



EVALUATION OF HUMAN RESOURCE PERFORMANCE ON
TEACHERS' PROFESSIONAL WELL-BEING IN LOCAL PRIVATE

MEILI SONG

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

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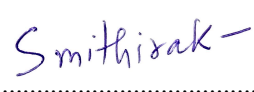
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ABSTRACT

This paper aims to study of the current situation, problems existing, and methods of improving performance appraisal in private universities. This study used questionnaires to collect data from teachers at X University in Yunnan Province through the Human Resource Assessment of Teachers' Professional Well-being questionnaire for this study. Statistical analysis methods such as descriptive analysis and correlation analysis were used to verify the data variables and test the hypotheses.

The results of this study show that the factors affecting teachers' professional well-being, the relationship between teachers' professional well-being and performance appraisal, and what should be done to improve teachers' professional well-being index are analyzed and summarized. Finally, the results of the study show that performance appraisal determines and influences the high and low teacher pay packages. Teachers' professional well-being is directly determined by performance appraisal. Teachers are the first element of school development, the "foundation of the school, the source of the school" and the "engine" of students' souls. Teachers are the first element in the development of a school, the "foundation of the school, the source of the school", the "engine" of the students' souls.

Keywords: private universities, human resource performance appraisal, professional well-being

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The days of study have gone by in a flash, and I look back with a sense of satisfaction and a sense of relief and emotion after completing this thesis. First, I would like to express my sincere gratitude to my supervisor, Associate Professor Dr. Laibing Liu. He was so busy teaching that he found time to review and revise my thesis. And to my teachers, whose rigorous, meticulous, and meticulous work ethic has been a model for me in my studies and work; I am inspired by their sage advice and unchanging thinking. I am grateful to my classmates and friends who have been with me throughout my study career and who have given me good advice.

My studies at the University of Southeast Asia in Thailand will come to an end, and I am confident that there are opportunities and joys here; and that the immortal national spirit will lead us to further glory! "The wind and the rain will not change the will of the clouds. The world is full of wisdom, the sea is wide, and the sky is full of ambition."

Meili Song

Chapter 1

Introduction

1.1 Statement of research questions

Our research mainly used literature research, through Yan Hong, Li Wei, "Research on ways to enhance the professional identity of young teachers", Wang Dong. Problems and Countermeasures in the Development of Secondary Vocational Education - An Analysis of a Field Survey in Dalian" revealed some problems with teachers' well-being. Teachers' performance appraisal indicators are ignored, personal development management content is too general, and appraisal criteria are too rough and vague. The general assessment content is summarized in five aspects of moral, intellectual, physical, aesthetic and social development, and the assessment only makes principal provisions for these aspects, which do not facilitate specific operation and mastery. As a result, a simple evaluation of employees' political thinking and work style seriously affects the objectivity and fairness of the evaluation and so on. Because the standard of work is uncertain, managers evade responsibility. On the other hand, performance evaluation objectives concentrate only on checking the school's strategic goals and the completion of specific tasks, but seriously neglect the establishment of a performance plan for teachers, in which the performance goals of all teachers and the school are taken as targets for self-development in a timely manner, thus leading to the pointing of teacher evaluation at the development of benchmarking goals, and putting the generally passive status of teachers' rights to information, participation decision-making and monitoring rights are exercised separately, breaking the democratic atmosphere of university teacher management. As an appraiser, asking an employee's supervisor directly about his or her work with the employee, personal preferences, etc., objectively affects the results of the validation of actual performance, if the appraiser is unable to accept the validation opinion due to lack of relevant information. It also has the potential to cause tensions between supervisors and superiors. Universities nowadays have only managerial appraisals, which are superior review-style appraisals. Moreover, the lack of necessary

reviews (by colleagues, teachers, the appraisee themselves, etc.) often leads to distorted results. The current university teacher appraisal system places emphasis on the direct application value of appraisal, i.e. rewarding and punishing teachers through the results, and ignores the potential value of appraisal for evaluation.

In summary, this study raises the following three questions.

1. What are the factors affecting teachers' professional well-being?
2. Analyze the relationship between teachers' professional well-being and performance appraisal?
3. What should be done to improve teachers' occupational well-being index?

1.2 Purpose of the study

(1) The scientific evaluation of teachers is not only an important test of the effectiveness of their current work, but also provides a valuable reference for the improvement, enhancement, and development of their work in the future. It is conducive to improving teachers' personal performance levels and the achievement of sustainable personal development. In order to improve teachers' personal performance levels and promote the harmonious development of schools, the performance appraisal of schoolteachers is an important element of modern school management and an important means of mobilizing teachers' motivation and creativity for. At the same time scientific performance evaluation system, design more democratic evaluation methods, encourage teachers to participate in evaluation and decision-making, through the discussion of the development of teachers and individual teachers and the future work goals of the school, the idea of teachers work to improve the sense of responsibility and belonging, to obtain a highly effective and happy work experience.

(2) Improving the overall quality of management and achieving sustainable development, performance appraisal as a core aspect of modern human resource management, improving staff management, talent development, strategy development, etc. plays an important role. Implementing a scientific performance evaluation system and improving performance management has become the most effective way to improve staff performance and organizational performance, and an important practical basis for improving the work of schools: Performance evaluation

provides a reference basis for the management and development of human resources in schools. Performance evaluation can identify deficiencies and some new situations that arise in the management of a school's teacher resources, thus providing resources for the school to develop appropriate measures to adjust its teacher resources policy and prepare the school for subsequent development. Provide performance appraisal analysis data for teacher pay design. The performance appraisal will enable us to understand whether the salary allocation system for teachers is reasonable, whether it has a moderate motivational function and whether it truly reflects the teachers' performance, so as to obtain the teachers' suggestions on the design of the teachers' salary system. An objective basis for school performance evaluation is laid for making personnel decisions. Performance evaluation provides an objective basis on which managers can make decisions about the appointment, promotion and remuneration of teachers. Ensure further optimization of human resources and improve their effectiveness. Clarify the direction of performance evaluation for teacher development and training in schools. Performance appraisal identifies teachers' shortcomings in teaching knowledge, teaching ability and skills, thus clarifying the training needs of teachers. This will provide direction for the professional development of teachers and contribute to the overall quality of the teaching force. Performance appraisal is provided for the management of teachers in schools. Performance appraisal is a comprehensive value judgement process for all aspects of teacher management, revealing failures, missteps and deficiencies in the work, and providing a reference for the smooth, orderly and coordinated development of future management. References Sun Shaote's "Research on the Impact of Strategic Human Resource Management on Organisational Effectiveness - Based on the Party Value Framework", Han Jianyi's "Review of Research on Human Resource Management Strategies in Shangyinhai Enterprises and Technology", Ma Qiaoqiao's "Survey and Analysis of the Professional Identity of Young Teachers in Universities in Urumqi".

Specifically, the main objectives of this study are

1. the current situation of human resources performance appraisal in private universities.

2. the problems existing in the performance appraisal of private colleges and universities.

3. the methods of improving performance appraisal in private universities and the issues to be noted.

1.3 Conceptual Framework

(1) This study used remuneration package as a mediating variable and the research framework is shown in the figure below.

(2) The impact of HR performance appraisal on teachers' professional well-being in private universities was analysed through a questionnaire survey on teachers' professional well-being in an X university in Yunnan.

(3) It explored which factors influence teachers' professional well-being in an X university in Yunnan, and put forward corresponding countermeasures and suggestions on the reform strategy of HR performance appraisal in private universities.

(4) Performance appraisal is the independent variable and teachers' professional well-being is the dependent variable.



Figure 1.1 Variable diagram

1.4 Research hypothesis

Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions and research structure of this study, the specific hypotheses of this study are summarised as follows.

H1: Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions and research structure of this study, the specific hypotheses of this study

are summarized as follows: performance appraisal determines and influences the level of teacher pay.

H2: Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions and research structure of this study, the specific hypotheses of this study are summarized as follows: high and low teacher pay packages affect teachers' professional well-being.

H3: Teacher professional well-being is directly determined by performance appraisal.

Mediating role of H4: Salary package is directly determined by performance appraisal, which influences teachers' professional happiness.

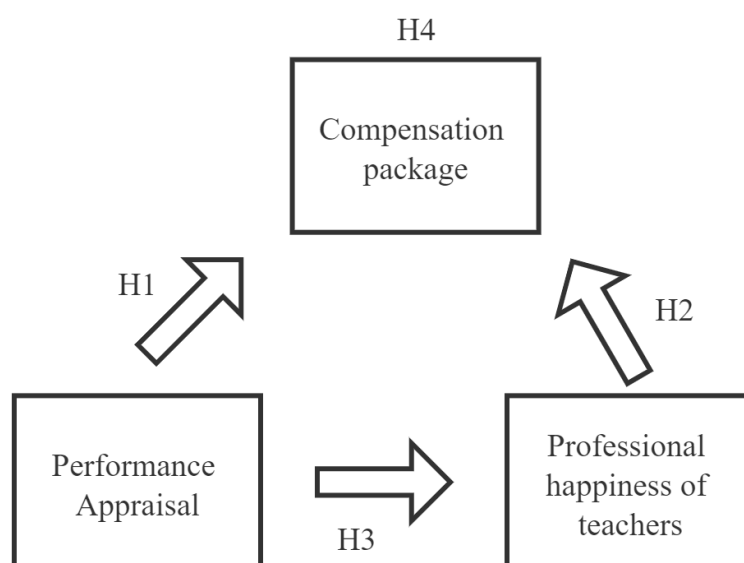


Figure 1.2 Hypothetical block diagram

1.5 Scope and limitations of the study

1.5.1 Scope of the study:

Only a scientific and reasonable evaluation system of the overall situation of human resources of university teachers correctly reflects the strengths and

weaknesses of the system of talent introduction and employment, and provides a reasonable basis for the correct evaluation system, distribution system, education training and development, etc. The innovation of the evaluation system should enrich the content, optimize the methods, achieve "objectivity and truth-seeking" according to the professional characteristics of university teachers, and establish a scientific evaluation system based on the principle of "simplicity and humanity".

1.5.2 Limitations of this study

The time available for the preparation of the research project was limited, and there were significant limitations in the selection of respondents and survey sites due to human, financial and epidemiological reasons.

Solutions: Extend the duration of the study to make it more convincing. A web-based questionnaire could be used to expand the sample selection.

1.6 Terminology

Humanization: Humanization at work. The rationale for humanisation is that the concept of "unlimited responsibility" does not need to be enforced by anything. Responsibility" is not just a slogan. It is not just a matter of discipline after the fact but is also reflected in the business process. It is reflected in the work of employees, allowing them to participate in management, in decision-making, in the promotion of individuality, in providing opportunities for individuals to showcase their talents and in giving them the space to play freely. Therefore, humane management is not only a concern for the life of the staff, but also an improvement of the working environment and tolerance in the implementation of the system. Full authorisation and effective decentralisation at work. Only with power and decentralisation can we achieve respect and trust for our employees and maintain the vitality of the organisation. However, the manager does not do nothing, but on the contrary promotes the subtlety of management.

This means that the manager manages a particular job thoroughly. This way you get to know all your employees. And by taking it personally, the manager can often resolve the most significant conflicts that currently exist as quickly as possible, thereby driving future work, while focusing on attention to detail in the process, systematically and comprehensively dealing with perspectives, and implementing

results in a timely and effective manner. It is possible to set an example for subordinates, which is exactly what education is all about. The human side of management is to work without boundaries. Another layer of no boundaries of responsibility means that the department and the team should keep an open mind, while improving the team's cohesion and combat effectiveness, do not close themselves, pull circles, engage in organization, to humble, active attitude to listen to the outside world's views and suggestions accepted. Allow different voices in the organisation, flaunt individuality and be innovative. Discussions are like brainstorming, through which participants organize their thoughts, capture the essence, accept others and re-examine themselves. Particularly in the decision-making process, there is a need for discussions that hold a clear viewpoint and a lively discussion, but the premise must be based on facts and figures. As far as innovation is concerned, innovation in ideas and thinking is advocated first and foremost, and in the workplace, there is a lot of switching of ideas. For ideas determine action and action determines habit. At the same time, more importance is attached to innovation in tools and methods than to technology itself. The organisation provides the most attentive guidance and development for its employees. Each person is an active cell of the organisation, performing its own immune, anti-disturbance and metabolic functions in the face of hidden problems and diseases of the organisation. The most fundamental work that humane management can do is the relaxation and mutual assistance of the organisation.

Performance appraisal system: The performance appraisal system is a set of independent and interrelated performance can fully meet the requirements of the assessment and evaluation indicators constitute the appraisal system, the establishment of performance appraisal system, in favour of the staff's work situation, the assessment to the staff's assessment work as the basis, to ensure that the results are also verified correct and reasonable factors.

Reputation: creditworthiness in business studies is generally examined according to popularity. That is, the number of people who know your name who praise or glorify you.

Right to Supervision: The right to supervision is the right enjoyed by citizens to monitor the official activities of state organs and their staff. It is the most dynamic of the systems of supervision of state power and includes the right of supervision exercised directly by citizens and the right of supervision exercised by citizens through their own elected representatives of state representative bodies, and many of the rights of citizens are supervision of state power. The right of supervision of the content of the right to participate in power is the direct political supervision, i.e., the right to criticise, propose, denounce and accuse. 1. The right of citizens to supervise is a concrete expression of the principle of the sovereignty of the people in our Constitution. Article 2 of the Constitution stipulates: "All power in the People's Republic of China belongs to the people. The organs through which the people exercise state power are the National People's Congress and the local people's congresses at all levels. The people shall, in accordance with the provisions of the law, manage the affairs of the state, economic and cultural undertakings and social affairs through various channels and forms." This is the constitutional basis for the citizens' right of supervision, which means that the attribution of state power can only be to the people. The people are the owners of all state power, all state power derives from the mandate of the people, and state organs and state employees exercise power on behalf of the people. The people can participate in the operation of state power and the formation of public policy in an autonomous and equal manner. State power can be supervised and controlled: State power must be at the service of the people, exercised in accordance with their wishes and subject to their supervision. The right of citizens to supervise reflects the principles of our Constitution and the spirit of the law and embodies the idea of the rule of law that sovereignty lies with the people. The object of citizens' right of supervision is the activities of the staff of state organs, and the content of supervision is mainly the compliance of the staff of state organs with national laws and regulations. Article 41 of the Constitution stipulates: "Citizens of the People's Republic of China have the right to criticise and make suggestions to any state organ and staff and have the right to lodge complaints and accusations with state organs against any state organ or staff for violations of the law or malfeasance in their duties but may not manipulate or distort the facts.

Complaints or charges against members of the public. The relevant state organs shall investigate the facts and be responsible for handling them. No one may oppress or retaliate." Therefore, the right of citizens' supervision is a right of citizens' supervision clearly stipulated in our Constitution. When state organs and state employees fail to perform their duties and do not do the job they are supposed to do, citizens can exercise their right of supervision by means of criticism, suggestion, prosecution, and accusation. This right has the dual nature of guaranteeing that citizens' own rights are not infringed and that the public power of the state is not abused and is also a concrete expression of the constitutional politics in which the people are the masters of their own house. The citizen's right of supervision is comprehensive and consists of different forms of specific supervisory rights. Our Constitution and laws clearly use the expression of citizens' rights, i.e. the rights of citizens, criticism, suggestion, request, accusation and prosecution, etc. The comprehensive concept, summarised and distilled, consists of five aspects: First, the right to criticism, i.e. nationals enjoy, the shortcomings and mistakes of the state and public officials in their official activities, should put forward criticism and have the right to request their correction; second, the right to suggestion, i.e. citizens have the right to criticise the state and The third is the right to file complaints, i.e. citizens have the right to request the relevant authorities to rectify or revoke any violations of the law and negligence of the state authorities. Fourth, the right to appeal, i.e. citizens have the right to appeal to the relevant authorities against illegal acts of negligence by State organs and State employees. Fifth, the right to denounce. Citizens have the right to report the truth to the relevant authorities about illegal acts of dereliction of duty by state organs and staff of state organs and request that they be dealt with in accordance with the law. Criticism, suggestions, complaints, accusations and denunciations are the main ways in which citizens can exercise their right of supervision in China.

Decision-making power: The right of decision-makers to choose, control and dominate activities within the decision-making system. Power is a coercive force given to subordinates by law and norms. The right to make decisions is one of the most important powers and has the same legal force and coercive power. It is precisely

because of the power to make decisions that the actions of the whole system can be decided. Once a decision has been made, it must be followed.

International competitiveness: International competitiveness refers to a country's ability to create added value in the world economy and to sustainably increase national wealth. The international competitiveness assessment is a data-driven concept consisting of a combination of 290 evaluation indicators that reflect the overall international competitiveness of a country or region. A country's international competitiveness consists of eight elements: internationalisation of economic strength, government management, financial system, infrastructure implementation, business management, rationality, science and technology, and national quality. Each element in turn contains several aspects, and each aspect is composed of several specific indicators. Due to the different specific functions and status reflecting international competitiveness, it can be divided into three parts. **Core competitiveness:** This includes national economic strength, enterprise management capability, and scientific and technological competitiveness. This will become the core competitiveness for joining international competitiveness. **Basic competitiveness:** including the two main elements of basic implementation and national values, which are the basis of international competitiveness and support the long-term development and growth of core competitiveness. **Environmental competitiveness:** The competitiveness of internationalization, the competitiveness of government management, and the international competitiveness of the financial system including uncompetitiveness are important environmental and incentive factors for development.

1.7 The importance of research

(1) Theoretical significance

The implementation of efficient performance evaluation and timely feedback of performance evaluation results is conducive to improving teachers' enthusiasm for their work, stimulating their teaching enthusiasm, improving their teaching ability and research level, and establishing the school's popularity and reputation. As an important part of performance management, performance evaluation of teachers in

private universities has become an indispensable part of current university management and is also a part of the school's strategic planning and school running goals to influence the achievement of the goals. Through their own internal construction, private colleges and universities attract outstanding talents to join the teaching profession continuously, so as to strengthen the teachers' team of private colleges and universities, and ultimately achieve the grand goal of building a hundred-year institution of learning and cultivating industrial elites.

(2) Relevance

Higher education staff have new entrants in the knowledge base of the pressure on them, managers urgently need people with creative and independent thinking, but also need them to have certain laws of discipline, for managers, in the knowledge base, new staff work on their own has a clear positioning, and the measurement of the standard is a subjective marker of their own. This kind of scientific and reasonable evaluation system for group members can convey the school's development strategy ideas, goals and core values to the staff layer by layer and become the ideological driving force for the staff to act consciously. Therefore, it is of great practical significance for private universities to establish a scientific performance evaluation mechanism and improve the effectiveness of performance evaluation.

Chapter 2

Literature Reviews

2.1 Concepts and theories

Bucket Theory: This theory is applied to talent management and is also known as the Talent Group Theory. In comprehensive talent development, it is very important to manage the available talent and make the most of it. The bucket theory also helps to strengthen talent management. Try to think about the relationship between talent management and the bucket theory, it is simply the relationship between the capacity of a bucket and the boards of the bucket. A bucket is a wooden vessel that holds water by putting together several planks of wood. Because it is a combination of several boards, it can be treated as a relationship between the whole and the parts. The amount of water a bucket can hold depends on the shortest of the boards used to assemble the bucket, and the length of that board is the limit of the bucket's capacity. That is, how long the boards used to put the bucket together are. As long as one of the boards is short, there is no guarantee that the long board can be filled with water. There are two ways to fill a bucket with more water to its maximum capacity (by deciding the diameter of the bucket beforehand), one is to lengthen all the boards, the other is to lengthen the short boards so that they are if possible as the other boards. There is a dependency between the bucket capacity and the bucket plates, and a dependency between the bucket plates. In order to increase the capacity of the bucket, there are strict requirements for each bucket board, and in order not to be the shortest bucket board, there must be no gaps between the boards. If the bucket is compared to a group, then the planks are the individuals that make up the group, and in order for the group to be most effective, there must be a strictly conditional relationship between the group and the individuals, and between the individuals and the individuals. This relationship is similar to that between talent groups and individuals. Drawing on the barrel theory in talent management is of great significance in strengthening talent management and improving the effectiveness of talent groups. The relationship between the whole and

the local, between overall effectiveness and individual quality, is often encountered in practical talent management work.

Mushroom management: Mushroom management is a management method for many newcomers to an organisation's feathery wings. Beginners are directed to a dark corner, criticised for no reason, criticising the organisation and the individual, indulging the needs and support of beginners, much like the mushroom growth scenario." The experience of the "mushroom" is like a cocoon for the growing young person, a sure way to break out of the shell. It is clear from the significance of this law that beginners in organisations, especially modern young people, do not pay attention to adjusting their mentality and that newcomers need to exercise themselves in a "mushroom" environment.

The Law on the Promotion of Private Education and its implementation, the term "private education" refers to a for-profit company run by the private sector, organising public education on an equal footing with the law, and the establishment of private schools should comply with relevant national laws and policies, and have legal qualifications to run schools, while complying with the corresponding court procedures. The implementation of the Law on the Promotion of Private Education is of great significance in improving the quality of the nation and promoting economic development, indicating that the beginning of higher education legislation in China is yet to come. Promoting educational equity and achieving rational deployment of educational resources. The school is run as follows: Adhere to the principle of combining government-led and social participation. It gives full play to the role of the market system, gives full play to the proactive role of the government in the field of education and encourages private universities to contribute to local economic development while sacrificing the sovereignty of public universities. Therefore, the enactment of the Law on the Promotion of Private Education is of great significance in improving China's compulsory education system, enhancing the quality of the nation, and building a comprehensive basic education society. Although certain achievements and progress have been made in the revision of the Law on the Promotion of Private Education, due to its own limitations, there are still many shortcomings in the actual operation process, mainly in the following aspects: Firstly,

the legal provisions are not perfect and lack enforceability. The Regulations on the Management of Teachers in Private Schools were formulated to regulate the management of schools, but there is no system of relevant rules stipulated in the implementation process, and thus many problems have arisen. Secondly, the supervision and management of private education is relatively weak. This is because the Law on the Promotion of Private Education is not directed at all universities, but mainly at private schools. Thirdly, the dimensionality is low, and the possibility of manipulation is not high. At present, the only professional regulations on "private" in China are the circulars issued by the State Council, the administrative documents formulated by the Ministry of Education and the judicial interpretations of the civil government. As the opinions of the various departments are relatively scattered, and as the legislature of the National People's Congress has made recommendations and requests, it is difficult to form a unified, systematic, and effective monitoring mechanism. The government must strengthen its support for private schools and encourage more private capital to be injected into education through policies such as financial support and tax incentives. Publicity should be strengthened so that the public understands the importance of the Regulations of the People's Republic of China on the Promotion of Private Education, the content and implementation procedures of the Regulations, and actively participates in them. Legal awareness should be built up to clarify the legal status of schools so that they are aware of the value of their existence and receive practical protection and support in the development process. A system of relevant rules should be established to protect the legitimate rights and interests of private students. Establish a sound monitoring mechanism to ensure the smooth running of private teachers' teaching programmes. Pay attention to the management and services of private universities and continuously reform and innovate in the light of the actual situation.

Social comparison theory: Adams theory, also known as social comparison theory, is concerned with the rationality and fairness of wage distribution and its impact on employees' motivation to produce. The basic idea of this theory is that people's motivation to work is not only related to what individuals actually get paid, but also to whether people are paid fairly. Only fair pay can be satisfying and

motivating for employees. The focus should be on comparisons with society, with others, or with history and your own past, rather than on whether pay is fair in absolute terms. If pay is too high or too low, it can make employees feel psychologically stressed and uncomfortable. In terms of Adams' theory, employees can see not only the absolute value of pay, but also social and historical comparisons. While social comparisons are higher than their peers, compare their own history. They will feel very unfair and this time they will not be able to generate encouragement, leaving the employee unhappy and nervous. Retirement is the result of this inequality. It is a question of organisational structure, systems and performance appraisals, and it depends first of all on whether the employee is the one. Otherwise, the company will allow him to jump ship and then consider his own pay structure. If you give him a straightforward pay rise, other employees will follow suit. If they are unique and the power of the company cannot be moved, they should find a way to further improve their pay system. Ways of reform: The company could pay them according to their position, age and seniority, or they could be given shares in the company. The basic ideas put forward by social comparison theory are objective, but fairness itself is a rather complex issue for several reasons. Firstly, it has to do with the subjective judgement of the individual. In the previous formula, one's own or others' investments are perceived by the individual, but the average person always overestimates his or her own investments and underestimates those of others. Secondly, it relates to the standard of fairness that individuals have, known as 'averaging'. For example, some people think it is reasonable to fix grants as scholarships, some think it is fair to distribute them equally, and some think it is appropriate to distribute them according to the degree of financial hardship. Thirdly, it has to do with the smoothness of achievement. We insist on the relative equality of individual rewards and pay for performance. This is possible. How do we evaluate it and is the quantity and quality of job performance based on this, or is it based on job competence, function, experience and academic background. Different methods of evaluation will give different results. It is preferable to measure to a clear, objective and easily checked standard based on the quantity and quality of job performance, but in practice this is often difficult to do and sometimes other methods are inevitably needed. Fourthly,

it relates to the people who manage it. Who conducts performance reviews. In an organisation, flexibility, conflict avoidance, tolerance and bias may arise because of an imbalance in the same person. Therefore, we should make the following points clear when conducting equity management theory: Firstly, not only are there differences between conservatives, but there are also differences in the relative value of conservatives in influencing incentive effectiveness. Secondly, it is important to pursue fairness when encouraging so that the equation can be established objectively and not create a serious sense of unfairness, even if there are errors in subjective judgement. Thirdly, in the process of encouragement, we should focus on guiding the fairness mentality of the victim so that he or she can establish a correct view of fairness. Not only must we recognise that absolute fairness does not exist, but we must not draw straws blindly. For companies and leaders, they should be relatively fair so as to give employees the greatest sense of work and achieve maximum efficiency.

Self-determination theory, basic psychological needs: An object's motivation can be analysed on three levels: independence needs, attribution needs and competence needs. Psychological needs are the driving force behind an individual's ability to perform a specific behaviour. Different psychological factors have different motivations for behaviour, and different levels of psychological factors cause individuals to perform behaviours with different levels of execution intensity, resulting in different behavioural outcomes. The higher the awareness of autonomous decision-making, the higher the level of satisfaction of the individual's need for autonomy, reflecting the individual's ability to choose and execute specific activities based on his or her own sense of self. An object with a desire for independence does not want to be influenced by external distractions or disadvantages. All they want to do is to do what they want to do. In other words, the individual's need for independence is quickly satisfied when the external environment is able to facilitate independent activity. It is said that people's needs are high. An object, as a member of a social group, whether in real life or in a virtual community, desires the attention of another person or group, and in this way, desires emotional closeness and intimacy between people and between people and groups, which is really the attributed need of the

individual. Personal intimacy is measured primarily through subjective perceptions. The higher the individual's perceived interest in another person or group, the greater the level of intimacy and the greater the strength of support, the higher the individual's need to belong and the stronger the sense of belonging. Social norms describe the pressure a person feels to receive support from another person or group. The stronger the expectations of others, the greater the motivation of the object to perform its activities. Competency needs are tasks that individuals wish to be able to perform through specific activities. The degree of competence satisfaction can be measured in terms of self-efficacy. Self-efficacy is the ability of an individual to complete an activity effectively and is an important concept in social psychology. The greater the subject's perceived self-efficacy, the greater the subject's satisfaction of competency needs.

Perceptual evaluation theory: The external environment influences the motivation to behave within an entity, and thus the performance of the behaviour. There are three types of external environmental factors: informational, controlling, and de-motivating.

Organic coordination theory: The behavioural motivation of an object is classified into three types: intrinsic, extrinsic and non-motivational. Intrinsic motivation generally refers to an object's characteristic orientation: liking challenges, being curious about new things, constantly exploring and learning about the external environment, and actively pursuing one's own development and progress. Extrinsic motivation is an external factor that affects the object of the behaviour rather than the behaviour itself, and is not an extrinsic motivation for individual behaviour, not the activity itself, but usually not necessarily a certain value and meaning, the aim is to obtain some particular result and be "forced" to take some kind of action when I nod my head in the sense that the numbers that make us work hard as The business itself is not attractive. An object at rest is usually spontaneous. There is no difference between doing and not doing, subjects who are internally motivated show more initiative, drive and excitement during the activity than those who are externally motivated, the outcome of the activity becomes better, and the subjects achieve higher levels of satisfaction.

School teachers who implement education due to the rapid changes in the development of modern society and the rapid development of scientific and technological knowledge have to train and learn regularly. Teacher training and teacher training systems have been established in schools. We need to provide training opportunities for them. Of course, teaching staff is to be purposeful. Firstly, a sound system of evaluation of training is established, and the teaching staff who attend the training return to the school to report back to the school staff and share the results of their training so that each training session, in relation to the teachers' own conditions of contact, is divided into classes and groups for training. On the other hand, the teachers' positions and professions are different, so the differences are more pronounced. Training is purposeful and purposeful must be and divided into classes and classifications to do the work of which the training of personnel at all levels. Training is an illusion; it should not be carried out in a standard, planned and procedural way. It should be done with enthusiasm, steadily producing down-to-earth and reliable people for the school. Each year the school office draws up a growth plan for young teachers, encourages their growth, cares for and assists them, selects the best teachers during the holidays of each school year and sends them to higher schools, to study and train, to improve their professionalism and competence, to teach consistently and to improve the overall quality of students. Establish a scientific performance appraisal system to improve teachers' motivation. High performance is generally a system that is highly regulated in terms of the school's operational objectives. The teaching procedures and methods, teaching attitudes, business skills and job performance of the teacher school are evaluated on a factual basis and after evaluation, etc. The achievement of the objectives of the HRM School project and the objectives of the teaching staff are conducive to the development of the individual. On this basis, when conducting an evaluation of a set of scientific criteria that reflect job characteristics and individual (or departmental) performance, the evaluators must all be fairly manipulated, and the results should not be disclosed to all subjects. Feedback and communication must be done in a timely manner. The school should evaluate the results of the assessment in the light of the promotion, appointment, training and education, and distribution of remuneration of teachers; it

should be used as a method to mobilise it to actively explore and discover the work of teachers through performance appraisal.

2.2 Review of the literature

2.2.1 Introduction

With the rapid development of modernisation, people's quality of life has greatly improved and more and more importance is being attached to the experience of their own happiness at work. Happiness is a popular topic. Happiness at work is the psychological experience of perfection and the psychological feeling of professional development and the development of one's own abilities by giving full play to one's potential in one's daily work. It is a psychological state that satisfies the need for self-fulfilment. Private universities are an important part of the higher education business, and the level of teachers' work happiness not only affects the teachers' personal polarity and work efficiency, but also affects the cultivation of positive emotions in the university student community, which in turn affects the entire future talent of the whole society affecting the physical quality and the realization of higher education goals.

2.2.2 Full text

一、 The current situation of human resources and performance appraisal in private universities

1. The appraisal index is detached from the actual situation, and the overall level of teachers is difficult to be assessed quantitatively. At present, most private colleges and universities set performance appraisal indicators for teachers do not start from the actual situation of the school, but simply copy the performance appraisal indicators of sister colleges and universities, and the college performance appraisal early college to other private colleges and universities to implement performance appraisal on the basis of methods to modify and set some of the appraisal indicators, including teachers' professional ethical norms, teaching without certification, proficiency in teaching, teaching management negligence effect, workload and quality arrangements, internship reports and theses, etc. The assessment scores put business execution, participation in meetings and training, and precision analysis for qualitative

evaluation, however, it is difficult to quantitatively assess the level of all teachers through these validation indicators.

2. Untimely teaching and very low teacher satisfaction. Performance feedback as a key aspect of performance management, the actual performance in the assessment process operation, performance assessment results by the school leadership team to review and report, and then the relevant situation summary feedback to the relevant branch and faculty leadership, but the grassroots and grassroots management of the leadership or branch will rarely be timely and separate to find the problem communication feedback, according to the actual situation, teachers in the feedback process with individual teachers, there will be language conflict. As a result, problem teachers are not kept abreast of their incompetence at work, and performance improvement and capacity enhancement programmes for teachers are only a luxury for teachers, hence the generally low level of satisfaction with the results and application of performance appraisal results for teachers in most private universities.

3. Subjective and arbitrary performance evaluations of team members. Private universities form special performance evaluation teams when evaluating the performance of teachers. Members of the evaluation team include the senior leaders of the college, the relevant person in charge of the Personnel Office, the head of the department in charge of each department the head of the teaching and research department and representatives of outstanding teachers. This is a temporary team and the composition of the team appears to be scientific and reasonable, but after an in-depth study, it can be found that they use the teachers' performance assessment work to complete the assessment outside of work or in temporary short-term meetings, and the longer the assessment takes, the more inadequate their performance is. For the phenomenon of inevitable mistakes in the validation process, according to the teacher performance evaluation indicators that are difficult to pass on the validation of the validated person, make an objective evaluation.

4. It is difficult to produce motivational effects by focusing only on the results of performance evaluation. Recent schools to implement the annual performance appraisal system, from theoretical and procedural analysis is normal, but the actual

effect of the assessment is not ideal, in the specific performance appraisal process without the necessary supervision and timely guidance, performance appraisal results are not fair, the school senior can see these changes after the performance appraisal results, the results of the management of our teachers such as: teacher pay increases, training opportunities, title review and The results of these changes can be seen at the top of the school, and the management of the school's teachers, such as the increase of teachers' salaries, training opportunities, title assessment and job promotion, is affected by the results of the performance appraisal.

5. There are many part-time teachers. Full-time teachers at private universities exhibit unique complexities compared to public universities, especially those that have been established for a longer period. In many private universities, part-time teachers are the main body of the teaching staff, and all of them are part-time teachers. It cannot be dominated by full-time teachers and supplemented by part-time teachers.

6. The age structure of teachers is unreasonable. In contrast to public high schools, the proportion of full-time teachers in private high schools is greater for older teachers over 55 and younger teachers under 30, with relatively few middle-aged teachers, showing a special structure of "big at both ends and small in the middle".

7. The salary system is unreasonable. Private universities collect tuition fees from students for teachers' salaries and benefits, and participate in local social management, but the salary standards are not as high as those of local public universities, and the social management standards are also lower. Emphasis is placed on management linked to pay and benefits, and the importance of a reasonable pay system is downplayed. This leads teachers to believe that the relationship with the school is contractual and that if other schools offer higher salaries, they will move in a direction from which there is no turning back.

8. The assessment and evaluation mechanism is not scientific. At present, the activities of teachers in private universities are divided into two main categories: education and scientific research, and the performance of teachers' activities is basically evaluated based on the results of these two areas. To reduce costs, teachers are usually allowed to attend classes at full capacity, and the ratio of teachers often

falls far short of national regulations. In addition, there is little funding for scientific research, which is often overlooked when evaluating teacher performance. Some teachers also go on to publish papers for their titles, but engage in academic research, not just to cope with reviews. A reasonable evaluation and verification system that only emphasizes teaching and neglects teachers' research ability, their own level of improvement, and a long-term team leads to a decline in the quality of teachers and discourages them from engaging in academic research.

9. The team is unstable and there is serious attrition. As the admission, enrollment and internal management of private colleges and universities run according to the market law, therefore, the attrition or not and the size of the attrition rate of teachers in private colleges and universities largely determine the material treatment. At the same time, there is still a general perception that public schools and institutions are the best place to be. As a result, young teachers choose to enter public high schools or other institutions whenever they have the opportunity.

10. The concept and characteristics of human resources in private universities

Concept: Conceptually, at this stage, human resource management in China's private universities is generally divided into two types, one is a professional education system centered on various disciplines and academic experts, represented by our headmasters, who play a leading role in daily teaching, but most private university teachers' ranks are structured with lax quality, which has an impact on the organization of private high schools. The other is a system of professional functions to provide security for teaching and learning, including functional departments such as the Finance Department, the Personnel Office and the Backler Centre. Functional staff exercise functional management rights in private universities as educational staff, and these people come from a wide range of sources and a large number of duty staff who lack professional management knowledge and systematic training. There are many cases where there is no clear functional set-up between the two teams and their respective responsibilities are not well shared in their day-to-day work, so there is a duplication of organisational set-ups and interlocking management authority.

Features: Most private universities are funded by enterprises, institutions or social groups.

2.2.3 Summary of the literature

1. The setting of performance evaluation indicators should be in line with the actual situation of private undergraduate schools. In the specific performance evaluation, the meaning of evaluation indicators should be clarified, specific evaluation indicators should be refined, and evaluation indicators should be designed according to the work characteristics of teachers. For example, the performance evaluation of teachers can be assessed in terms of teacher ethics, professionalism, teaching ability, research ability and transformation of research results. Only by carrying out such verification can we comprehensively and objectively evaluate the business performance of teachers.

2. Advocate quantitative assessment as the main focus and qualitative assessment as a supplement. Quantitative performance appraisal allows for more accurate in-depth analysis of specific issues, and the specific numbers quantified are more intuitive and convincing, and more accurately reflect the work performance of all teachers. This is because in the process of developing performance appraisal indicators for teachers, it is necessary to analyse both the completion of quantitative appraisals of teachers' business and research, and to assess teachers' professional ethical norms; after all, the professional and technical level of teachers is based on quantitative appraisal and scientific adaptation. The appraisal system can form a benign competitive atmosphere and incentive effect.

3. scientific and effective allocation of the proportion of the main body of performance evaluation. First, the assessment index, in the whole index system, should highlight the proportion of the assessment of teachers' professional ethics, such as the proportion of the assessment of teachers' moral conduct, the amount of scientific research conversion, the completion of teaching workload, lesson preparation, teaching, teaching management and so on. The second is the proportion of performance evaluation subjects in the whole evaluation, such as the branch or department in charge of the leadership of the teaching and research department, the teaching director and students and other subjects of the evaluation of how much weight.

4. Sound performance interviews and performance feedback mechanisms. Through outcome interviews, teachers are made aware of their strengths and weaknesses so that they can avoid them according to the relevant examination requirements. Frontline leaders should communicate fully with teachers to reach consensus, reduce the failure rate of teachers in their teaching work and improve their overall performance. By using performance feedback, it helps to reduce conflict and teacher antagonism, helps to improve teacher performance levels and helps to improve the overall performance management of the business. The American psychologist Skinner once said: - "The more timely the results of a person's behaviour are fed back to him or her, the more effective it is in improving the work." Therefore, the relevant manager should inform the results of the performance evaluation in a timely and effective manner. Positive results can be achieved by giving feedback to the teachers themselves. The routine of human resources personnel management work, although the workload is large and the value of the work is low, but must do this work is completed accurately and timely, and to use the original and accurate basic data to focus on a variety of analysis of human resources work, including personnel structure, personnel risk analysis and other look at the analysis of the staff structure, China's private university teaching force to retired teachers, re-entry graduates, part-time teachers and other major , in this way, the age of the teacher team, education, gender structure and school work experience structure and other unbalanced, new organizational structure and adapt to the private high school students to pay attention to the structure of the analysis, in order to achieve the corresponding measures of diligence county measures, the balanced development of all aspects. If the personnel risk analysis is carried out, the contract between the private high school and the teaching staff is adopted on average, because the private high school is particularly concerned about the human resources management department in the management of labour contracts, overtime management, file management and medical examination personnel management, etc., to meet the development of the detail management business, starting from the labour law guidance aspects.

Chapter 3

Research Method

3.1 Population/sampling method/variables

The population of this study is the group of teachers at an X university in Yunnan province. The principle of simple sampling was used, and it was the subject of the questionnaire at an X university in Yunnan province. Teachers of a university in Yunnan province, X.

Sampling overall: teachers of a university in Yunnan Province

Sampling frame: teachers at a certain X University in Yunnan Province

Sampling unit: Teachers of a university in Yunnan province

Conditions of the sample: 1. The scope of our survey is mainly an X university in Yunnan province. 2. The surveyors will all be students of Shanxi University.

Sample size:
$$\mu\mu = \frac{\sigma\sigma}{\sqrt{nn}}$$

Where: μ represents the sampling error, σ represents the overall standard deviation, and n represents the number of sample units.

Sample size: After measuring according to the formula, in the spirit of quality and quantity at the same time to ensure the premise, and strive to narrow the constraints by time, manpower, material and financial resources, etc., due to the number of schools, we will choose teachers to conduct the survey, after the data to make a report. The final number of people to be surveyed was set at 120 people. The specific allocation plan is shown in the sampling plan arrangement.

3.2 Data collection

Both literature and questionnaire methods were used in this study. The researcher first found relevant scale literature to use as a reference for developing the questionnaire. The researcher developed a pre-determined questionnaire pre-test and used SPSS 22.0 to analyse the scales and complete a topic selection screening as a statistical basis for the formal questionnaire determination. A questionnaire survey method was used for this study.

The questionnaire was designed by the questionnaire researcher in September 2022 and 120 official questionnaires were sent to an X university in Yunnan, 115 questionnaires were returned, with a return rate of approximately 95% for item analysis and reliability reliability analysis. The specific formal questionnaire items were divided into 3 sections and the following 3 charts:

1. Your gender: *
 - ☐ Male
 - ☐ Female

2. Your teaching experience: *
 - ☐ (1) Less than 3 years ☐ (2) 3-5 years ☐ (3) 6-10 years
 - ☐ (4) 11-15 years ☐ (5) 16-20 years ☐ (6) Over 21 years

3. Is your specialism consistent with the subject you are teaching: *
 - ☐ (1) Consistent ☐ (2) Inconsistency ☐ (3) Part-time appointment in other disciplines

4. The number of hours you currently have in a week is: *
 - ☐ (1) Up to 10 sections ☐ (2) 11-15 sessions ☐ (3) 16—20 sessions
 - ☐ (4) 21-25 sessions ☐ (5) 25 + sessions

Figure 3.1 ■ Questionnaire detail map 1

5. What would you say is the appropriate number of hours per week: *
 - ☐ (1) Up to 10 sections ☐ (2) 11-15 sessions ☐ (3) 16—20 sessions
 - ☐ (4) 21-25 sessions ☐ (5) 25 + sessions

Figure 3.2 ■ Questionnaire detail map 2

The current state of teachers' well-being *

	Strongly disagree	Rather disagree	General	Compare and agree	Couldn't agree more
1.You are blessed by being a teacher.	☐	☐	☐	☐	☐
2.You have a high status and are respected in social life.	☐	☐	☐	☐	☐
3.You are satisfied with your career prospects as a teacher.	☐	☐	☐	☐	☐
4.You are satisfied with your current working arrangements.	☐	☐	☐	☐	☐
5.You are satisfied with the relationships at your current job.	☐	☐	☐	☐	☐
6.You are satisfied with the current physical security and infrastructure of the school.	☐	☐	☐	☐	☐
7.You are happy with your current physical condition.	☐	☐	☐	☐	☐
8.You find the current teaching job stressful and mentally straining.	☐	☐	☐	☐	☐

Figure3.3 ■ Questionnaire detail map3

3.3 Study design

1. Survey location:An X university in Yunnan province.
2. Survey respondents:Teachers of an X university in Yunnan province.
3. Sample set: We will conduct a simple random sampling of teachers at a certain X University in Yunnan Province, and obtain the information needed for the survey by distributing and collecting questionnaires from the teachers.

4. Research method: We will use a combination of fieldwork and questionnaires for this research.

The questionnaire was designed as a descriptive research design in a conclusive research design and contained mainly multiple choice and mixed questions.

5. time design: a period of one month to carry out, the first half of the month for the investigators to conduct literature search, questionnaire test survey and other ways to obtain preliminary information, the second half of the questionnaire and direct interviews to collect realistic first-hand information, and then, statistical analysis of the information to form a systematic survey report.

6. data collection methods: This study mainly uses statistical survey research and literature research. The main information in the early stage of the research was secondary data, mainly from the Internet and reference to the results of similar research done by previous students. As the research progressed, a deeper understanding of it was gained through the design of a questionnaire on the study of human resources performance assessment on teachers' professional happiness in local private colleges and universities, and finally, the data was analyzed and organized.

3.4 Statistics and data analysis

In this study, a questionnaire was used to determine the structure and population of the study based on the above literature review and related theories and research objectives. A measurement instrument suitable for this study was selected. An online electronic questionnaire was used for distribution, measurement, and collection of SPSS data analysis directly from the online context for classification and analysis. The questionnaire consisted of 12 sub-questions and focused on the evaluation of human resource performance assessment on teachers' professional well-being in local private colleges and universities, and the data were tallied to produce the corresponding results. A total of 120 questionnaires were distributed in this questionnaire session, and the specific targets and effects of implementation are as follows.

Reliability and validity

Table 3.1 KMO and Bartlett's test table

KMO and Bartlett's test	
KMO Sampling suitability number.	.918

Table 3.2 Reliability statistics

Reliability statistics		
Cronbach Alpha	Cloning of Bach based on standardised terms Alpha	Number of items
.980	.981	35

Table 3.3 Gender frequency table

Gender	Frequency
Effective	71
	44
	115

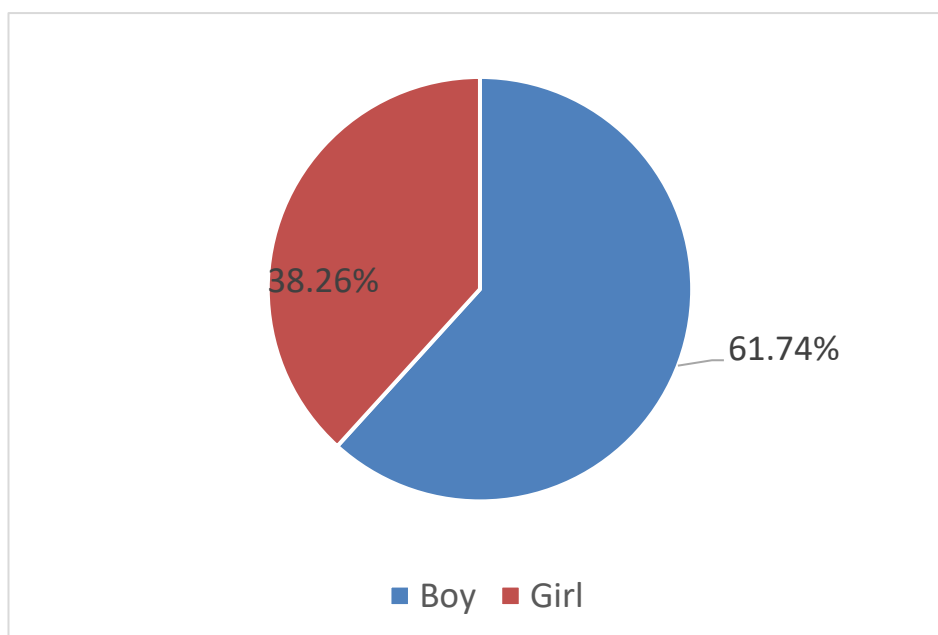


Figure 3.4 Male and female frequency pie chart

Table 3.4 Frequency table of teaching experience

Teaching experience		Frequency
Effective	Less than 3 years	35
	3-5 years	25
	6-10 years	20
	11-15 years	24
	16-20 years	6
	Over 21 years	5
	Total	115

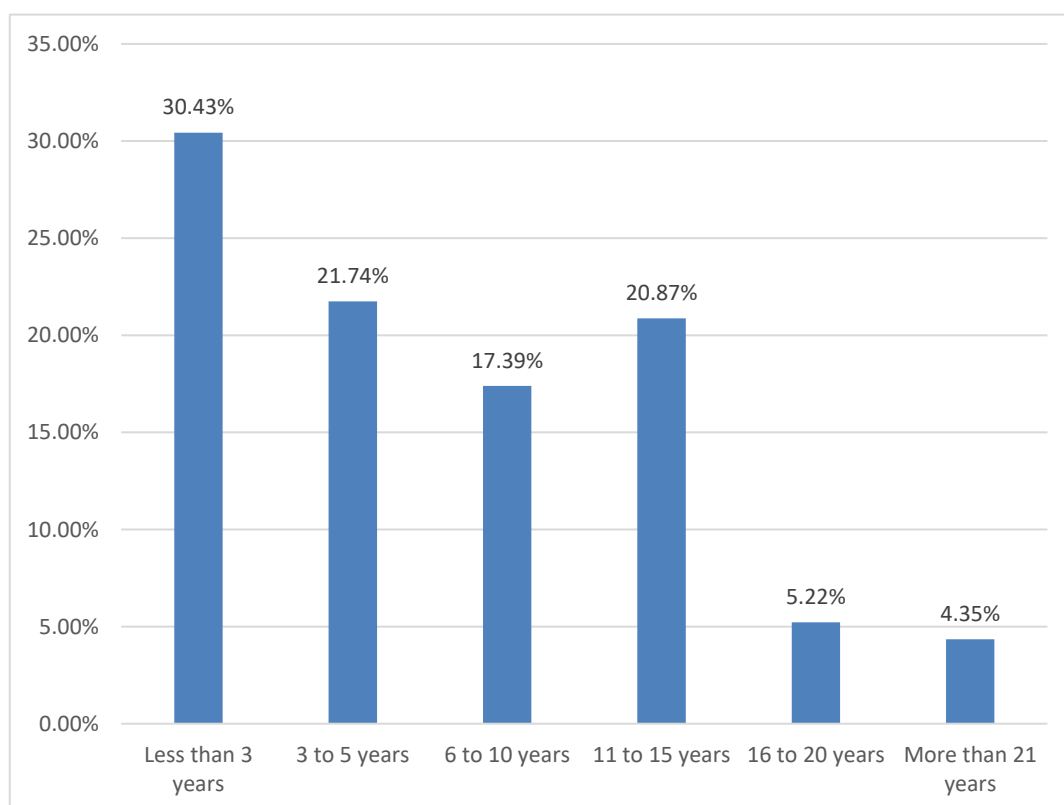


Figure 3.5 Histogram of teaching age frequency

Summary and analysis: The official questionnaire was 120, with 115 valid questionnaires. The ratio of males to females was roughly 6:4, with more males than females. The sample size was limited, and the data derived can only be roughly estimated, but overall, it was as expected.

Table 3.5 Frequency table for consistency of teaching specialism and discipline

Alignment between teaching specialism and discipline		Frequency
Effective	Consistent	60
	Inconsistency	31
	Part-time appointment in other disciplines	24
	Total	115

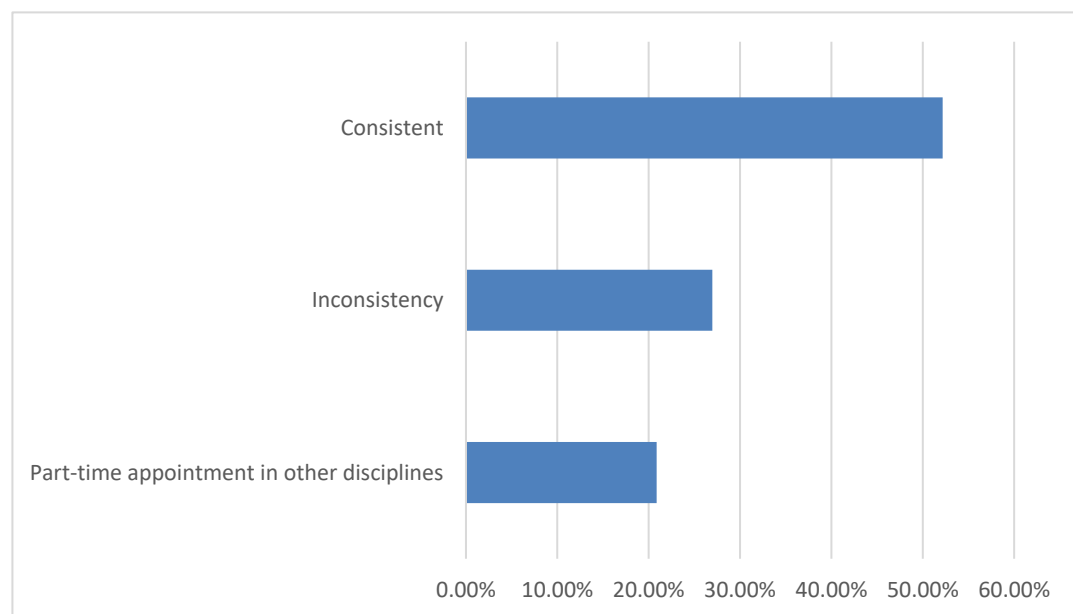


Figure 3.6 Frequency bar chart for alignment of teaching specialties and disciplines

Table 3.6 Weekly class frequency table

Number of hours per week		Frequency
Effective	Less than 10 sections	44
	Sections 11-15	27
	Sections 16-20	19
	Sections 21-25	11
	25+ sections	14
	Total	115

The results show that the majority of teachers are consistent in their teaching specialisms and subjects, with a high number of lessons in a week of less than 10.

Chapter 4

Results

4.1 SPSS Data analysis

4.1.1 Data presentation

The data for this analysis is a study on the construction of ideological and political education management team of 122 individuals in a university in Yunnan Province in the new era, which contains seven variables, namely: teaching experience, a category of variables; gender, a category of variables (1 for male, 2 for female,); analysis on teachers' current well-being, a category of variables (1 for strongly agree, 2 for relatively agree, 3 for average, 4 for relatively disagree, 5 strongly disagree); on the current state of teacher-student management, as a category variable (1 for strongly agree, 2 for somewhat agree, 3 for average, 4 for somewhat disagree, 5 for strongly disagree); on self-management, as a category variable (1 for strongly agree, 2 for somewhat agree, 3 for average, 4 for somewhat disagree, 5 for strongly disagree); and on the relationship with leaders, as a category of variables (1 represents strongly agree, 2 represents relatively agree, 3 represents average, 4 represents relatively disagree, 5 represents strongly disagree); and teacher-student relationship, a category of variables (1 represents strongly agree, 2 represents relatively agree, 3 represents average, 4 represents relatively disagree, 5 represents strongly disagree). By using spss statistical software, frequency analysis, descriptive statistics, ANOVA and correlation analysis were conducted on the variables in order to understand the comprehensive situation of the above aspects in the area, and to analyse the distribution characteristics of individual variables and their relationship with each other.

4.1.2 Data analysis

1. Frequency analysis. Basic statistical analysis often begins with frequency analysis. The frequency analysis is carried out by means of frequency sub-regional 115 individual statistical data tables, in the case of gender, and in the case of different levels of agreement with the fairness and equity of the school performance pay

assessment system, to understand the basic distribution of the number of men and women in the area, and the different levels of agreement with the situation.

Table 4.1 Number of men and women, distribution of different levels of agreement

Statistics			
		1.Your gender:	School Management - 1. The school's performance pay appraisal system is fair and equitable.
Number of cases	Effective	115	115
	Missing	0	0
Plural		1	2
Minimum value		1	1
Maximum value		2	5

First, a frequency analysis of the gender of teachers at a university in Yunnan Province was conducted, and the results were as follows:

Table 4.2 Gender frequency analysis table for men and women

1.Your gender:					
		Frequency	Percentage	Effective percentage	Cumulative percentage
Effective	1	71	61.7	61.7	61.7
	2	44	38.3	38.3	100.0
	Total	115	100.0	100.0	

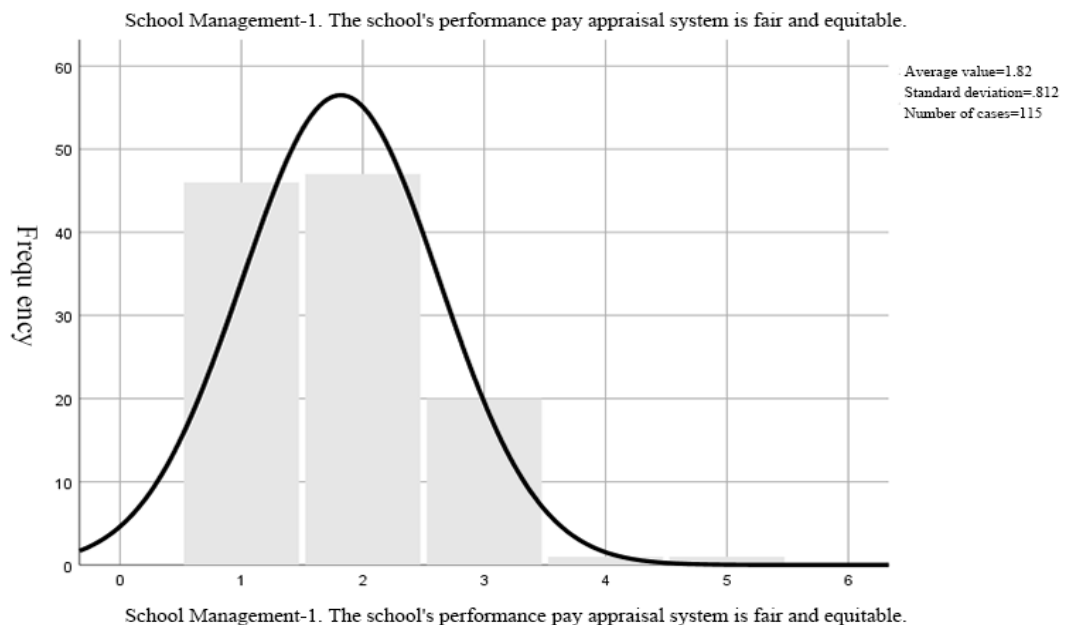
The table illustrates that of the 115 people surveyed in the area, 71 were boys and 44 were girls, with boys doing more than girls, the proportions being 61.7% and 38.3% respectively.

The original data was then analysed for frequency of agreement with the fairness and equity of the appraisal system for performance pay in schools, with the following results:

Table 4.3 Frequency analysis of agreement with the fairness and equity of the school's performance pay assessment system

School Management - 1. The school's performance pay appraisal system is fair and equitable.					
		Frequency	Percentage	Effective percentage	Cumulative percentage
Effective	1	46	40.0	40.0	40.0
	2	47	40.9	40.9	80.9
	3	20	17.4	17.4	98.3
	4	1	.9	.9	99.1
	5	1	.9	.9	100.0
	Total	115	100.0	100.0	

Secondly, the level of agreement in the original data was analysed and the results were as follows:



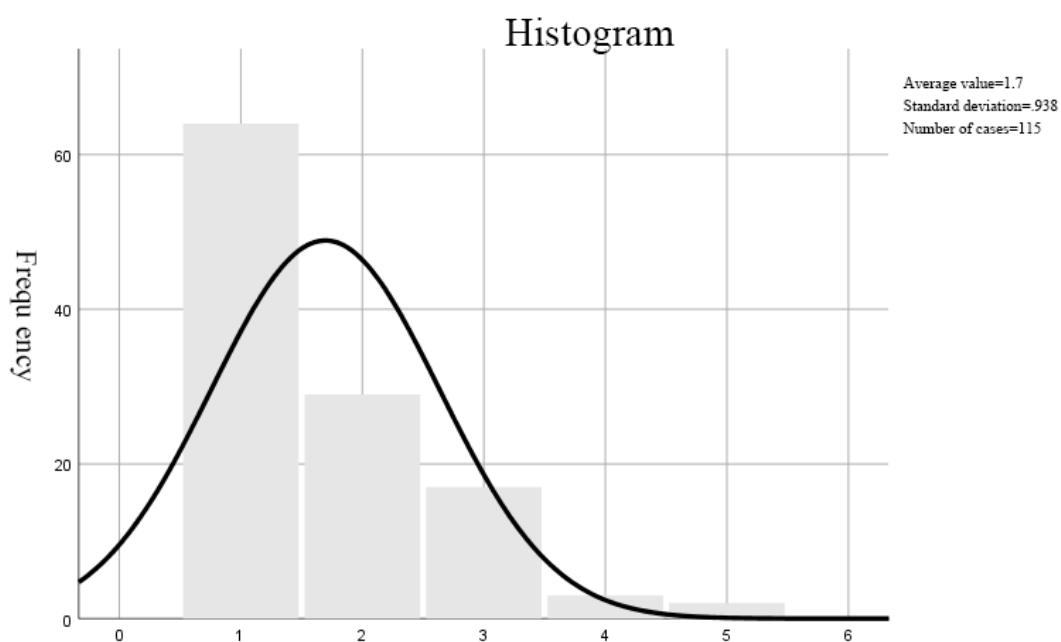
Then, the frequency analysis of the original data on the extent to which the various school management systems of the school took full account of the agreement of the staff's views in the development process was carried out with the following results:

Table 4.4 The school's management system has been developed with due consideration of staff opinion statistical tables

Statistics		
3. The school's management systems are developed with full consideration of staff views.		
Number of cases	Effective	115
	Absence	0
Plural		1
Minimum value		1
Maximum value		5

Table 4.5 Analysis of the frequency of staff opinions in the development of the school's management system

3.The school's management systems are developed with full consideration of staff views.					
		Frequency	Percentage	Effective percentage	Cumulative percentage
Effective	1	64	55.7	55.7	55.7
	2	29	25.2	25.2	80.9
	3	17	14.8	14.8	95.7
	4	3	2.6	2.6	98.3
	5	2	1.7	1.7	100.0
	Total	115	100.0	100.0	



3. The school's management system takes fully into account the opinions of the staff in the development process.

This indicates that of the 115 teachers surveyed at the school, those who felt that the school's various management systems had taken full account of the staff's views in their development were strongly in agreement, at 55.7%.

In the histogram above, it shows that among the 115 teachers surveyed in the school, the highest frequency of those who thought that the performance pay appraisal system of the school was fair and just was the number of those who agreed relatively, with 40.9%, followed by the number of those who agreed strongly, with 40.0%, then the number of those who disagreed relatively, with 17.4%, and finally the number of those who disagreed strongly, with 0.9%.

2. Descriptive statistical analysis.

After a simple frequency analysis to understand the overall situation of teachers' teaching experience and their agreement with the fairness of the school's performance pay appraisal system, we also need to have a more precise understanding of the other variables in the data, which is achieved through the calculation of basic descriptive statistics. The following descriptive statistics are used to analyse the variables and obtain their means, standard deviations, slices and kurtosis in order to further focus and disperse the trends in the data.

Table 4.6 Statistical analysis table of variables

Statistics				
		3.The school's management systems are developed with full consideration of staff views.	2.The school's title promotion system is fair and equitable.	5.The school provides frequent opportunities for further training for teacher development.
Number of cases	Effective	115	115	115
	Missing	0	0	0
Plural		1	1	1
Minimum value		1	1	1
Maximum value		5	5	5

As shown in the chart, the highest level of agreement among the survey respondents is that the current school management system takes full account of the views of staff in its formulation, with a plurality of 1 (1 representing strong agreement); the majority of people agree that the school's title promotion system is fair and equitable, with a plurality of 1 (1 representing strong agreement); the level of agreement that the school provides frequent opportunities for further training to promote teacher development is also 1, with a plurality of 1: (1 means strongly agree).

3. Exploratory data analysis.

(1) Cross-tabulation analysis

The frequency analysis can grasp the data distribution of individual variables, but in the actual analysis, it is not only necessary to understand the distribution characteristics of individual variables, but also to analyse the distribution of multiple variables under different values, to grasp the joint distribution characteristics of multiple variables, and then to analyse the mutual influence and relationship between variables. In the case of the present data, it is necessary to understand the current gender, the length of teaching experience, and the degree of agreement with

the fairness and equity of the school performance pay assessment system. As an example, the data is analysed in a columnar table of age of teaching and agreement with the fairness and impartiality of the school's performance pay appraisal system (the data analysis table below is part of the intercept):

Table 4.7 A table showing the association between teaching experience and agreement that the school's performance pay assessment system is fair and equitable

3.Your teaching experience: * School Management - 1. The school's performance pay appraisal system is fair and equitable. Cross-tabulation							
Counting							
		School Management - 1. The school's performance pay appraisal system is fair and equitable.					Total
		1	2	3	4	5	
3.Your teaching experience:	1	21	7	6	0	1	35
	2	10	10	5	0	0	25
	3	7	8	4	1	0	20
	4	5	16	3	0	0	24
	5	2	4	0	0	0	6
	6	1	2	2	0	0	5
Total		46	47	20	1	1	115

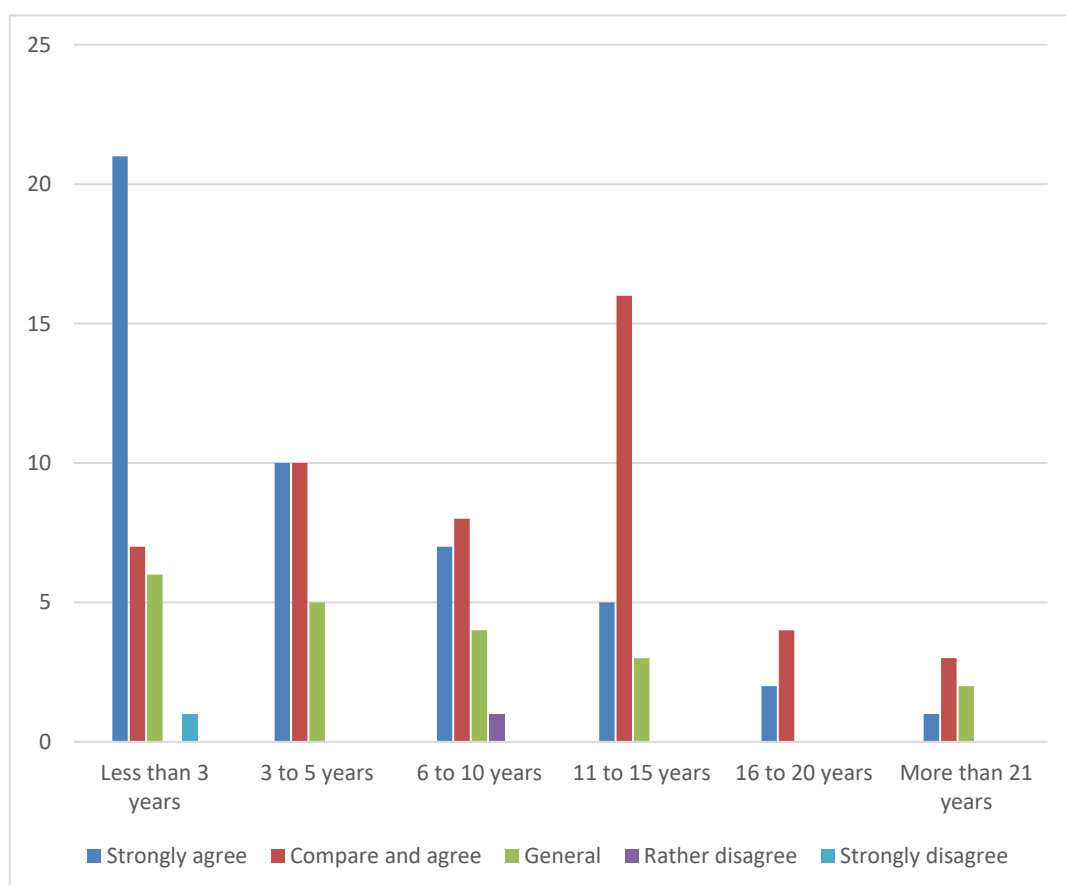


Figure 4.3 Bar chart of teaching experience and agreement that the school's performance pay appraisal system is fair and equitable

The above two charts involve a two-dimensional intersection of two variables, i.e. teaching experience and level of agreement, reflecting the level of agreement with the fairness and equity of the school's performance pay appraisal system at different levels of teaching experience. In the above table, teaching age becomes a row vector, and the degree of agreement is a column vector.

(2) Exploratory analysis of the relationship between teaching age and agreement level.

Table 4.8 Exploratory analysis table of teaching age and level of agreement

Description					
	3.Your teaching experience:		Statistics	Standard error	
School Management - 1. 1. The school's performance pay appraisal system is fair and equitable.	1	Average		1.66	.164
		95% confidence interval of the mean	Lower limit	1.32	
			Upper limit	1.99	
		5% Mean after clipping		1.56	
		Median		1.00	
		Variance		.938	
		Standard deviation		.968	
		Minimum value		1	
		Maximum value		5	
		Scope		4	
		Quartile distance		1	
		Skewness		1.587	.398
		Kurtosis		2.637	.778
	2	Average		1.80	.153
		95% confidence interval of the mean	Lower limit	1.48	
			Upper limit	2.12	
		5% Mean after clipping		1.78	
		Median		2.00	
		Variance		.583	
		Standard deviation		.764	
		Minimum value		1	
		Maximum value		3	
		Scope		2	

		Quartile distance		1	
		Skewness		.366	.464
		Kurtosis		-1.137	.902
	3	Average		1.95	.198
		95% confidence interval of the mean	Lower limit	1.53	
			Upper limit	2.37	
		5% Mean after clipping		1.89	
		Median		2.00	
		Variance		.787	
		Standard deviation		.887	
		Minimum value		1	
		Maximum value		4	
		Scope		3	
		Quartile distance		2	
		Skewness		.607	.512
		Kurtosis		-.246	.992
	4	Average		1.92	.119
		95% confidence interval of the mean	Lower limit	1.67	
			Upper limit	2.16	
		5% Mean after clipping		1.91	
		Median		2.00	
		Variance		.341	
		Standard deviation		.584	
		Minimum value		1	
		Maximum value		3	
		Scope		2	
		Quartile distance		0	
		Skewness		-.007	.472

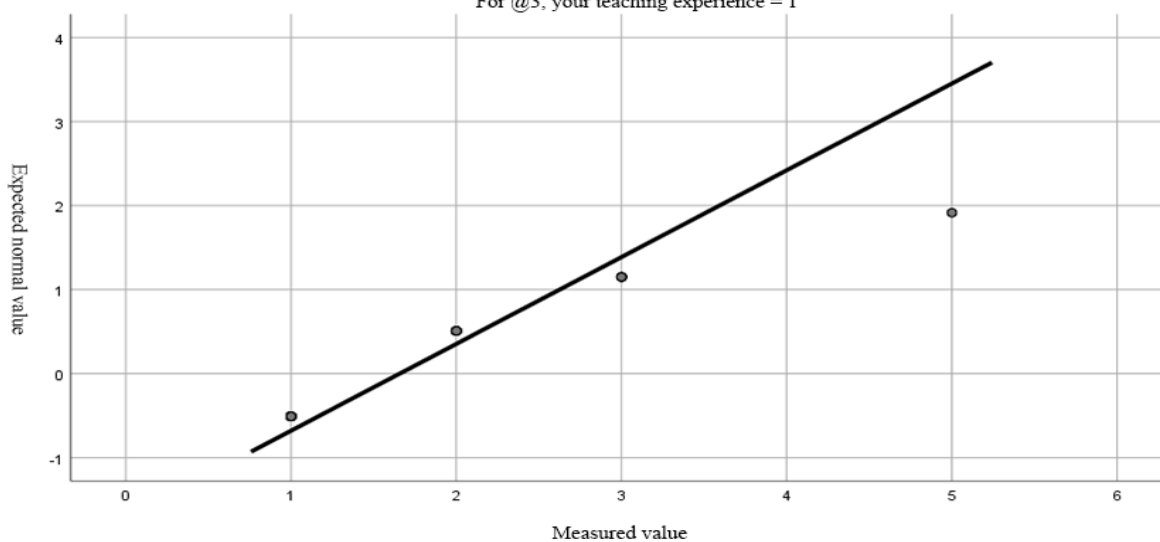
		Kurtosis	.295	.918
	5	Average	1.67	.211
		95% confidence interval of the mean	Lower limit	1.12
			Upper limit	2.21
		5% Mean after clipping	1.69	
		Median	2.00	
		Variance	.267	
		Standard deviation	.516	
		Minimum value	1	
		Maximum value	2	
		Scope	1	
		Quartile distance	1	
		Skewness	-.968	.845
		Kurtosis	-1.875	1.741
	6	Average	2.20	.374
		95% confidence interval of the mean	Lower limit	1.16
			Upper limit	3.24
		5% Mean after clipping	2.22	
		Median	2.00	
		Variance	.700	
		Standard deviation	.837	
		Minimum value	1	
		Maximum value	3	
		Scope	2	
		Quartile distance	2	
		Skewness	-.512	.913
		Kurtosis	-.612	2.000

Table 4.9 Table of normality test of teaching age and level of agreement

Normality test						
	3.Your teaching experience:	Kolmogorov-Sminov (V)a			Shapiro Wilke	
		Statistic	Freedom	Significance	Statistics	Freedom
School Management -1. The school's performance pay appraisal system is fair and equitable.	1	.351	35	.000	.704	35
	2	.253	25	.000	.797	25
	3	.228	20	.008	.850	20
	4	.348	24	.000	.751	24
	5	.407	6	.002	.640	6
	6	.231	5	.200*	.881	5

School Management-1. The school's performance pay appraisal system is fair and equitable.
The normal Q-Q diagram of

For @3, your teaching experience = 1



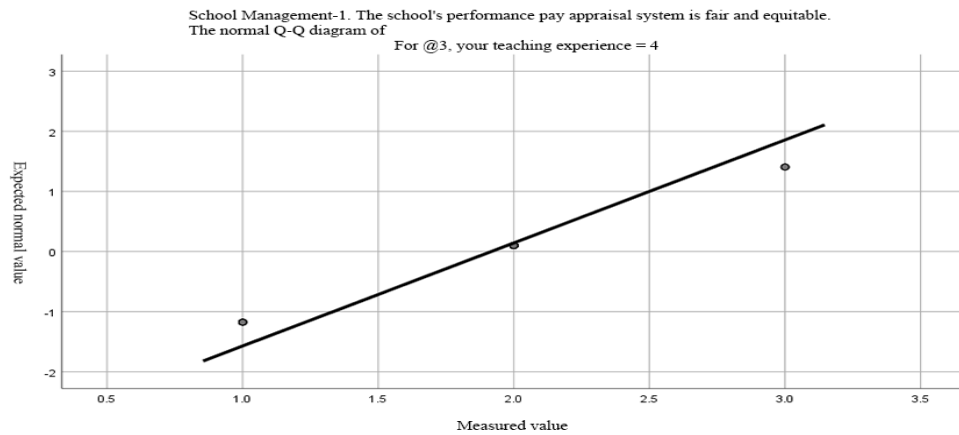


Figure 4.5: 1. Age of teaching and level of agreement: age of teaching = Figure 4.5: 1. Age of teaching and level of agreement: age of teaching = 4 Q-Q expectation normality plot

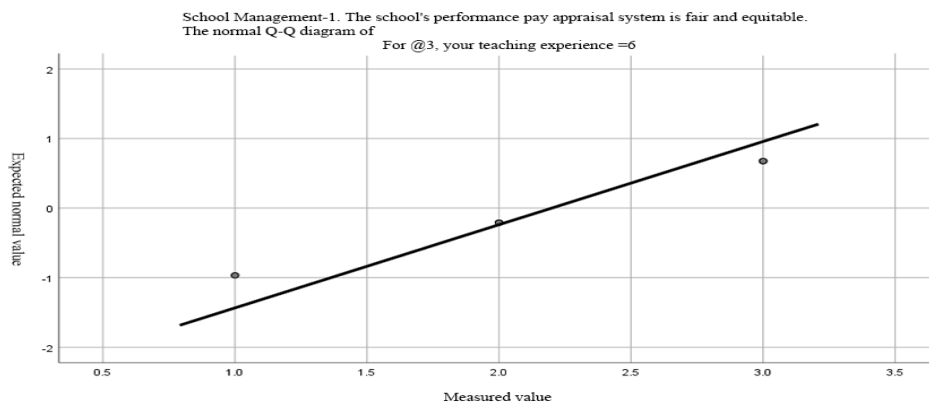


Figure 4.6: 1. Age of teaching and level of agreement: age of teaching = 6 Q-Q expectation normality plot

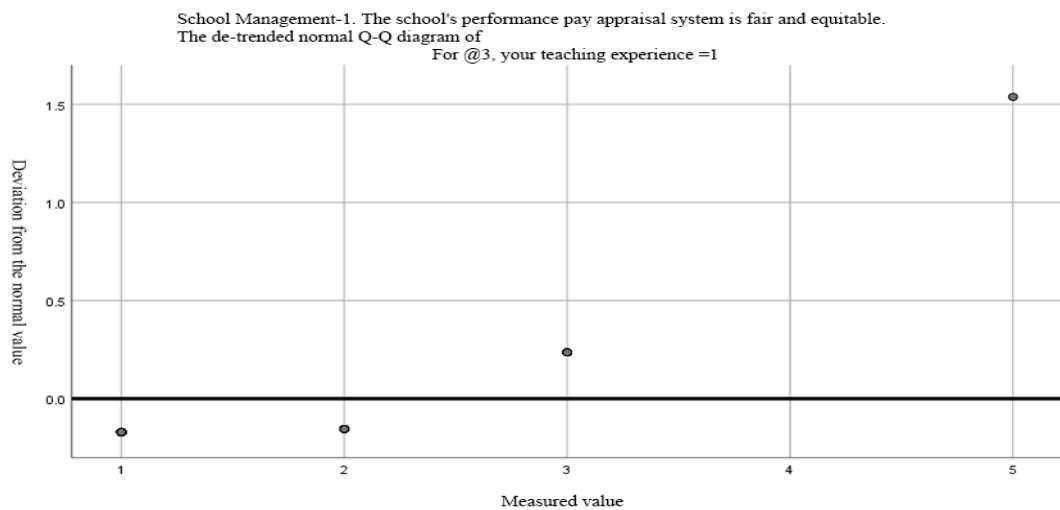
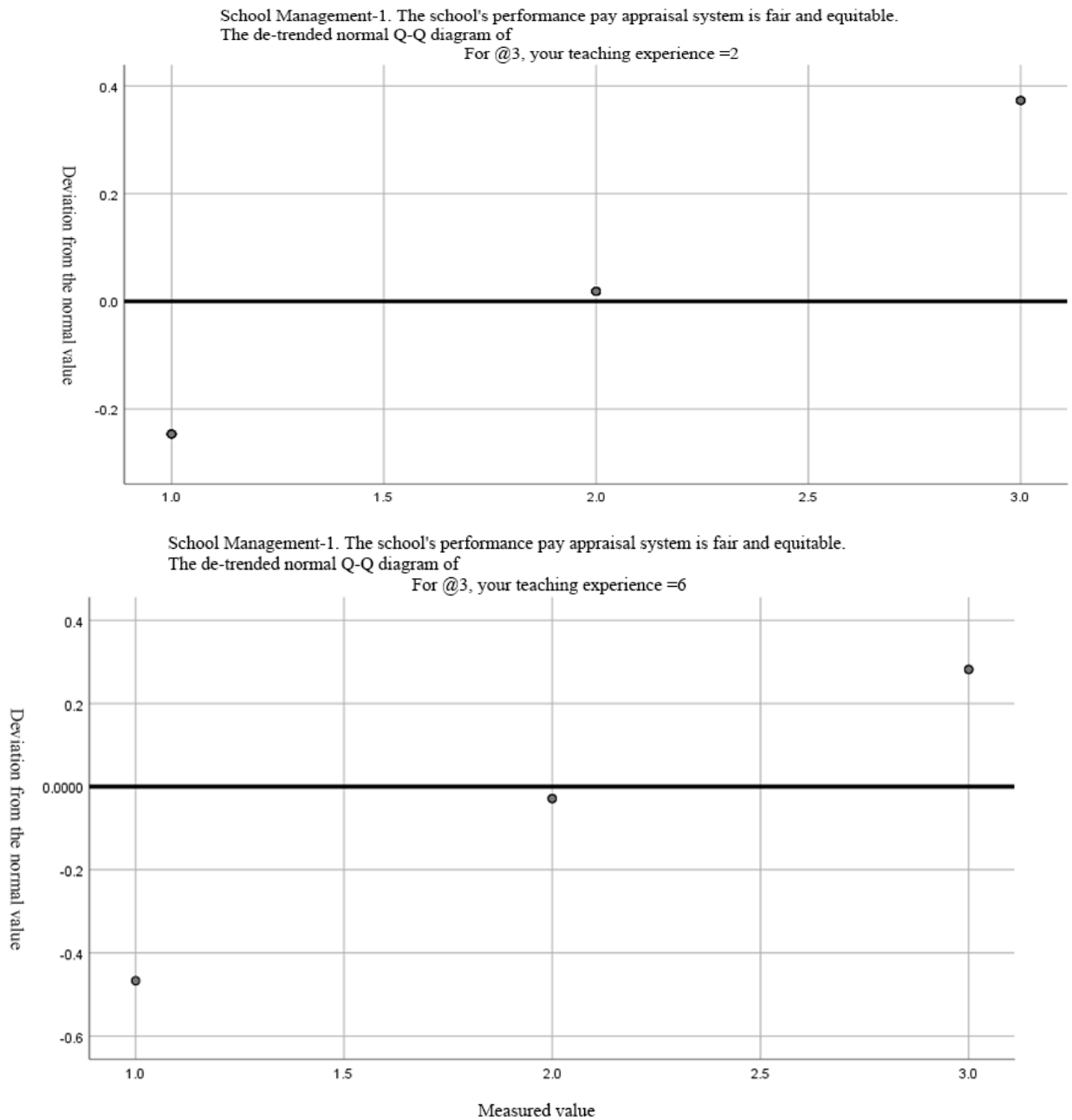


Figure 4.7: Age of teaching and level of agreement: age of teaching = 1 Q-Q plotted against normal deviation values



in the normal Q-Q plot, and the scatter distribution of the trendless normal Q-Q plot is above and below the straight-line $y=0$, so it can be assumed that this information obeys a normal distribution.

Chapter 5

Conclusion and Discussion

5.1 Conclusion and discussion

5.1.1 Conclusion

Based on a research survey that lasted for more than a month, we have come to the following conclusions.

(i) Regarding the manifestation of teachers' happiness, it depends on many aspects. In the school system, the induction and training system for teachers and functionaries should be improved. Newly appointed teachers and functionaries should be educated on the school building concept, school culture and management system, and special staff should be assigned to help them adapt to the environment and become familiar with the duties and requirements of their new positions as soon as possible, so that they can get involved in education management as soon as possible. As an important part of human resource management, private universities have an important role in the training planning and training development of teachers and functional managers. Establish a scientific and advanced vocational training system. Develop learning networks and channels that are highly adapted to teaching and learning for the group of teachers. Improve the quality of the teaching staff, strengthen research in business skills and professional knowledge, and high the vocational skills and professionalism of private university staff.

(ii) Establish an external education policy linked to outcomes. As an affirmation of outstanding faculty members, rewarding advanced workers can provide opportunities for further study abroad, which has the effect of rewarding advancement while broadening faculty members' horizons. There is a certain element of unreasonableness in the salary and welfare packages of our private universities in line with those of public universities. It is rooted in the fact that private schools determine the number of students, and there is a certain instability in the construction of facilities, the introduction of equipment, and the salaries and benefits of the school, all of which are covered by the tuition fees of the students. In addition, as most of

the insurance and welfare benefits of private schools are linked to local social wages and participate in local social co-ordination, most of the private universities lack a scientific and reasonable salary and welfare system that is suitable for the development of our university, thus leading to a high mobility of the teaching staff of private universities, which affects the educational management. In response to the above problems, it is suggested that private universities should combine their own characteristics and analyse the characteristics of hiring talents according to their job positions to meet the overall development needs of the university. At the same time, in order to meet the needs of the material life of the teaching staff, a set of salary incentive system which is in line with the characteristics of the private universities is formulated, which is a combination of "job salary as the main salary and performance salary as a supplement". In terms of welfare, paid leave, housing allowance and an annual summer tour can be added to improve the material security of the teaching staff, enhance their sense of identity and belonging to the university, and play a role in stabilising the teaching staff.

The results of the performance evaluation will be publicised in the school through multiple channels, accepting supervision and queries from teachers across the school and allowing them to defend their legitimate rights and interests through proper appeal channels. This will enable timely correction of mistakes made by the appraisal team, reduce cheating in the teacher appraisal process, eliminate teachers' misunderstanding of the appraisal results and enhance the authority of teacher appraisal. Strengthen the management of the teacher appraisal supervision process and open up the main channel for teachers' complaints. Strengthen the supervision of the assessment subject's behaviour in the teacher appraisal process and guide teachers to regulate their behaviour in their daily work. Members of the examination panel should evaluate each teacher who takes the examination objectively and fairly to prevent academic misconduct by teachers and to cultivate high professional ethics. Personnel assessment results that broaden the scope of application of teacher evaluations and increase teacher satisfaction are meaningless if they are not applied to the actual human resource management process. Only by expanding the scope and intensity of the use of teacher personnel appraisals can they be made to work

as they should. School managers should apply the results of performance appraisals to teacher pay adjustments, training and further education, promotion reviews, job promotions and appraisal evaluations. Within this comprehensive appraisal system, teachers will continue to improve and surpass themselves, thus improving the overall cohesiveness and international competitiveness of the school.

5.1.2 Discussion

A study on the human resource appraisal system of local private universities on teachers' well-being, adhering to the principle of tasks and goals. Relying on the five-year human resources planning of private universities, the number of teachers is compiled and deployed in terms of the school's enrolment plan and development scale. On this basis, the corresponding number of functional departments will be equipped, existing posts will be increased or reduced, and idle staff will be redeployed or transferred to new posts. Merge departments with overlapping functions, such as the administrative office and the logistics and security department into one department exercising authority. In the construction of teaching system teachers, innovative talent attraction strategies will be implemented to encourage competition and reasonable mobility, open recruitment and fair competition will be implemented, a talent employment system and corresponding system will be established and improved, and a teacher management model will be adopted for full-time and part-time work and resource sharing to ensure a reasonable structure of teachers in private universities. In the construction of functional system, professional managers engaged in human resources work will be introduced from large state-owned enterprises and foreign enterprises, and vacancies in functional system will be reasonably introduced through school recruitment, network and special job fairs, etc. The existing incompetent personnel will be gradually cleared, and the reasonable allocation of personnel should be realized. At present, the current situation of the personnel of the function system of private colleges and universities is roughly that the single management efficiency is low, the innovation consciousness is insufficient, the education level is not high, the professional positions are not suitable; the existing knowledge mastery ratio is balanced and does not adapt to the development of modern society. In response to the above problems, private universities should

formulate long-term employment plans and scientific and systematic measures. In particular, while introducing high-level and professional talents, according to the "principle of matching human posts", the existing internal staff resources should be adjusted to gradually achieve a balanced staffing of the teaching system and functional system, and system management should be implemented so that departments with similar functions or close working relationship in the teaching system and functional system can be put together and managed by specialized personnel. The system must be managed in such a way that departments with similar functions or close working relationships in the teaching system and the functional system are placed together and managed by specialised staff to achieve a professional division of labour. According to the organisational structure, the human resources of the existing private colleges and universities are sorted out, the forecast and analysis of human resources needs are made according to the job establishment, and internal and external recruitment plans are formulated to achieve reasonable and optimal staffing. The teaching system and functional system control the range of management authority of the heads of departments under their jurisdiction within a certain range and set the size of management authority according to the nature of the position and their own quality. It is worthwhile for private universities to provide training in business skills and expertise as specialized teaching institutions. However, education is wide-ranging, and its development is a long and arduous task.

5.2 Recommendations

1. set assessment indicators. First, by developing a clear analysis of job duties, which is the basis for the assessment criteria, the teacher's duty formula, requirements and regulations, assessment indicators should clearly provide work content, job duties staging is based on the focus of school education and the overall development goals of the discipline, with the appointment and assessment to determine the indicators. At the same time, achievement is a comprehensive reflection of the teacher's personal ability, educational concepts, educational skills, life values and many other factors. In order to improve teachers' performance, assessment indicators should be designed to be 'teacher-centred', looking for individual professional and teacher

development in relation to performance targets, exploring teachers' development potential and adapting to the laws of education. Teachers' work should be characterised by appropriate work as a goal, providing good self-motivation and increasing teachers' motivation. Performance evaluation is designed according to a comprehensive quality management theoretical approach and should emphasise teachers' active participation. Managers should encourage teachers to express their views and put forward their opinions and suggestions during the performance management process. Managers should reposition their role, move away from purely one-way management and commit to building a collaborative team in which managers and teachers work together.

2. Develop a validation programme: Establishing a comprehensive validation system with complete results is a complex task, a validation programme that has to be constantly elaborated and improved in practice. The situation in each school is different, the teaching work environment is different, and the level of line queue construction depends on the situation of personnel policy provisions and the construction of a teacher assessment system. On the basis of full research, according to the actual situation of our school, the best choice of strategy, so as to achieve the maximum effect of teacher performance appraisal. Establish the assessment subject, objective assessment subject as the primary link in the construction of a comprehensive assessment system, different subjects of the same assessment content can affect the validity and reliability of the evaluation, according to the actual situation, for different evaluation subjects, different evaluation content, such as the quality and quantity of research results and completion of various tasks of the faculty leader teachers; students are concerned about the level of teaching and professionalism of teachers. Teachers themselves attach great importance to their own career planning and professionalism. Therefore, dealing with the consistency of evaluation subjects and evaluation contents, and formulating accurate and differentiated comprehensive evaluation criteria according to different evaluation subjects is one of the important ways to improve the scientific and normative nature of evaluation criteria. When conducting performance evaluation, schools should establish a multi-level, all-round, objective and fair evaluation system. This evaluation

system includes superior evaluation, subordinate evaluation, teacher mutual evaluation, student evaluation, teacher self-evaluation and parental evaluation must all be included. Improvements in the evaluation process: It is incorrect to focus evaluation on the main elements of teachers' work, highlighting the focus of teachers' work to improve performance and reduce costs. Difficult issues are focused on putting the focus on the presence of differences. Content that is difficult to assess should be handled with care and carefully analyzed for its operability and role in the overall work of the post. Performance evaluation is an assessment of the process and results of teachers' performance, keeping it whole and developmental so that targets can be adjusted, and improvements made. Improve supporting measures: Optimise and upgrade. Intensify publicity efforts to clarify the fundamental purpose of evaluation for evaluation, reduce teachers' resistance to performance appraisal and gain widespread support for performance appraisal from the teaching profession. Clarify assessment personnel and assessment content to ensure the organization of teachers' performance appraisal. Different levels of assessment teams are set up according to the actual situation, and the work of assessment is divided. For example, the school assessment team arranges, coordinates, supervises and provides feedback; each college assessment team organizes and implements it specifically. The evaluation system inevitably involves the completion of data collection for teachers. When establishing the evaluation system, administrators should take full account of the difficulty and completeness of data collection and establish a sound working system to ensure the continuous development of the evaluation process.

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