is the identity matrix. If the test was significant ($p < 0.05$), the null hypothesis was rejected, indicating that the data were suitable for factor analysis. As shown in Table 3.3, the value of KMO is 0.934, which indicates that there is a correlation between the variables of the question items. The significance is 0.000, demonstrating a statistically significant result, The data of this study are good and ready for the next analysis.

Table 3.3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.934
Bartlett's Test of Sphericity	Approx. Chi-Square	3625.519
	df	172
	Sig.	0.000

3.7 Data Analysis

3.7.1 Descriptive Statistics

Descriptive statistics were used with SPSS. The analysis included the distribution of basic characteristics of sample, the maximum value, the minimum value, the mean value, and the standard deviation. It provided data support for the following analysis.

3.7.2 Correlation Analysis

Correlation analysis was used to evaluate the magnitude and direction of the linear association between two variables in this study, and it was used to analyze the effect of four independent variables on the dependent variable, specifically whether the dependent variable increases or decreases when each independent variable changes. It provided data support for drawing conclusion.

3.7.3 Multiple Regression Analysis

Multiple regression analysis was used to provide regression coefficients to measure the specific magnitude and direction (positive or negative) of the effect of independent variables on the dependent variable. In this study, it also reduced the impact of confounding factors and improved the accuracy of the results. It provided data support for drawing conclusion.

Chapter 4 Findings

4.1 Introduction

In this study, by analyzing the management of objectives theory and the expectancy theory, four independent variables that affected teachers' performance management were determined. 331 electronic questionnaires were sent, 302 valid questionnaires were recovered, and the recovery rate was 91.24%. The collected data were analyzed through SPSS software.

4.2 Descriptive Statistics of Variables

Table 4.1 Distribution of Basic Characteristics of Sample (N = 302)

Item	Options	Frequency	percent
Gender	Male	167	55%
	Female	135	45%
Age	25-34	55	18%
	35-44	115	38%
	45-54	90	30%
	55 years and	42	14%
Professional Ranks and Titles	Assistant	101	33%
	Lecturer	111	37%
	Adjunct	68	23%
	Professor	22	7%
Education	Bachelor	106	35%
	Master	135	45%
	Doctor	61	20%
Working Years	1-5	26	9%
	6-10	52	17%
	11-15	75	25%
	16-20	67	22%
	More than 20	82	27%
Total		302	100%

A total of 302 valid questionnaires were collected. In terms of gender, 167 respondents are males, accounting for 55%, and 135 respondents are females, accounting for 45%. In terms of age, 170 respondents are under 44 years old, accounting for 56%; 132 respondents are 45 years old and older, accounting for 44%. In terms of professional ranks and titles, 212 respondents are assistants and lecturers, accounting for 70%; 68 respondents are adjunct professors, accounting for 23%; 22 respondents are professors, accounting for 7%. In terms of education, 106 respondents have a

bachelor's degree, accounting for 35%; 135 respondents have a master's degree, accounting for 45%, and 61 respondents have a doctoral degree, accounting for 20%. In terms of working years, 78 respondents have 1-10 working years, accounting for 26%; 142 respondents have 11-20 working years, accounting for 47%; 82 respondents have more than 20 years, accounting for 27%. As shown in the Table 4.1 , the sample generally meets the requirements.

Table 4.2 Descriptive Statistics of Variables

	N	Minimum	Maximum	Mean	Standard Deviation
Q1	302	1	5	3.59	1.021
Q2	302	1	5	3.7	1.056
Q3	302	1	5	3.71	1.13
Q4	302	1	5	3.66	1.098
Q5	302	1	5	3.7	1.166
Q6	302	1	5	3.81	1.052
Q7	302	1	5	3.74	1.165
Q8	302	1	5	3.83	1.081
Q9	302	1	5	3.81	1.26
Q10	302	1	5	3.52	1.254
Q11	302	1	5	3.65	1.291
Q12	302	1	5	3.68	1.013
Q13	302	1	5	3.53	1.289
Q14	302	1	5	3.61	1.141
Q15	302	1	5	3.71	1.103
Q16	302	1	5	3.69	1.136
Q17	302	1	5	3.82	1.107
Q18	302	1	5	3.63	1.093
Q19	302	1	5	3.77	1.243
Q20	302	1	5	3.8	1.115

Descriptive statistics results are presented in Table 4.2. These data include the maximum, minimum, mean and standard deviation. On a scale of 1 to 5, all items have a minimum value of 1 and a maximum value of 5, showing that the respondents have a wide range of opinions, with some respondents holding extremely positive views on some issues and others not optimistic at all. The mean score of all items are between 3.5 and 3.8, indicating that respondents generally hold a moderately positive attitude towards the survey content, but do not achieve very high satisfaction.

4.3 Results of the Study

4.3.1 Pearson's Correlation Analysis

The Pearson correlation coefficient is a statistical measure utilized to assess the magnitude and direction of the linear association between two variables, encompassing values ranging from -1 to 1. A positive correlation coefficient signifies a positive relationship between the variables, implying that as one variable increases, so does the other; conversely, a negative correlation coefficient indicates an inverse relationship where an increase in one variable corresponds to a decrease in the other. Conversely, when the correlation coefficient approaches zero, it suggests an absence of any linear relationship between the two variables.

Table 4.3 Correlation between variables (Pearson correlation matrix)

	Teacher's self-cultivation	School leadership participation	School performance system	Support of the school resources	teacher performance management
Teacher's self-cultivation	1				
School leadership participation	.536**	1			
School performance system	.504**	.491**	1		
Support of school resources	.597**	.486**	.551**	1	
Teacher performance management	.453**	.468**	.505**	.466**	1

NOTE: *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Through analysis, it is concluded that the influencing factors of teacher performance management in Sichuan University of Science and Engineering include teacher's self-cultivation, school leadership participation, school performance system and support of the school resources.

The Pearson correlation coefficient between teacher performance management and teacher's self-cultivation is 0.453, and $P < 0.01$, showing that they are generally correlated.

The Pearson correlation coefficient between teacher performance management and school leadership participation is 0.468, and $P < 0.01$, showing that they are generally correlated.

The Pearson correlation coefficient between teacher performance management and school performance system is 0.505, and $P < 0.01$, showing that they are generally correlated.

The Pearson correlation coefficient between teacher performance management and support of the school resources is 0.466, and $P < 0.01$, showing that they are generally correlated.

Therefore, it can be concluded that these four variables are positively correlated with teacher performance management, and $P < 0.01$ indicates that this relationship is statistically significant. They all have a positive impact on teacher performance management, which means that school leaders should fully consider the influence of these four factors when carrying out teacher performance management.

4.3.2 Multiple Regression Analysis

Table 4.4 Multiple Regression Analysis

Item	B	Std. Error	Standardized Coefficients	t	Sig.	VIF	F	Durbin Watson
Constant	1.451	0.311		8.514	0.000		43.361	1.971
Teacher's self-cultivation	0.698	0.043	0.595	1.992	0.000	1.107		
School leadership participation	0.685	0.041	0.584	1.857	0.000	1.039		
School performance system	0.637	0.036	0.577	3.191	0.000	1.044		
Support of school resources	0.712	0.052	0.616	3.985	0.000	1.012		
R Square	0.837							
Adjusted R Square	0.825							

NOTE: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$

The process of multiple regression analysis involves conducting correlation analysis to collect data for regression modeling. Subsequently, the obtained data is

imported into SPSS for regression analysis. Firstly, the model fitting effect is analyzed. According to Table 4.4, the model summary reveals an R-squared value of 0.837, which indicates a good goodness-of-fit as it approaches 1 (typically greater than 0.8). This suggests that the regression equation derived from the data analysis demonstrates a satisfactory fitting effect.

The ANOVA analysis reveals that the significance value of the regression model is 0.00, which falls below the confidence threshold of 0.05. This implies a 95% probability of rejecting the null hypothesis, indicating a significant regression relationship between teacher performance management and teacher's self-cultivation, school leadership participation, school performance system, support of school resources.

The Durbin-Watson test value is 1.971, which suggests that the regression equation in this study aligns with accepting the null hypothesis that there are no first-order positive autocorrelations in the residuals. A Durbin-Watson value closer to 2 indicates a stronger judgment of no autocorrelation, implying high prediction accuracy. In terms of covariance diagnostic results, the VIF values for teachers' performance management and various factors are 1.107, 1.039, 1.044 and 1.012 respectively – all close to unity as required – indicating no covariance in the data.

For variable 1, $\beta=0.698$, $P<0.05$, teacher's self-cultivation has a significant positive correlation with teacher performance management. H1 is valid.

For variable 2, $\beta=0.685$, $P<0.05$, school leadership participation has a significant positive correlation with teacher performance management. H2 is valid.

For variable 3, $\beta=0.637$, $P<0.05$, school performance system has a significant positive correlation with teacher performance management. H3 is valid.

For variable 4, $\beta=0.712$, $P<0.05$, support of the school resources has a significant positive correlation with teacher performance management. H4 is valid.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

Based on the management by objectives theory and the expectancy theory, this study analyzed the factors that affect the performance management of teachers in Sichuan University of Science and Engineering. A total of 331 questionnaires were sent out, and 302 were recovered. SPSS software was used to analyze the recovered data.

5.1.1 Factors influencing the teacher performance management in Sichuan University of Science and Engineering

The Pearson's correlation analysis indicated that the factors influencing the performance management of teachers in Sichuan University of Science and Engineering are participation of school leaders, teacher's self-cultivation, support of school resources and school performance system.

Table 5.1 Influencing Factors

Variables	Influencing factors	Values	Correlation
Performance management of teachers in Sichuan University of Science and Engineering	teacher's self-cultivation	0.453, $P < 0.01$	General correlation
	participation of school leaders	0.468, $P < 0.01$	General correlation
	school performance system	0.505, $P < 0.01$	General correlation
	support of school resources	0.466, $P < 0.01$	General correlation

5.1.2 Teacher's self-cultivation, participation of school leaders, school performance system and support of school resources all have a positive effect on the teachers' performance management in Sichuan University of Science and Engineering

The multiple regression analysis indicated that these four variables are positively correlated with teacher performance management, and $P < 0.01$ indicates that this relationship is statistically significant. They all have positive effect on teacher performance management, which means that school leaders should fully consider the influence of these four factors when carrying out teacher performance management, in order to bring better results.

Table 5.2 Hypothesis Test Results

No	Hypothesis	Result
H1	Teacher's self-cultivation has positive effect on the performance management of teachers in Sichuan University of Science and Engineering.	Supported
H2	School leadership participation has positive effect on the performance management of teachers in Sichuan University of Science and Engineering.	Supported
H3	School performance system has positive effect on the performance management of teachers in Sichuan University of Science and Engineering.	Supported
H4	Support of school resources has positive effect on the performance management of teachers in Sichuan University of Science and Engineering.	Supported

5.2 Recommendation

5.2.1 Strengthen teacher's self-cultivation

As a key role in transferring knowledge and guiding values, teachers' personal quality directly affects the effectiveness of performance management. Therefore, strengthening teacher's self-cultivation is not only a necessary condition for improving teaching quality, but also an important part of optimizing performance management system. After analyzing the survey results, the following measures are proposed:

Enhance professional knowledge and skills: Teachers should constantly update their professional knowledge and master the latest teaching theories and methods. Through professional training, seminars and other ways to continuously improve their own education and teaching ability.

Improve the ideological and moral level: teachers should establish a correct world outlook, outlook on life and values, and become a good example for students. Through reading classical literature, participating in ideological and political education and other activities, constantly enrich their spiritual world.

Strengthen communication and coordination ability: Teachers need to maintain good communication with students, colleagues and school management in their daily work. Improve problem solving and conflict coordination skills by participating in communication skills training, team building activities, etc.

Cultivate innovative consciousness: In the context of rapid development of The Times, teachers should have an open mind and actively explore the innovation of

teaching methods and content. Teachers are encouraged to carry out scientific research projects, publish academic papers, and improve their research ability.

Focus on emotional engagement: Teachers' emotional engagement is crucial to stimulating students' interest and enthusiasm in learning. Teachers should learn to listen to the voice of students attentively, care about the growth and development of students, and establish a close relationship between teachers and students.

Adhere to professional ethics: Teachers should strictly abide by professional ethics, treat every student impartially, protect the legitimate rights and interests of students, and create a healthy and safe learning environment for students.

Through the above measures, it can effectively improve the self-cultivation of teachers, lay a solid foundation for the performance management of college teachers, and promote the overall improvement of the quality of college education.

5.2.2 Improve the executive power of school leaders

In the process of exploring the performance management of teachers in public universities, it is found that the executive power of school leaders is one of the key factors affecting the effect of performance management. To improve the executive power of school leaders, it is not only necessary to improve the leadership and management skills, but also to build a supportive organizational culture to encourage the recognition and participation of the leadership in the performance management system.

Enhance the leadership's sense of responsibility: Through regular training and seminars, strengthen the leadership's awareness of the importance of performance management and make them understand their roles and responsibilities in the implementation of performance management, so as to increase their enthusiasm to promote performance management measures.

Improve the incentive mechanism: Establish an incentive mechanism that matches performance management, and give appropriate rewards and commendations to those leaders who have outstanding performance in performance management, so as to motivate the leadership to better implement the performance management plan.

Strengthen communication and feedback: Ensure good communication channels between leaders and teachers in the process of performance management. Through regular meetings, reports and other forms, let leaders know the progress of performance management and existing problems, timely adjust and optimize management strategies.

Provide professional training: Organize leaders to participate in professional management training, including but not limited to leadership training, team management, conflict resolution, etc., in order to improve their ability to deal with various challenges encountered in performance management.

Promote self-reflection of the leadership: Encourage the leadership to conduct self-assessment regularly, reflect on their role and influence in performance management, identify their shortcomings and formulate improvement measures.

Create an open and transparent environment: Establish an open and transparent working environment, encourage the leadership to communicate with teachers, students and other personnel, listen to their opinions and suggestions on performance management, and jointly promote the improvement of performance management system.

Through these measures, the executive power of school leaders can be effectively improved, and then the effect of teacher performance management in public colleges and universities can be improved, laying a solid foundation for the long-term development of colleges and universities.

5.2.3 Improve the school performance system

A comprehensive, objective and fair teacher performance evaluation system should be developed, and multi-dimensional factors such as teaching, scientific research and teacher preferences should be included in the assessment scope to ensure the transparency and operability of evaluation standards.

Optimize the incentive mechanism: Establish a reward and punishment system closely related to performance, give material and spiritual rewards to those with excellent performance, provide guidance and help to those with poor performance, and punish them if necessary. This can not only stimulate the enthusiasm of teachers, but also promote their continuous self-improvement.

Improve the feedback mechanism: A timely and effective performance feedback mechanism to ensure that every teacher can timely understand the results of their own performance evaluation and adjust their work strategies according to the feedback.

Strengthen training and development: Organize teachers to participate in the training of professional skills and educational concepts, which can not only improve the professional level of teachers, but also enhance the sense of teamwork.

Through the above measures, we can effectively improve the school's teacher performance management system and lay a solid foundation for improving the overall work efficiency and teaching quality of teachers.

5.2.4 Provide more support for teachers

Strengthen the team spirit: Encourage communication and cooperation among teachers, organize regular team building activities and seminars to enhance mutual understanding and support among teachers, and form a good team atmosphere.

Create an open and inclusive academic environment: Encourage teachers to conduct innovative research, respect different viewpoints and ideas, and provide teachers with sufficient academic freedom and exploration space, so as to stimulate teachers' creativity and research enthusiasm.

Establish correct values: By holding lectures, seminars and other forms, guide teachers to establish correct professional ethics and values, emphasize the importance

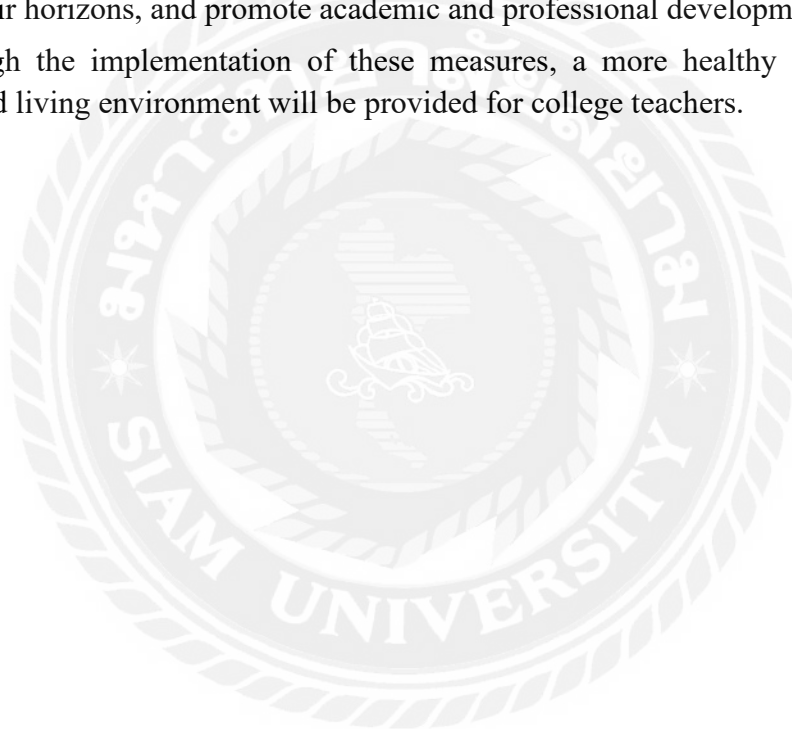
of core values such as integrity, justice and responsibility, and make teachers consciously abide by them in their daily work.

Pay attention to teachers' personal development: Provide professional training and personal development planning services for teachers, help teachers identify career goals, improve professional skills and teaching level, and enhance professional competitiveness.

Appropriately give more resources: For motivated teachers, we can appropriately give more resources needed for research, and give corresponding material and spiritual rewards according to the results of performance evaluation, so as to enhance teachers' sense of belonging and honor.

Promote exchanges inside and outside the school: Through cooperation and exchanges with other universities, research institutions and enterprises, to provide teachers with more opportunities to access new knowledge and new technologies, broaden their horizons, and promote academic and professional development.

Through the implementation of these measures, a more healthy and positive working and living environment will be provided for college teachers.



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Appendix

Part I. Essential information

1. Gender A. Male B. Female
2. Age A. 25-34 B. 35-44 C. 45-54 D. 55 Years and older
3. Professional Title A. Assistant B. Lecturer C. Adjunct professor D. Professor
4. Degree A. Bachelor B. Master C. Doctor
5. Working years A. 1-5 B. 6-10 C. 11-15 D. 16-20 E. More than 20 years

Part II. Please score with 1-5 points, 5 points indicates very satisfaction / support, 1 points indicates very dissatisfaction / no support.

Table 6.1 Questionnaire Items

Variable	Measurement item	NO.
Teacher's self-cultivation	1.You gave full play to your teaching skills	Q1
	2.You gave full play to your scientific research skills	Q2
	3.You have a strong desire to improve yourself and are working on it	Q3
	4.The school provides a clear career promotion mechanism	Q4
School leadership participation	5.The tasks or goals set by the leader are clear and reasonable	Q5
	6.Leadership's support for teachers' work	Q6
	7.The impartiality of teachers' performance evaluation by leaders	Q7
	8.Teachers and leaders are both involved in setting goals	Q8
School performance system	9.Performance incentive mechanism	Q9
	10.Performance evaluation mechanism	Q10
	11.Constructiveness and timeliness of feedback	Q11
	12.Fair and transparent evaluation criteria	Q12
Support of school resources	13.A team-working atmosphere	Q13
	14.Academic freedom	Q14
	15.Government resource allocation	Q15
	16.School resource allocation	Q16
	17.Your score in your last performance review	Q17

Teacher performance management	18.The last performance reward you got was the one you wanted	Q18
	19.The leader is involved in your performance management and makes sound suggestions	Q19
	20.Feedback on your performance has helped you in your work	Q20

