



HIGH PERFORMANCE MANAGEMENT FOR HIGHER
EDUCATIONAL PERSONNEL

by

JINGJING HAN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL ADMINISTRATION
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ABSTRACT

In this study, data were collected on junior students majoring in management at a university in Shanxi Province. Statistical analysis methods such as literature research and SPSS descriptive analysis and correlation analysis were used to test data variables and test hypotheses. The results of this study show the difficulties encountered in the performance management of higher education talents, the implementation of performance management methods, and the advantages of performance management. Finally, the results show that the structure of higher education management will affect the implementation of performance management, the implementation of performance management affects the development trend of higher education, and the management structure of higher education is the foundation of higher education development. In the long run, it is inevitable to build

a higher education performance management system with macro thinking to bear and bear huge education expenditures.

Keywords: Educational performance, Higher Education, Performance Management

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Chapter 1

Introduction

1.1 Statement of the research problem

In this study, according to the above literature review and related theories and research objectives, references, Chen Xin's "A trial of human resource cost management and implementation of performance pay in colleges and universities", the current situation of higher education is the improvement of quality and expansion of scale, but at the same time, it also faces obvious difficulties, namely, serious shortage of education funding, serious imbalance between the demand for college funding and the supply of government funding, and the field of higher education is facing a serious financial crisis. Compared with material production, knowledge production is difficult to achieve in terms of pricing, marketability and quantification. In the evaluation of teachers' performance, if the number of published papers and the ranking of papers can measure the "performance" of teachers' moral talent, le and performance assessment, then what criteria should be used to evaluate teachers' "moral talent", "ability" and "diligence"? "and "diligence"? The performance management system and the school's strategic goals cannot be perfectly connected and fit together. In fact, the development and operation of the performance management system in universities is largely determined by the competent departments. This way of establishing the performance management system sometimes lacks flexibility and is too rigid, because other functional departments and staff are not directly involved and cannot provide reference suggestions for improvement as a stakeholder. The lack of smooth communication and expression channels can lead to a lack of motivational effect, which will directly lead to the inability of staff from other departments to understand the issues from the school's perspective, and may lead to many talented people repressing themselves and compromising, reducing their satisfaction with the school. This will in turn lead to negative employment, decreased willingness to innovate, and even leaving the

university, which will seriously lead to talent loss and is not conducive to the achievement of the strategic goals set by the university. The application of performance management in the field of higher education also faces the following dilemmas: Performance or output in the field of higher education is difficult to measure, and it is impossible to reasonably quantify and apply performance management. In a large and complex social system, the mission of universities is to create unique knowledge, and imparting knowledge, cultivating talents and later serving society are the main functions of modern universities. However, both creating knowledge, imparting knowledge and cultivating talents reflect the ambiguity of university organizational goals. Universities lack attention to the concept of performance management. Many universities do not pay much attention to the development and application of performance management system, especially in terms of capital input and expenditure budget and performance, and the corresponding evaluation mechanism is extremely lacking. Many colleges and universities do seem to have established performance management system on the surface, but the evaluation of the completion of college budget results has become the only content of performance evaluation, and the whole performance management system does not deal with the specific problems in the implementation process and what effects it has produced. As a result, the money can be misused from time to time. One of the most common scenarios is a shortage of funds where they are most needed. In this way, performance management tends to become superficial and dry, failing to deliver real and concrete results and deviating from the original intent of the system. Performance management is an effective way to improve performance. Performance management as a management ideology is an integrated management approach that promotes the development of employee performance. Teams and individuals have the potential and have strategic confrontation. Through performance management, it can help achieve sustainable development of performance. It drives the culture, which leads to improved performance. Encourages employees to be more engaged in their work. Promotes the development of employees' potential and increases their business satisfaction. Enhances group cohesion and improves group quality. Team performance; fosters constructive and

open relationships between employees and managers through constant communication and exchange at work. Provide employees with opportunities to express their hopes and expectations for their work. Performance management can contribute to quality control. Quality is an important aspect of organizational performance, and quality control has become a hot topic. Through performance management, overall quality management can be enhanced. Because performance management can provide managers with the techniques and tools to "manage", managers can view total quality management as an important part of their organizational culture. It can be argued that the scientific process of performance management is itself the pursuit of a "quality" process that meets or exceeds the expectations of the general public and focuses employees on quality goals. Performance management emphasizes the improvement of the performance of the organization, departments and individual employees through the management means of planning, organizing, directing, coordinating and controlling to ensure the realization of the strategic goals of the organization. Performance management runs through the whole process of university management and is inextricably linked with all aspects of university work. Therefore, the analysis to make performance management in colleges and universities should start from strengthening the basic management of colleges and universities. The study raises the following questions.

1. What are the difficulties encountered in performance management of higher education talents?
2. What methods are used to analyze the implementation of performance management methods
3. What are the benefits of performance management?

1.2 The Research Objectives

This study analyzes the characteristics of higher education, such as strong professionalism, many departments involved and complex working relationships, which require college employees to have solid professional knowledge, through the reference "Research on Education Theory and Practice of Subject Structure Adjustment in Local Comprehensive Universities" by Pei-Feng Li. It is decided to have

a good psychological quality, long-term vision and strong cooperation ability. Many universities have problems such as chaotic management and inefficiency, which affect the development of universities. As a result, management often becomes a bottleneck that hinders the development of universities. Management of high schools to promote performance, including at least if the university has a sound employment system, can set reasonable employment positions, there are clear employment functions and employment requirements, if the university's organizational system and employment positions set unclear, strategies and procedures, etc., many basic problems, work combining unclear, management has huge problems. The management of data is very strict. Although important performance indicators (KPIs) are established, the ability to provide data reflecting these indicators is not available and eventually has to be abandoned, which is a frequent problem in establishing performance management programs. For example, it becomes quite difficult to manage appraisals with uniform criteria for both back office and teaching departments.

1. What are the requirements for higher education talent performance management?
2. The ways of implementing talent performance management in higher education.
3. The current situation of talent performance management in higher education.

1.3 Conceptual Framework

1. This study uses performance management implementation as a mediating variable, and the conceptual framework is illustrated below.
2. The implementation of performance management, and the challenges encountered are investigated and studied through questionnaires and literature collection.
3. The significance and impact of the implementation of performance management, on talents in higher education is discussed.

4. Higher education management structure is the independent variable and higher education development is the dependent variable.

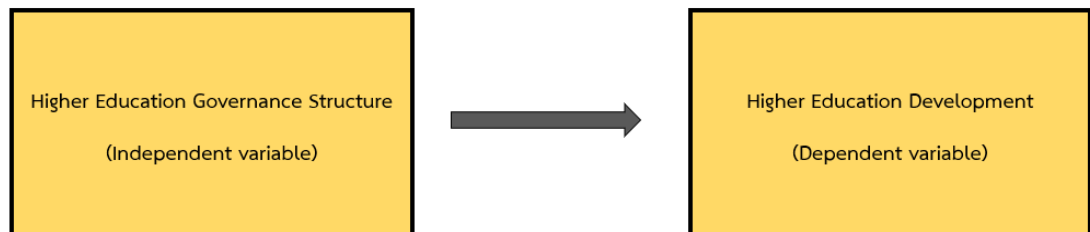


Figure 1.1: Variable plot

The flow chart is as follows:

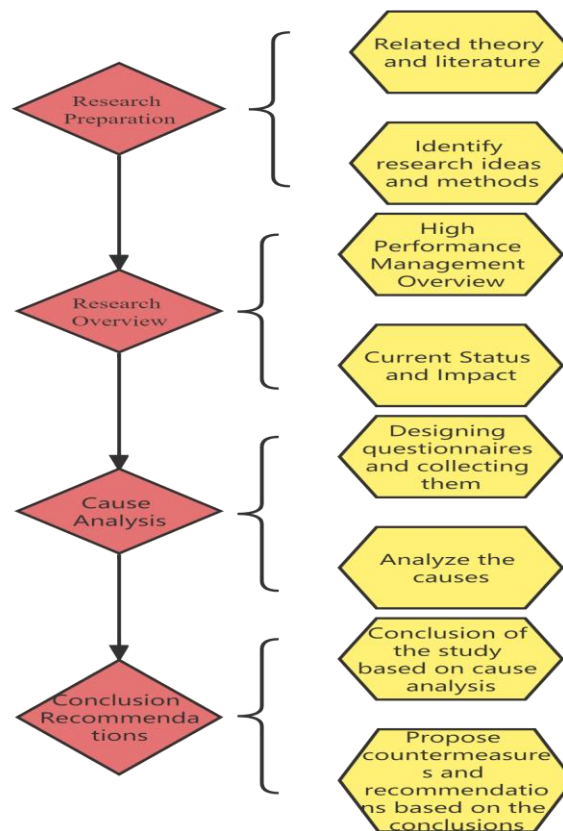


Figure 1.2: Study flowchart

1.4 The Research Hypotheses

1.5 The Scope and Limitation of the Research

1.5.1 Scope of study

The application of performance management as an effective tool for government reconstruction requires certain constitutive elements. The prescriptive nature of universities as social organizations, the limitations of managerialist theory itself, and the value conflicts arising from university organizations determine the boundaries and limitations of the application of performance management in the field of higher education. As mentioned above, organizational performance can be expressed through the measurement of organizational goals, and if organizational goals are clear and accurately quantified, the measurement and management of organizational performance becomes easier. It is clear from the meaning of performance management that in the whole system of performance management, the vision, mission and goals of the organization are established as the starting point and prerequisite of performance management. If the organization's vision, mission, and goals are not clear, high results cannot be achieved.

"If you don't know where you're going, you can take it somewhere else." For the market-based output of the private sector, setting organizational goals is hardly a problem, but for the public sector it is much more difficult. Because what is being done is often tangible and objective, it is difficult to express value objectively. Public sector goals are always pluralistic, requiring not only efficiency but also freedom, equality, fairness, democracy, and many other value goals, but they are generally abstract and warm.

1.5.2 Limitations of this study

This study has a single sample selection and fewer research methods; there are fewer research data. It is difficult to interview people for performance management.

Solution: The researcher can expand the sample selection and improve the study through other research methods, such as the network interview method, to gain a deeper understanding.

1.6 Terminology

Higher talent performance management——The management process of using performance information to organize, evaluate, and adjust the activities of the university, which can manifest both the university's governance capacity and whether the higher education governance system is perfect see. The profound need to promote the modernization of higher education governance through performance management.

Responsibility mechanism——The responsibility mechanism of public sector management refers to the way in which the management subjects of public sector perform their duties. The core of the public sector responsibility mechanism is supervision and control.

Performance evaluation——It refers to the process and method by which an enterprise uses specific criteria and indicators to evaluate the work behavior and work performance of employees under the established strategic goals, and uses the evaluation results to positively guide the work behavior and work performance of employees in the future. Yes.

Performance appraisal—— It is the process of evaluating and determining the grade of a department or individual's work results at a certain stage, and performance appraisal is the core link of performance management. The purpose of performance appraisal is to correctly identify and effectively distinguish the performance of the organization and individuals, and to provide a basis for the application of incentives. The so-called accurate identification is to evaluate the behaviors and results that contribute well to the organization and support the company's growth strategy. Negate the behaviors and results that do not work well, go wrong, do not contribute to the organization, do not support the company's growth strategy, and bring losses to the company.

The so-called effective distinction means that the distinction of the appraisal result level is effective, and the performance difference between different appraisal result levels is significant, the appraisal level of "excellent" must be higher than the performance level of the appraisal level of "qualified", the same appraisal level of the same appraisal level of "unqualified" is definitely lower than the performance level of the appraisal level of "qualified". The effectiveness of performance evaluation depends on the scientific rationality of performance evaluation system and performance evaluation index system.

Building the rule of law —— Building the rule of law is a national system for the common management of state affairs within a certain class and within the framework of the constitution and laws, in accordance with the principle of equality and the principle of minority obeying majority. It is embodied in three aspects, namely, perfecting legislation, strictly enforcing the law and vigorously popularizing the law. The basic strategy of governing the country according to the rule of law is implemented and the socialist legal system with Chinese characteristics is continuously improved. Under a democratic system, the people have supreme sovereignty over legislators and governments. Despite the slight differences among democracies around the world, democratic governments have specific principles and modes of operation that differ from other forms of government. Democracy is government in which power and responsibility are exercised by representatives directly or freely elected by all citizens. Democracy is a set of principles and ways of acting that protect human freedom. It is the institutionalized expression of freedom. Democracy is based on the principle of majority rule by the minority, while respecting the rights of individuals and minorities. All democracies strive to protect the fundamental rights of individuals and minorities while respecting the will of the majority. Democracies take care that the central government does not have supreme power and that governmental authority is decentralized at the regional and local levels. Moreover, local governments understand the need to respond to the exhaustion of the people and their demands to the maximum extent possible.

Logistics department —— Logistics is the department that works mainly on logistics. This department acts directly on other departments within the group, has an

important role in the normal operation of other departments, and plays an indirect role in achieving the group's objectives and tasks; in short, logistics is a department that can successfully realize the provision of material services for the functions of all other departments.

Organizational system ——Organizational system is strictly called organizational management system. Organizational management system is a more complex organic system containing subsystems such as organizational structure, organizational change, process reengineering, and organizational regeneration, which is necessary for the growth of the enterprise itself. In the sense of business science, organizational structure is essentially the structure of authority and responsibility relationship.

1.7 The Benefits of the Research

(1) Theoretical significance

Colleges and universities are the ground for cultivating socialist successors and builders, and only by fully following the laws of college management and implementing scientific and reasonable performance management can we achieve the purpose of improving the business level and innovation ability of college teachers. If in the operation of the new performance management system, with performance and communication as the core of performance management and incentive mechanism as the means to continuously improve performance accountability, assessment and evaluation, the performance management of colleges and universities will develop in a healthy and scientific direction to fully mobilize teachers' enthusiasm, initiative and creative purpose to cultivate talents of the whole society and a large number of qualified talents. It is conducive to tapping the work potential of employees and significantly improving work performance. The fair process is the work attitude and behavior of employees, which affects their fair management wit and initiative, enabling employees to give full play to their potential, while also encouraging the continuous emergence of a sense of innovation, thus ensuring the effectiveness and efficiency of work and improving the competitiveness of the organization. It enhances the cohesiveness of the organization and helps to promote the harmony and unity of all parts within the organization. Fair management increases

employees' sense of belonging and responsibility. Employees work independently and autonomously with the organization and others, gradually forming a good communication and exchange environment within the organization, with focused, centralized, harmonious and cohesive top and bottom levels. This helps to improve employees' loyalty to the organization. Fair management can enhance the group spirit and group consciousness of employees, thus enhancing their interest in work and their ability to resist the temptation of profit, thus enhancing their loyalty to the organization. Optimize the talent structure of the organization. Fair performance appraisal, through the competition of employees' work and the assessment of their sense of achievement, greatly improves the role and vitality of all kinds of talents, greatly improves the enthusiasm of fast and all kinds of talents, many excellent talents choose and inspire the initiative of the organization, improves the dominance of talents and the efficiency of using them, realizes the filial piety of its own organizational structure to constantly supplement the proportion of talent allocation, and realizes the maximization of the proportion of talent allocation . It is conducive to the organization to achieve the strategic goal of sustainable development. Impartial organizational management makes employees focus on the long-term frontier and helps to maintain a conscious business initiative, so that employees' personal goals and organizational goals are organically combined to win personal and organizational organization, by making me promote sustainable steps to achieve.

(2) Realistic Meanings

Strengthening the performance management of talents in higher education can effectively improve the comprehensive quality of university development and the ability of cultivated talents, etc., and play a great role in promoting the performance management on the development of talents cultivation and other aspects of universities can. Nowadays, the core force that determines the development of society is the competition of knowledge and talents, and the performance management level of universities, as the main force of spreading knowledge, producing talents and cultivating innovation, directly affects the development level of countries and regions. Different people have different definitions of rank management, which reflects the different logics of rank management. The definition

and logic of performance management determine the thinking of performance operation. If the concepts and ideologies are not highly aligned, there will be many difficulties or only forms in the pursuit of their performance management. In fact, much of the research on performance management is divisive, with hundreds of versions of the concept of performance management alone. In reality, performance management is a complete cyclical system consisting of several components such as writing a performance plan, communicating performance guidance, evaluating performance, and applying performance results. The development of a performance plan shall not be called performance management unless it is developed as the foundation of performance management. Achievement coaching and communication are important and vital components of performance management, and if this part of the program is not done well, performance management cannot be done well. Performance appraisal is the core of performance management, and if there is a problem with this component, it can have a serious negative impact on performance management. The application of performance results is the key to effective performance management. Performance management cannot be effective if there are problems with the incentive and discipline mechanisms for employees. Performance management attaches importance to the interaction and responsibility sharing between managers and employees, establishes an effective incentive mechanism, enhances the initiative and motivation of employees, improves their self-development ability and quality, and further improves individual and organizational performance. It keeps the vitality of the organization by realizing human dignity, respecting people, and encouraging innovation, so that employees and the organization can grow at the same time. In the era of globalization and development, universities must put comprehensive strength competition first and improve their results-based management system if they want to maintain sustained competitiveness. In order to promote their rapid development and talent team stability, improve the quality of school operation and management, universities introduce performance management and talent management mechanisms, combine performance management with strategic development goals of talent training,

promote the construction of talent teams, and cultivate talent to improve the quality of training.

Chapter 2

Theory and Literature Reviews

2.1 Concept and Theory

Equity theory - Equity theory, also known as social comparison theory, is "The relationship between psychological conflict and productivity of workers on wage inequity" (1962, co-authored with Koumori) by American behavioral scientist Stacey Adams (1964, co-authored with Jacobson), "The effects of wage inequity leading to quality of work" (1964, co-authored with Jacobson) which is an incentive theory developed from works such as "The Inequity of Social Exchange". The theory focuses on the rationality and fairness of the distribution of wage compensation and its effect on workers' willingness to produce. The basic point of the theory is that human motivation is not only related to the size of the actual reward, but also to the fairness of the distribution of the reward. People tend to compare the price they pay for their labor and the reward they receive with others to judge whether it is fair or not. The sense of fairness can directly affect employees' motivation and behavior. Therefore, in a sense, the process of motivation is the process of comparing people with each other, judging whether it is fair or not, and using it as a basis to guide actions.

Expectancy theory - A theory of motivation proposed by Victor Frum, a famous American psychologist and behavioral scientist, in his 1964 book "Work and Motivation". Goals stimulate the mind. To use expectancy theory in motivation, the first step is to set reasonable goals. "Reasonable goals create expectations, give psychological motivation and desire, and lead people to take action, so goal setting is important." According to motivation theory, two points in particular need to be considered when determining motivational purposes. One is to combine the goal with the material and spiritual needs of personnel so that they can see their own interests in the organization's goal, thus unifying the organization's desired goal and the

individual's pursuit of the goal; to make people feel that the goal is achievable, to make people feel that the goal is an ideal rather than a pipe dream, and to make the possibility of the goal consistent with the reality of hope. When the goal achieves these two unifications, it can inspire people and mobilize them to work hard to achieve the goal. Profitability takes into account both the organization and the individual. Even if the goal is the same, the value of the effect will vary from person to person, such as "there are positive, zero, negative, size, high and low". These differences are reflected in each person's values, needs and motivations, as well as in their level of education, moral values, knowledge and ability; they are determined by personality. Validity should be evaluated comprehensively. It is necessary to combine social and personal significance. In the incentive mechanism for work, the magnitude of the value of a certain goal, i.e., the cost, is the evaluation criterion of both the contribution to society and the benefit to people; if these two aspects are coordinated, the cost is high, otherwise the cost is low. Expectation value should be appropriate. When encouraging others, if you can give each other higher expectations, you can normalize the encouraging activities and thus achieve better results. Expectations that are too high or too low are not conducive to smooth motivational activities and make it difficult to produce motivation. If expectations are too high, they are difficult to achieve and are prone to psychological frustration. If expectations are too high, they will be pessimistic and disappointing and affect self-confidence. Both are not conducive to increasing people's motivation to work and cannot be motivating.

Cognitive appraisal theory — In the late 1960s, some researchers argued that motivation levels for work effort would increase if intrinsic rewards were given for the pleasure of the work itself, and would decrease if too many extrinsic rewards were given. The idea of "le" was proposed and became known as cognitive evaluation theory. This idea has been widely researched and many studies have been conducted to support this theory. Historically, the general assumption of motivation theory has been that internal motivational factors are independent of external motivational factors, i.e., they do not affect each other. But cognitive appraisal theory assumes otherwise. Cognitive appraisal theory suggests that an overemphasis on external motivation can lead to an atrophy of intrinsic motivation. A person who works

enthusiastically because he likes a job is likely to be less motivated if his performance is evaluated too highly and his results are rewarded too much. This is because praising an employee for his work results will make him feel that he is working for material benefits rather than for his own interests and hobbies, and thus cannot control his behavior. Relying on the intrinsic motivation of getting employees to work can make them relatively stable and sustain high quality work.

Extrinsic motivators motivate employees to work are rigid, and once they are reduced, employees may be much less motivated to work. Cognitive evaluation theory is of great importance in management practice, and for many years compensation experts have argued that:- "In order for pay and other external rewards to be effective incentives, they must be improvised according to individual performance." This is a popular statement. This only reduces internal satisfaction with the job. The significance of cognitive evaluation theory is that in order to avoid a decrease in intrinsic motivation, an individual's salary will not change with performance. Adams points out that there are two manifestations of fairness. One is fairness in distribution. In other words, the employee perceives that he or she is earning and paying the same amount as he or she is earning compared to others or to his or her past. The second is fairness in the process. That is, they feel fair and just about the process of performance evaluation, position determination, and administration of employee rules and regulations. Without bias, each person feels that he or she is being paid for the job and his or her past compensation through comparisons that are a normal psychological reflection of the body. The sense of fairness and unfairness is a psychosocial phenomenon. It is purely a subjective and psychological reaction of a person. Psychology is based on the influence of one's perception on one's motivation. By comparing what they give and what they get, employees feel that they are psychologically judged and just. Thus, it is clear that the basic ideas presented by equity theory are objective, but equity itself is a rather complex issue. Individual subjective judgment. The basic point proposed by fairness theory is that fairness exists subjectively, but fairness itself is a rather complex issue, which is relative and subjective, and there is no absolute fairness. The incentive for employees to be fair to themselves is sub-stakeholders. The evaluation of

contribution and compensation belongs to the individual's righteous feelings when comparing people. The attempt to restore "fairness" only occurs when the individual feels subjective. "Unfairness" is an anxious and even narrow stimulus for most people. In order to remove the tension created by this stimulus, the individual develops an internal drive. This soon creates an incentive. The intensity of this drive is proportional to the degree of unfairness perceived by the individual. The standard of fairness for two individuals. According to fairness theory, fairness comes from how an individual feels. A person is not really unfair but psychologically feels it. Individuals' standards of reward and pay tend to be biased in favor of themselves, and psychologically tend to underestimate the performance of others and overestimate the rewards of others. Errors in this sense can lead to psychological imbalance and create a sense of unfairness among employees, which is detrimental to both the organization and the individual. Therefore, managers should have a keen understanding of how employees feel and if there is any unfairness, they should address it as soon as possible. If it is purely a personal subjective perception bias, they should promptly guide the employees' fairness psychology well to ensure that they establish a correct sense of fairness. First, it is important to realize that absolute fairness does not exist. Do not be blind and do not use compensation to calculate labor. When unfairness appears, it should be actively guided to prevent negative impacts from occurring, to eliminate unfairness through reform and scientific management, or to guide the anxiety caused by unfairness to the right track of development. Performance assessment and evaluation. Performance is the most important aspect of human resource management. Its main function is to provide accurate information for major personnel decisions such as compensation, rewards and promotions. It is also important for employees to identify their strengths and weaknesses through performance appraisal and develop them in a timely manner. In a sense, the process of task motivation is actually a process of comparing, judging and guiding people to elicit behavior. People can tolerate some unfairness for a period of time, but when that feeling of unfairness persists for a long time, it triggers a strong reaction to the obvious and trivial. Managers must understand the rationality between actual performance and pay. Cognitive evaluation theory suggests that while people can be motivated by internal and

external factors, respectively, the two factors do not have any influence. Something about the external abode has been working as a result when the internal encouragement functions lower, which causes people instead of a conscious person to work for work and encourage and lose control over their behavior as they feel it. Cognitive evaluation theory explains why rewards for outstanding work performance in organizations sometimes instead reduce motivation to work.

According to cognitive evaluation theory, motivational factors can be divided into two categories. The purpose of the project is to do business and people are doing business. It works on the principle of external motivators: The purpose of the business is not the business itself, but to obtain external rewards, and the business is only the tool to obtain the rewards. Cognitive evaluation theory suggests that overemphasis on extrinsic motivators may lead to atrophy of intrinsic motivators. If an employee enjoys a job, works hard and encourages results, the motivation to work is reduced. Performance rewards can make employees feel that they are working for material gain rather than for their own benefit and interest, leading to a decrease in motivation. Cognitive appraisal theory emphasizes the negative impact of exogenous rewards on internal motivation and opposes the complete linkage of pay to performance. This theory applies only to tasks where external rewards and rewards are relatively important to employee motivation and where the work itself is somehow intrinsically motivating.

Hierarchy of needs theory — proposed by the American Jewish businessman psychologist Abraham Maslow, the most widely used theory in the study of organizational motivation (motivation).

Physiological needs — Needs for food, water, air, shelter, etc. are physiological needs, the lowest level of these needs, and people will satisfy these needs before moving to higher levels. When individuals are hungry, they are not interested in anything else and their main motivation is to get food. Even today, there are many people who are unable to meet these basic physiological needs. When employees are busy because of their physiological needs, managers should understand that their real concerns have nothing to do with the work they do. When motivating the ministry by satisfying such desires, people work for pay, mainly related

to income, comfort, etc., so they will be motivated by higher wages, better working conditions, more leisure and rest time, better benefits, etc.

Security Needs — Security needs include the need for personal safety, stability in life, pain, threat, illness, and other security. Like physiological needs, people are only concerned with this need until their security needs are met. For most employees, the need for safety and security is reflected in security, stability, availability of health insurance, employment insurance, and retirement benefits. People who are motivated primarily by security needs will evaluate careers in order not to lose the security of meeting basic needs. If managers believe that the need for safety is most important to employees, they will focus on exploiting this need in their management by emphasizing regulations, job security, and benefits to protect employees from losing their jobs. When the safety needs of employees are very strong, managers should not be ingenious in dealing with problems and should avoid or oppose risk-taking, and employees should be regular in completing their work.

Social Needs: Social needs include the need for friendship, love and affiliation. Once physiological and security needs are met, social needs come to the forefront, which creates motivation. In Maslow's hierarchy of needs, this level is another level that is different from the first two levels. If these needs are not met, it will affect the mental state of employees, resulting in high absenteeism, low productivity, dissatisfaction with work, and low mood. Managers must recognize that when social needs become the main source of motivation, work is seen as an opportunity to find and build harmonious interpersonal relationships, and careers that provide opportunities to interact with co-workers are valued. When managers feel that their men are working hard to meet such needs, they should support and praise them, emphasize their ability to be accepted by those who work together, organize sports activities and parties and other business. Conduct activities and follow the collective code of conduct.

The need to be recognized: The need to be recognized includes both personal feelings about results and self-worth, as well as recognition and respect from others. People who have a desire for respect want the other person to accept them realistically and consider themselves as competent and capable at their work. They are concerned about results, fame, status, and promotion opportunities. That's

because others recognize their talents. When they get these things, not only will they be respected by people, they will also feel satisfied and confident about their value. If they cannot satisfy this desire, they will be discouraged. Even if what they get is not the honor of true talent, but the honor of a vain name, it will cause psychological threat.

Self-actualization desire The goal of self-actualization desire is to realize oneself, or to realize one's potential ability. A person who has reached the state of self-actualization accepts himself or herself as well as others. The ability to solve problems increases, spontaneity increases, and one is good at being independent and being left alone without being disturbed by anyone. In order to maximize one's talents, at some point in time, other desires should also be partially satisfied. Of course, self-actualized people may be overly concerned with satisfying this highest level of desires and unconsciously give up satisfying lower level desires. People whose self-actualization point of need is dominant will be encouraged to use the most creative and constructive skills at work. Managers who value needs will recognize that innovation is possible in any job, and that creativity is not just for managers, but is needed by all. In order to do meaningful work, managers who have self-actualization as their ambition will design their work by considering strategies for dealing with complex situations, assigning special jobs to people with great skills to let them use their talents, and swimming in the sequence of work and execution plans for them to take. Everyone has something they want, and if they can achieve it, they can call it a need.

"People-oriented" theory —— people-oriented is the core of the scientific concept of development, in short, a people-oriented, concise summary of the realization of scientific development must adhere to the basic principles of the starting point, subject, motivation, purpose. Because, these are precisely the basic elements that constitute the core content of the scientific concept of development. Because people-oriented is the basic requirements of scientific development, comprehensive, coordinated and sustainable, the fundamental approach - coordination and balance, is the premise and key to achieve. From a theoretical point of view, the scientific concept of development proposed by the Party Central

Committee is both related to and different from the general concept of development, which purely describes the objective process of nature and social movement.

It is mainly a question of the development of society and people themselves. It is the Party's basic view of how people consciously create history and promote the scientific development of socialist society, based on the actual situation of the contemporary world and China and summarizing practical experience. Taking "people-oriented" as the core of the scientific concept of development, one is to carry out the basic view of dialectical materialism on the consciousness of people's dynamism into the theory of social development. On the basis of respect for the objective laws of natural social development, emphasizing the subjectivity of man, focusing on how man should be able to change the objective world to achieve their own purposes, the interdependence of the subject and object, the interaction of the process of social development has a basic view. Secondly, the historical materialist viewpoint that the people create history is carried through in the theory of social development. People are the subject of social and historical activities, the people are the creators of social wealth, the main promoters of social and historical progress, and should become the masters of society and the enjoyers of social wealth. Therefore, to establish people as the core of the scientific concept of development is to fully affirm the main position and dynamic role of the human people on socialist development. From a practical point of view, establishing people-oriented as the core of the scientific concept of development captures the main contradiction of the current Chinese society and provides the correct guidelines and overall strategy to ensure the overall progress of society. To change China's poverty and backwardness, we must take the path of development. This is the general trend and the consensus of the people. Since the reform and opening up, China's social development has made positive achievements. However, some new contradictions and problems have also emerged. These situations have not only harmed people's interests and affected the harmony and sustainable development of society, but also made people rethink the development issue with new understanding. This is not only to adhere to the priority of development, economic construction as the center does not waver, but also to further clarify the subject of development is who, rely on who development?

Development is for who, development is for who? What is the standard for measuring the success or failure of development? People-oriented is to correctly answer these broad principles. In the great practice of building socialism, the people are the main force in promoting the development of various undertakings, and they always play a decisive role in the whole development process. For whom, rely on whom, how to develop, should be the people in charge, reflecting the interests and will of the people, the fruits of development should also be shared by all the people. Therefore, development must be "people-oriented", which fully reflects the fundamental position of our party on development. Only by correctly solving this worldview problem, position, can we ensure the correct direction of the development of the socialist cause. Can exclude the development process of various wrong tendencies and negative factors of interference, to minimize discordant factors; can coordinate the interests of all aspects of society, to resolve conflicts; can truly achieve a balanced and comprehensive, coordinated and sustainable development. Really achieve the power for the people, the feelings of the people, the interests of the people, so that the fruits of development ultimately benefit all members of society.

2.2 Review of the Literature

The concept of performance management system of higher education for talents and educational performance was first introduced in the medium and long term education reform and national development plan (2010-2020). The outline advocates that higher education institutions "improve the management model, introduce a competitive system, and introduce performance evaluation", with the goal of "building a modern school system and a continuous school goal management and results management mechanism". The following difficulties exist in applying performance management to higher education. The results and outcomes in the field of higher education are difficult to measure and quantify.

Lack of a standardized and sound performance management system, unrealistic performance appraisal objectives, and lack of corresponding accountability mechanisms. The preference is for performance evaluation, neglecting other processes of performance management. It is difficult to quantify the results, which

does not reflect the actual level, and lacks effective communication and exchange. In daily management, the execution of the system is weak, and most of the evaluations are superficial to the arrangement of the superiors, and as long as the work required by the superiors can be completed, they can pass successfully. At the same time, due to the inadequate performance evaluation, it is not combined with the evaluated subject's own characteristics and advantages, resulting in the final assessment results are more or less the same, and the evaluation and motivation of the assessment results cannot fail to achieve the expected motivation effect.

I. Current Status of Performance Management in Higher Education

1) The evaluation goal is not clear. At present, our universities are characterized by a decrease in the number of talents year by year, and the talent evaluation standards do not set effective goals. In addition, the talent evaluation standards implemented by many universities are designed to evaluate the talents of university talents, and cannot be used as a reference for evaluating salary schedules. This in itself is a misuse of talent evaluation standards, and is an abandonment of their essence and their best. Further reduction of university quotas and unappreciated university talents.

2). The price mechanism is detached from the reality. At present, some colleges and universities request to make talent evaluation standards, but they just copy the evaluation process of the standards, which is actually evaluated according to the traditional method of "evaluation of personnel in institutions", completely changing the actual situation of talents in colleges and universities. Evaluation of leather results. In the process of implementing the standard, if it does not conform to the terroir and does not get the consent of the people concerned in the high school, the standard will also become famous and useless. Although evaluation standards should be set according to the high school's ability, performance, moral education, etc., if they are applied directly, they will lack balance and specificity. This is because such an evaluation is meaningless.

3). The evaluation method is not objective and scientific enough. With the development of performance evaluation methods, the traditional score evaluation has been outdated for a long time, but most universities have not kept pace with the times. The reason why the actual evaluation of teachers has subjective bias is that the evaluation itself is subjective and the results are highly biased. Moreover, the selection of talents in some schools is simply the sole order of university leaders. This unfair selection mechanism will only bring insurmountable difficulties to the development of universities.

4). The implementation process is more difficult. The advantage of talent evaluation is that it can record various strong points of talents in detail and evaluate them objectively and from multiple perspectives in turn. However, university leaders do not pay much attention to the results of talent evaluation and only recognize the traditional evaluation results, so the implementation of evaluation standards is meaningless. In the long run, the university's talent evaluation will lose its use value and be pushed back by the university.

II. Concepts and characteristics of performance management in higher education

Cultivating human resources is the ultimate purpose of university development.

First, the number of personnel trainings.

Second, the high quality of talent cultivation. The specific indicators under this index including the number of graduates in the current year including undergraduates, master's and doctoral students, and foreign students. Because any evaluation affects the percentage of university graduates, special attention is paid to the number of graduates cultivated each year. Graduates are the result of training presented by the university to the society, and only when the number of graduates reaches the standard, the training ability of the university can be proved to some extent. Graduate employment rate An important reflection of talent cultivation quality is the high employment rate, and the high employment rate of university graduates can indirectly prove the university's talent cultivation ability. However, the employment rate of graduates is lower than that of other universities, which indicates that there is a problem in the talent cultivation ability of universities. Teacher-student ratio To make the university's resource utilization efficiency reach the desired level, it is necessary

to control the ratio of teachers and students. The optimal faculty-student ratio allows for the best allocation and utilization of resources without either wasting or unequal distribution of resources. With fewer resources, universities will recruit many students, each student will receive fewer resources, and their training outcomes will be less than ideal. Therefore, it is necessary to pay attention to the teacher-student ratio and resource allocation, which are the primary factors to improve the cultivation of talents in universities. Scientific research results, universities are the institutions of gathering intellectual talents and scientific research ability. Nowadays, people pay more and more attention to the research status of universities, and the research results have become an important aspect to measure the performance of universities. Research results generally include the number of research topics that may be completed, the number of published research works, the number of university scientific and technical papers cited, and the number of university scientific research awards. The specific indicators are the number of research topics. The number of monographs published. Number of papers published. The number of research results awarded. Social services The social services of universities are mainly reflected in two aspects: First, direct economic benefits, which generally refer to the benefits of universities' own scientific research results and cooperative products, etc. Generally, it is university-enterprise cooperation, in which the university provides scientific and technological power to the enterprise and the enterprise provides scientific research funds to the university, so as to obtain certain profits of products. The second is the effect of educational services. Generally speaking, the university can provide certain educational services to the society or increase the education degree of the society by continuously expanding the enrollment. Specific indicators are the number of applied research topics. The number of fully utilized results. The number of people who complete adult education. Performance management is beneficial to school administrators and teachers, performance management is the performance appraisal to judge the performance appraisal business in a proactive way to evoke performance appraisal and goals to pressure teachers through the superior teaching Pingxian minutes and turnover Mr. Fang's business is all test scores are driven and condensed test scores by individual school recruitment earlier notice of criticism of the way. However, the

current educational situation, the ideology of curriculum reform, and student personalities do not support it. In fact, performance management and performance appraisal are different, and performance appraisal is only one component of performance management. The purpose of performance management is to continuously improve the performance of the school and individual teachers it is effective and ensures the achievement of the school's educational goals. Performance evaluation is an important part of accurately evaluating and effectively encouraging the performance of schools and individual teachers. Improving overall management through performance management. As a whole, it can serve as the basis for overall management improvement. Through all-round performance management, we can grasp the overall management situation, send out problems in the implementation of development strategies in a timely manner, modify the strategies, track action plans and performance results, and ensure the realization of development strategies. Performance management is the basis for other human resource management. Many other tasks in the HR management system, such as training and compensation, should be based on the results of performance management to achieve their goals. Performance management is the source of HR planning evaluation and performance management is the basis of policy. Performance management is a source of information for positive needs analysis. Performance management is the basis for analysis and improvement of operations. Performance management provides for the rational mobility of personnel.

Characteristics——Effective performance management has the following basic characteristics: in line with the current situation of enterprise development, dynamic maintenance of institutionalization, operability, acceptability, and reliability.

III. Nature of Performance Management in Higher Education

1. Multi-causality. The motivation of the influence of motivation is to increase the motivation of employees, the motivation itself depends on the needs, personality, feelings, learning process, values and other personal characteristics of employees. The greatest influence should be the employee's standard of living, security and stability, friendship and warmth, respect and honor, the realization of self autonomy and their own potential level, after the organizational examination, the respective abilities

combined with specific analysis and stimulation of allopathic treatment. It is the influence of skill factors skills are the level of work skills and abilities of employees, it also depends on the quality of the individual, intelligence, experience, education and training and other Jane person characteristics. Training not only improves employees' skills, but also gives them confidence in reaching predetermined goals and increases their motivation to work. The influence of environmental factors Environmental factors are factors that have an impact on the members of the organization, including the environment outside the organization and the environment inside the organization. The environment outside the organization has macro conditions such as socio-political and economic conditions and the intensity of market competition, but the impact of these factors on performance is indirect. The environment within the organization includes the work environment and work design. The work environment includes the layout and physical conditions of the workplace (room temperature, ventilation, dust, noise, lighting, etc.); the work design includes the nature of the work tasks, the supply of work design quality tools, equipment and raw materials, the leadership style and manner of the supervisor, the company's organization and rules and regulations, wages and benefits, training opportunities, and the organizational culture, purpose and atmosphere. The chance factor influences chance, such as a job is assigned to employee A by chance and employee B is not there, or is not assigned purely for random reasons, although B's ability and performance are better than A's I cannot prove. It is undeniable that true complete equality is impossible in real life, and the main reason for this is uncontrollable.

2. Multi-dimensionality. That is performance needs to be analyzed and evaluated from multiple dimensions and sides. When designing a performance evaluation system, an evaluation index system consisting of multiple evaluation indicators is usually designed based on the organization's strategy, culture, position, etc. There are multiple indicators in this system, and each dimension and evaluation indicator is weighted and classified as important according to different situations.

3. The dynamic nature of performance. That is the employee's performance will change over time, the poor performance may improve and become better, and the good performance may become worse. In order to effectively avoid this problem, in

the process of performance management, one is to reasonably set the performance appraisal cycle to ensure that the appraisal subject can fully grasp the employee performance in a timely manner according to the purpose of the appraisal; second, by reasonably setting the index system and introducing multiple evaluation subjects, etc., to ensure that the evaluation results are true can ensure an objective and true reflection of the employee's performance completion.

2.2.3 Literature Summary

1. The universities establish and strengthen the scientific concept of performance management. Make it clear that performance evaluation is not the whole content of performance management, but performance evaluation should be a complete system. It covers both the setting of performance goals and the establishment of the evaluation system, as well as the monitoring, tracking and evaluation of the implementation process of the goals, with all links interlinked and indispensable, so that the performance of Jane people and organizational strategy can play an integrated role.

2. Adopt the democratic participation mechanism to absorb the opinions of multiple stakeholders, design the performance index system according to different situations, and make the performance indexes quantified, specific and clear as much as possible. Forming intermediate managers, forming support for faculty and staff, taking measures to achieve the necessary results of activities, only with the joint efforts of all faculty and staff managers can make successful performance management possible and become one of the missions of personal responsibility for improving performance. Adopting democratic participation mechanisms and forming a scientific and systematic performance evaluation system A scientific and systematic performance evaluation index system is essential for the successful implementation of performance management in universities. It is the process of achieving performance and an act of oneself.

Chapter 3

Research Methodology

3.1 Population/Sampling Methods/Variables

Overall sample: junior students of a university in Shanxi province majoring in management. (Not including senior externship students, the overall number of students is about 15,000, and the overall percentage of the sample is about 0.1%)

Sampling method: Simple random sampling

Sample Size: Each element of the total has an equal probability of being sampled. Simple random sampling can be achieved by the lottery method, the random number table method and the Excel random function. First determine or collect a sampling frame, each element in the sampling frame will be numbered. Then all the elements of the number drawn by lottery or random numbers corresponding to the elements of the number as a sample for investigation. Formula

for calculating simple sample size:
$$n = \frac{z^2 s^2}{d^2}$$

-n represents the required sample size;

-Z represents the Z statistic at the confidence level, e.g. at 95% confidence level, the Z statistic is 1.96;

-S represents the standard deviation of the total;

-d represents the confidence interval of 1/2, which in practical application is the tolerance error, or the sampling error.

The precision of a sample estimate is the closeness of the sample's statistic to the overall value it represents. The precision of the survey results relative to the overall true value is directly related to the sample size. If the sample size is too small, the sampling error will increase, thus affecting the precision of the sampling estimate. The

sample size, measured according to the formula, in line with the premise of quality and quantity at the same time to ensure, and strive to narrow the constraints by time, manpower, material resources, financial resources and other factors, the final population surveyed set at 150 people (122 valid questionnaires were collected). The specific distribution 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 the relevant scale literature as a reference for developing the questionnaire. The researcher developed a pre-determined questionnaire pre-test and analyzed the scale using SPSS 22.0 and completed a topic selection screening as a statistical basis for the determination of the formal questionnaire. The questionnaire method was used in this study.

The advantage of the questionnaire method is the high degree of standardization. This is mainly reflected in the following aspects.

(1) Standardization of survey instruments. The investigator provides questionnaires of identical form and content to all respondents, no matter how different the respondents are in terms of region, level, gender, cultural background, etc., the form and content of the questionnaires they are presented are identical. The consistency of the questionnaire lays a good foundation for statistical analysis.

(2) Standardization of the survey process. Because the questionnaire is the investigator and the respondents through written language communication, the respondents can only answer the questions according to the questionnaire, so the actual survey process to avoid the subjective consciousness of the investigator on the influence of the implication of the respondents.

(3) Standardization of survey results. The direct results of the survey is the information obtained, as the questionnaire on the majority of the answers to the

questions made a hierarchical or hierarchical limit, the respondents can only make a choice based on the actual answers to individual questions, therefore, the direct results obtained by the questionnaire is generally quite certain, easy to carry out quantitative statistics and analysis.

The questionnaire was designed by the researchers in September 2022. 150 official questionnaires were sent to an university in Shanxi, and 122 questionnaires were returned. The recovery rate of item analysis and reliability validity analysis was about 81%. The items of questionnaire are as follows,

1. Sex ☐ Male ☐ Female
2. Your Age ☐ 18-25 ☐ 25-40 ☐ 40-55 ☐ 56 or more
3. Your Role ☐ Tutors ☐ Students ☐ Other
4. Do you understand personnel performance management? ☐ Yes ☐ No
5. To what extent do you know about personnel performance management in higher education ☐ Very Well ☐ Well ☐ Neutral ☐ Not at all
6. Do you think universities need personnel performance management? ☐ Yes ☐ No

7. To what extent are you satisfied with your university's talent performance management system? ☐ Very Well ☐ Well ☐ Neutral ☐ Not at all
8. What do you think are the problems in people performance management in higher education? ☐ Performance in education is difficult to measure ☐ Lack of evaluation mechanism ☐ Lack of clarity in evaluation objectives ☐ Other
9. The conditions for implementing performance management ☐ A sound system of faculty and staff positions in colleges and universities ☐ Perfect data management ☐ Both
10. Do you think if implementing performance management will promote the development of higher education? ☐ Yes ☐ No
11. What are your comments and suggestions on the performance management of university education talents?
12. What do you think should be paid attention to in the performance management of higher education talents? (Select all that apply) ☐ Fairness ☐ Rationality ☐ Dynamics ☐ Multivariate

Figure 3.1: Questionnaire details

3.3 Instruments/Research Design

1. Place of investigation: X university in Shanxi province, majoring in management.

2. Survey object: A junior student of management in an X university in Shanxi province.

3. Sample setting: We will conduct a simple random sampling of junior management students in an X university in Shanxi province, and obtain the information needed for the survey by distributing and collecting questionnaires from faculty students.

4. Research method: Our research mainly uses a combination of fieldwork and questionnaires.

The questionnaire design was a descriptive research design in a conclusive research design, and the questionnaire contained mainly multiple-choice, mixed questions.

5. Time design: a period of one month, the first half of the month for the investigators to conduct literature searches, questionnaires 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 method: This study mainly adopts statistical survey research and literature research. The main information in the early stage of the research is secondary data, mainly from the Internet and reference to the results of similar research done by previous students, with the depth of the research, a deeper understanding of it, through the design of a questionnaire on higher education talent performance management research survey, and finally is to analyze and organize the information.

3.4 Statistics and Data Analysis

In this study, a questionnaire was used to determine the research structure and the target population 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 to measure and collect SPSS data analysis directly from the online context for classification and analysis. The questionnaire consisted of 12 sub-questions, which mainly investigated the management of ideological and political education in the new era of universities, and the corresponding results were obtained through data statistics. In this questionnaire session, we distributed 122 questionnaires, and the specific targets and effects of implementation are as follows.

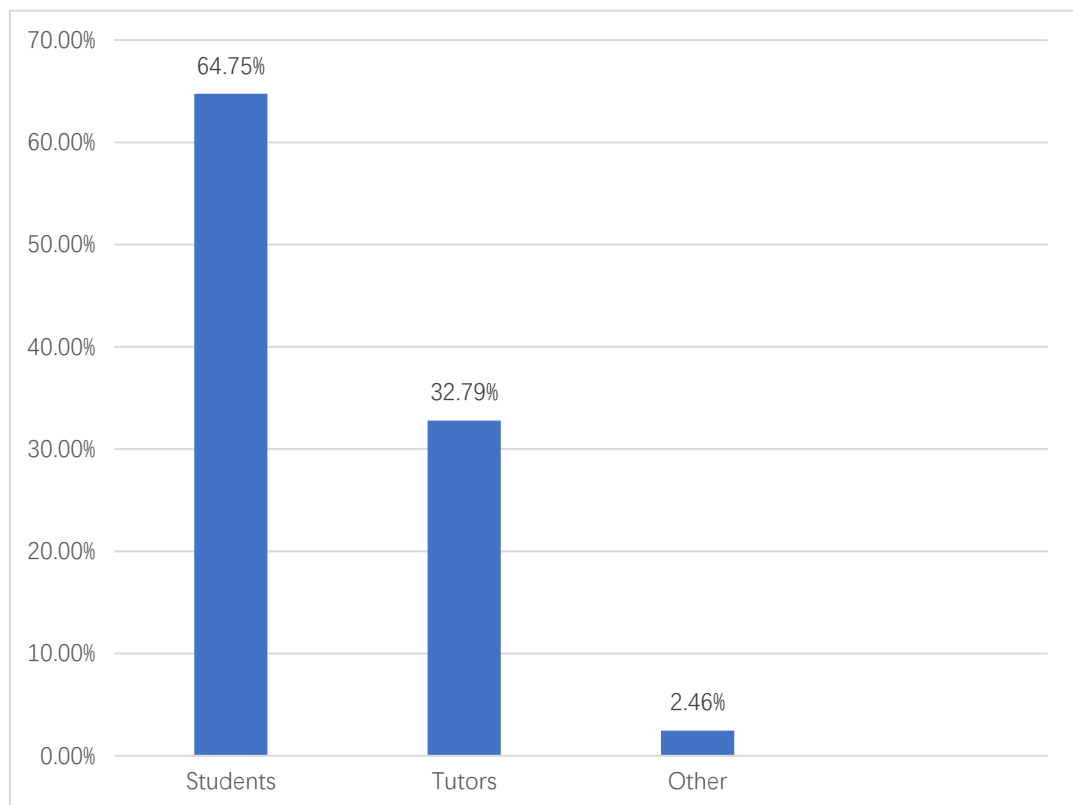
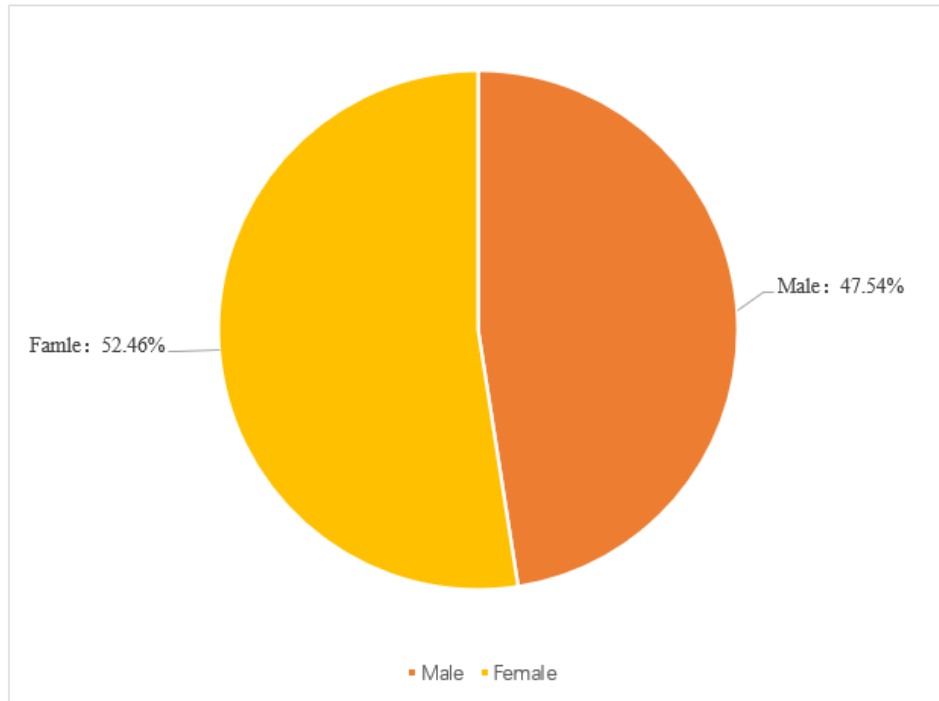
Occupation		Frequency polygon
Simple cluster sampling	1	79
	2	40
	3	3
	Amounts	122

Table 3.2: Occupational frequency table

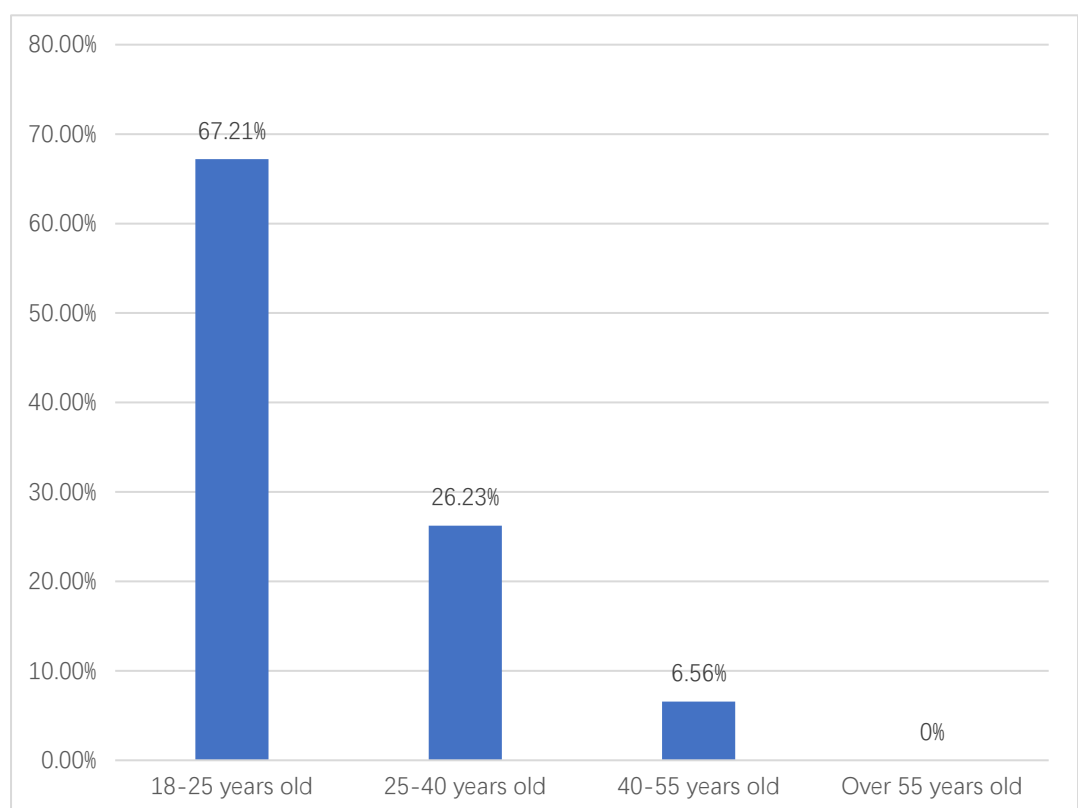
Sex		Frequency polygon
Simple cluster sampling	1	58
	2	64
	Amounts	122

Table 3.3.: Frequency table for men and women

Graph 3.4: Male and female frequency pie chart

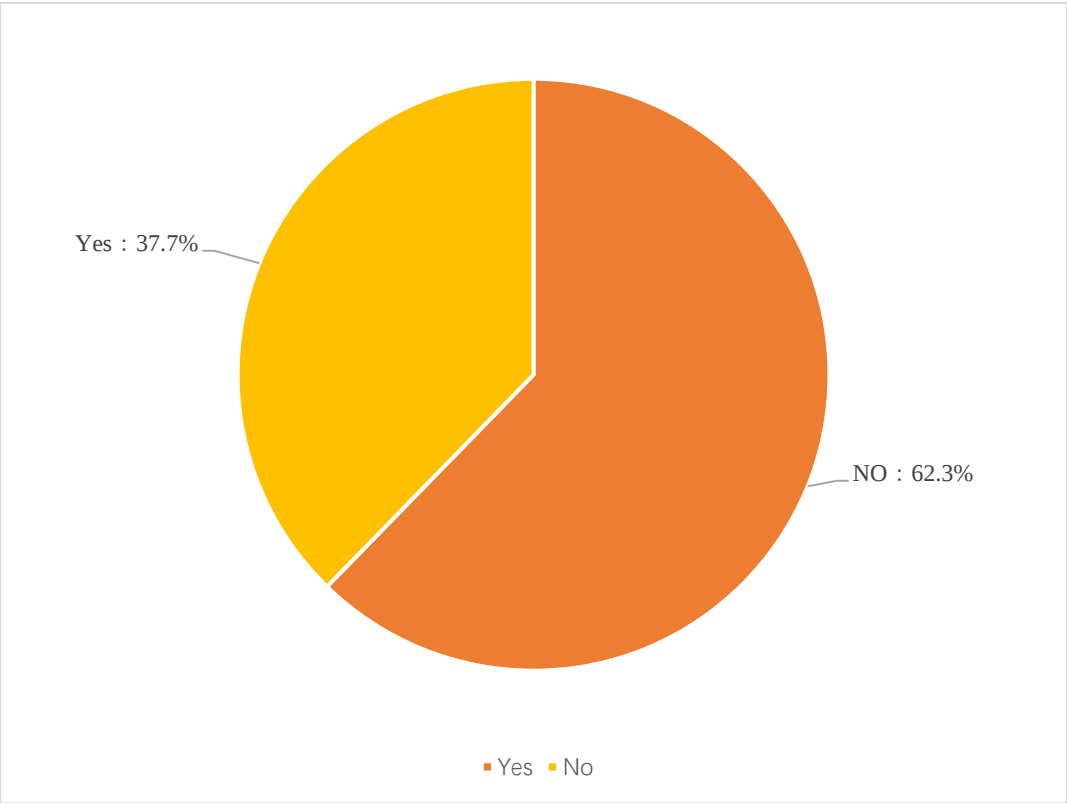


Ages		Frequency polygon
Simple cluster sampling ts	1	82
	2	32
	3	8
	Amount	122



Summary and analysis: The official questionnaire was 122, of which 122 were valid, and the ratio of men to women was about 5:6. The sample size was limited, and the data obtained by randomly selecting respondents by observation can only be roughly estimated, but in general it was still in line with the expectation.

Whether understanding personnel performance management		Frequency polygon
Simple cluster sampling	1	76
	2	46
	Amounts	122



Whether universities need personnel performance management		Frequency polygon
Simple cluster sampling	1	114
	2	4
	Amounts	122

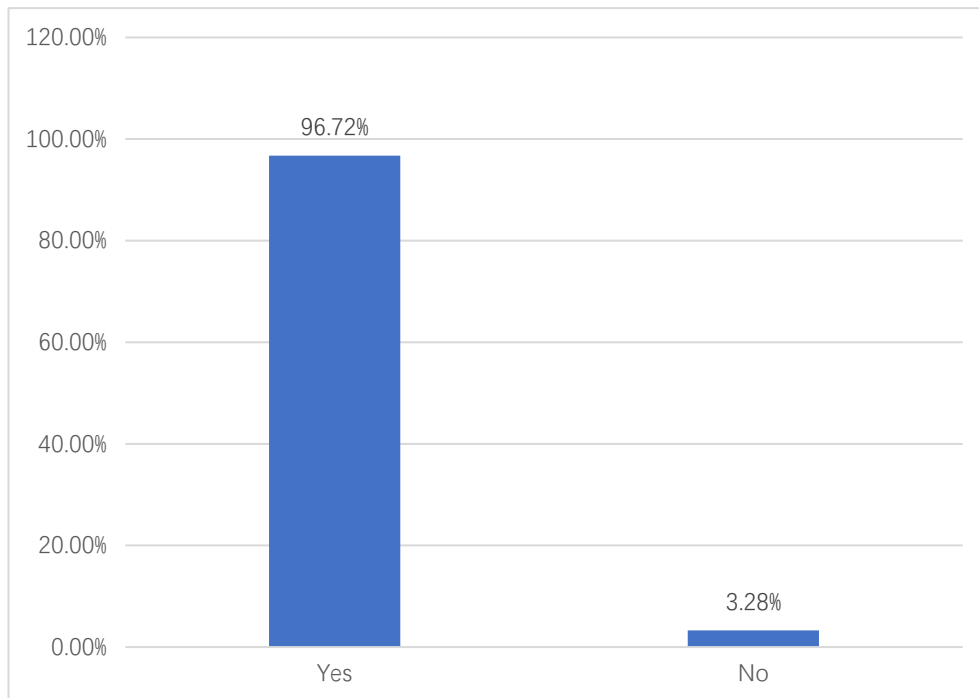
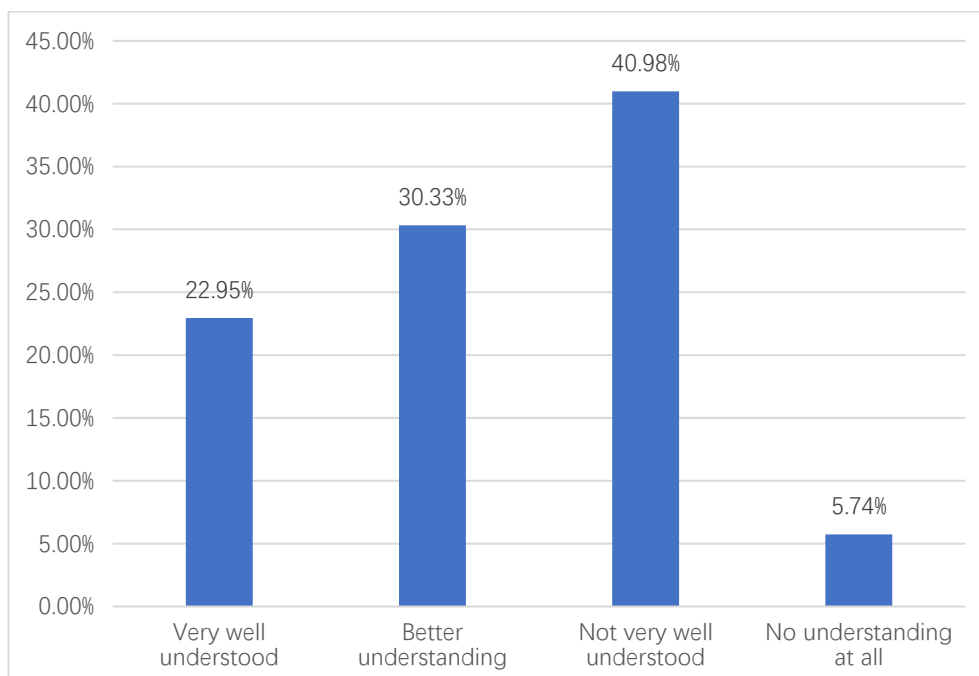


Table 3.7: Whether universities need a performance management frequency table



From the results, we can see that most of the respondents are aware of the talent performance management.

Chapter 4

Data Analysis Result

4.1 Data Analysis

The data in this analysis are a study on the construction of ideological and political education management team of 122 individuals in a university in Shanxi Province in the new era, which contains seven variables, namely: age, a category of variables; gender, a category of variables (1 represents male, 2 represents female,); occupation, a category of variables (1 represents students, 2 represents teachers, 3 represents others); whether they know about talent performance, a category of variables (1 represents yes (1 represents yes, 2 represents no); knowledge of talent performance in higher education, as a category variable (1 represents very knowledgeable, 2 represents relatively knowledgeable, 3 represents not very knowledgeable, 4 represents not at all knowledgeable); whether universities need talent performance management, as a category variable (1 represents yes, 2 represents no); whether they are satisfied with the talent performance management system of their universities, as a category variable (1 represents very satisfied, 2 represents (1 represents very satisfied, 2 represents relatively satisfied, 3 represents average, 4 represents very dissatisfied). By using spss statistical software, frequency analysis, descriptive statistics, analysis of variance and correlation analysis were conducted to understand the comprehensive situation of the above aspects in the region, and to analyze the distribution characteristics of individual variables and the relationship between them.

KMO and Bartlett tests	
KMO Sampling suitability number	.637

Reliability statistics	
Cronbach's alpha	Item number
.684	7

4.1.2 Data Analysis

1. Frequency analysis. Basic statistical analysis often begins with frequency analysis. The frequency analysis of 122 statistical data tables by frequency sub-region, in the condition of different degrees of satisfaction with the system of talent performance management in higher education, leads to the basic distribution of the number of men and women and different degrees of satisfaction in the region.

Statistic			
		1. Sex	7. To what extent are you satisfied with your university's people performance management system?
Number of cases	Validity	122	122
	Missing statistics	0	0

First, frequency analysis was conducted on men and women in a university in Shanxi Province, and the results were as follows.

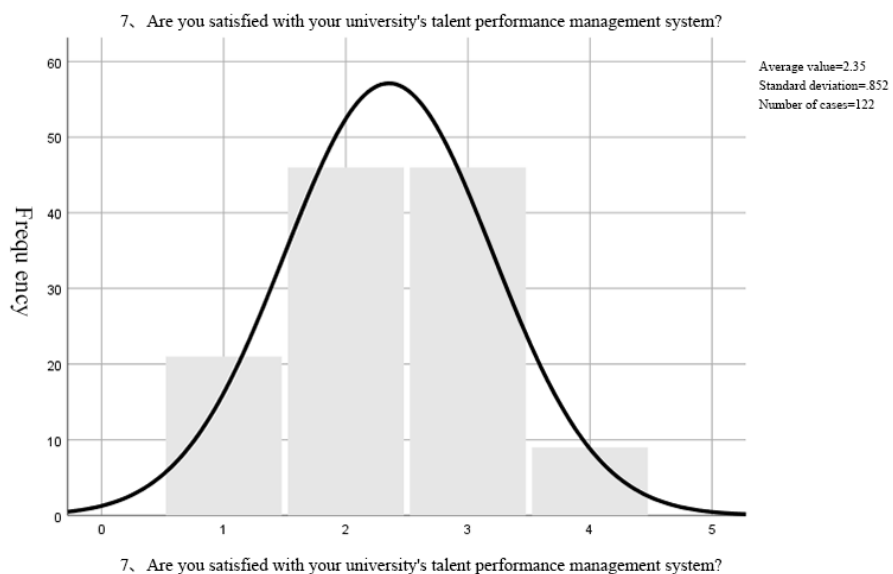
1. SEX					
		Frequency	Percentage	Effective percentage	Cumulative percentage
Validity	1	58	47.5	47.5	47.5
	2	64	52.5	52.5	100.0
	Total	122	100.0	100.0	

The table shows that of the 122 people surveyed in the area, 58 were male, or 47.5%, and 64 were female, or 52.5%, with a little more girls than boys.

The frequency analysis of the satisfaction level in the original data was then performed, and the results are as follows:

5. To what extent are you satisfied with your university's talent performance management system?					
		Frequency	Percentage	Effective percentage	Cumulative percentage
Validity	1	21	17.2	17.2	17.2
	2	46	37.7	37.7	54.9
	3	46	37.7	37.7	92.6
	4	9	7.4	7.4	100.0
	Total	122	100.0	100.0	

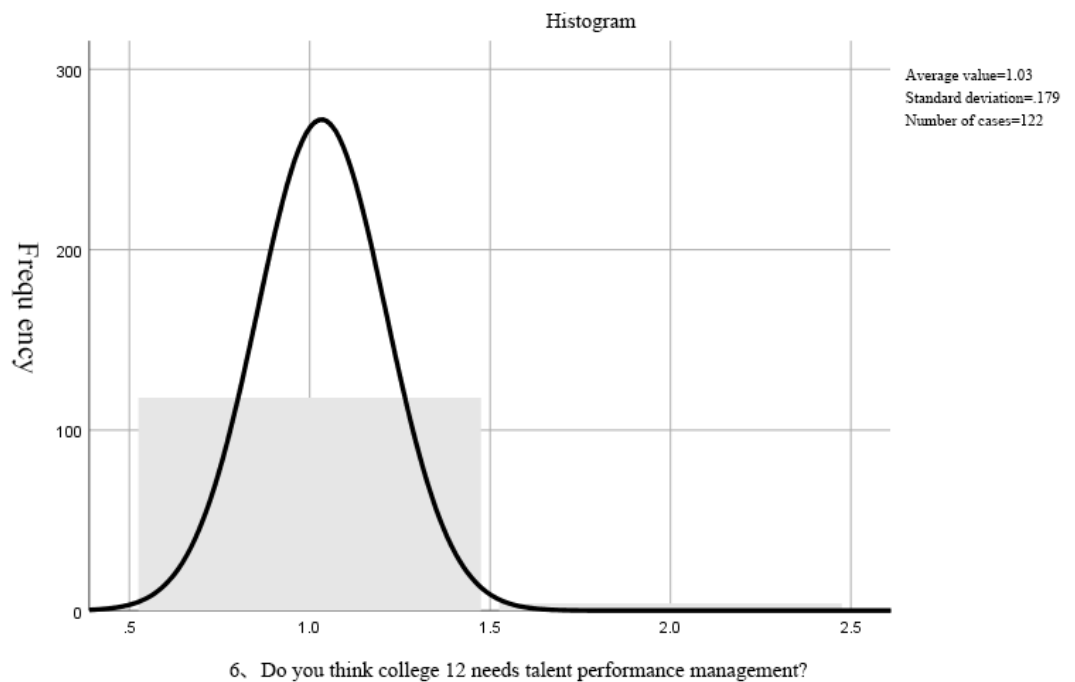
A frequency analysis of satisfaction in the original data yielded the following results.



Then, a frequency analysis of the original data on whether colleges and universities want to perform performance management was conducted with the following results.

Statistics		
6. Do you think universities need personnel performance management?		
Number of cases	Validity	122
	Missing statistics	0
Model Number		1
measure of skewness		5.313
Standard error of skewness		.219
KURT		26.663
Standard error of kurtosis		.435
Minimum		1
Maximum		2

6. Do you think universities need personnel performance management?					
		Frequency	Percent	Effective percentage	Cumulative percentage
Validity	1	118	96.7	96.7	96.7
	2	4	3.3	3.3	100.0
	Total	122	100.0	100.0	



The above table illustrates that among the 122 individuals surveyed at the university, those who believe that universities need talent performance management account for the majority almost, 96.7%. The histogram above shows that among the 122 individuals surveyed, the highest frequencies of satisfaction with the talent performance management system in colleges and universities are relatively satisfied and average. Both of them have the same percentage, 37.7%. The next number of people who are very satisfied, accounting for 17.2%, and finally those who are very dissatisfied, accounting for 7.4%.

2. Descriptive statistical analysis

After understanding the overall situation of students in terms of gender and knowledge of the university talent development performance management system through simple frequency analysis, we also need to have a more precise understanding of other variables in the data, which can be achieved by calculating basic descriptive statistics. The following descriptive statistics analysis is performed on each variable to obtain their mean, standard deviation, slice, kurtosis, and other data to further put the concentration trend and dispersion trend of my data.

		4. Do you understand personnel performance management?	5. To what extent do you know about personnel performance management in higher education?
Number of cases	Validity	122	122
	Missing statistics	0	0
Model Number		1	3
variance		.237	.788
measure of skewness		.514	-.115
Standard error of skewness		.219	.219
KURT		-1.765	-.972
Standard error of kurtosis		.435	.435

As the figure indicates, the majority of the surveyed people said they did not know much about the talent development performance management system in universities, and the plural is 3 (3 means not very much).

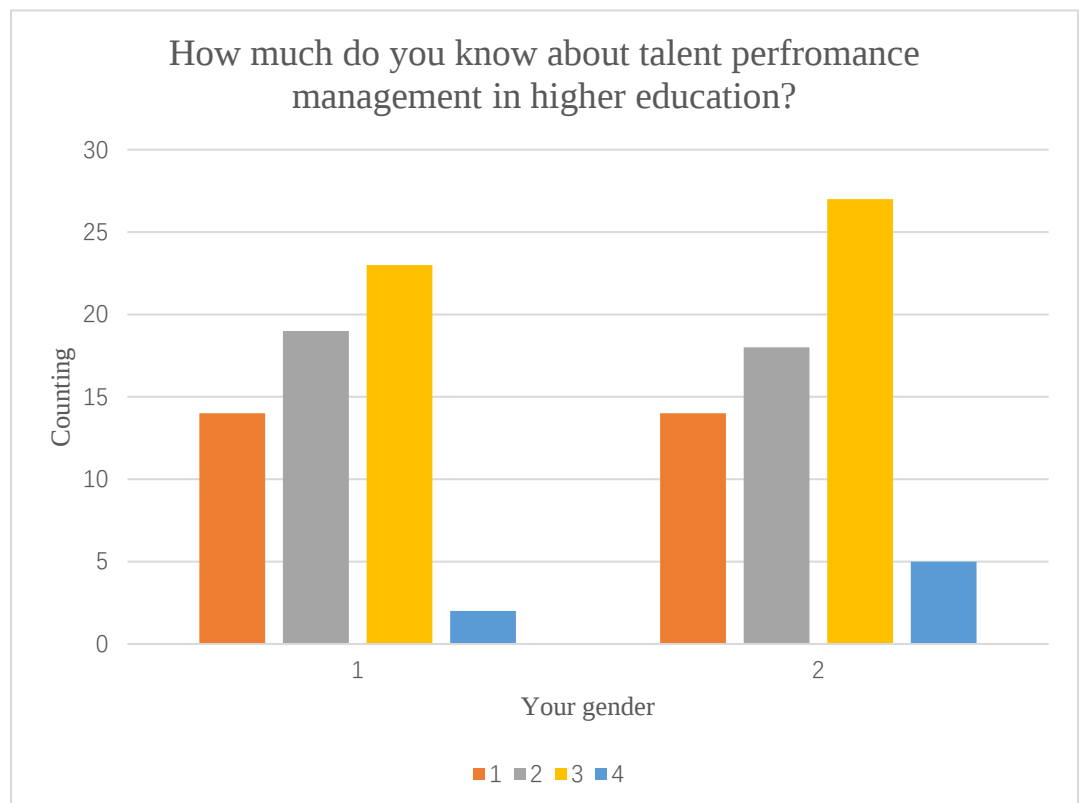
3. Exploratory data analysis.

(1) Cross-tabulation analysis

The frequency analysis can grasp the data distribution of individual variables, but in the actual analysis, it is necessary not only to understand the distribution characteristics of individual variables, but also to analyze the distribution of multiple variables under different values, and to grasp the joint distribution characteristics of multiple variables, and then analyze the mutual influence and relationship between variables. For the present data, it is necessary to understand the cross analysis of the present gender, age, occupation, satisfaction degree of talent cultivation performance management system in colleges and universities, and the degree of understanding of talent cultivation performance management system in colleges and universities. The data is now read as an example of the column analysis of gender and the degree of

understanding of talent development performance management system in colleges and universities (the following data analysis table is a part of the interception):

1. SEX * 5. To what extent do you know about personnel performance management in higher education						
Count Number						
		5. To what extent do you know about personnel performance management in higher education?				Total
		1	2	3	4	
1. Sex	1	14	19	23	2	58
	2	14	18	27	5	64
Total		28	37	50	7	122



The above two charts involve a two-dimensional intersection of two variables, namely gender and knowledge of the college talent development performance management system, reflecting the degree of knowledge of college talent development performance management across gender. In the above table, gender is the row vector and knowledge level is the column vector.

(2) Exploratory analysis of gender and level of understanding.

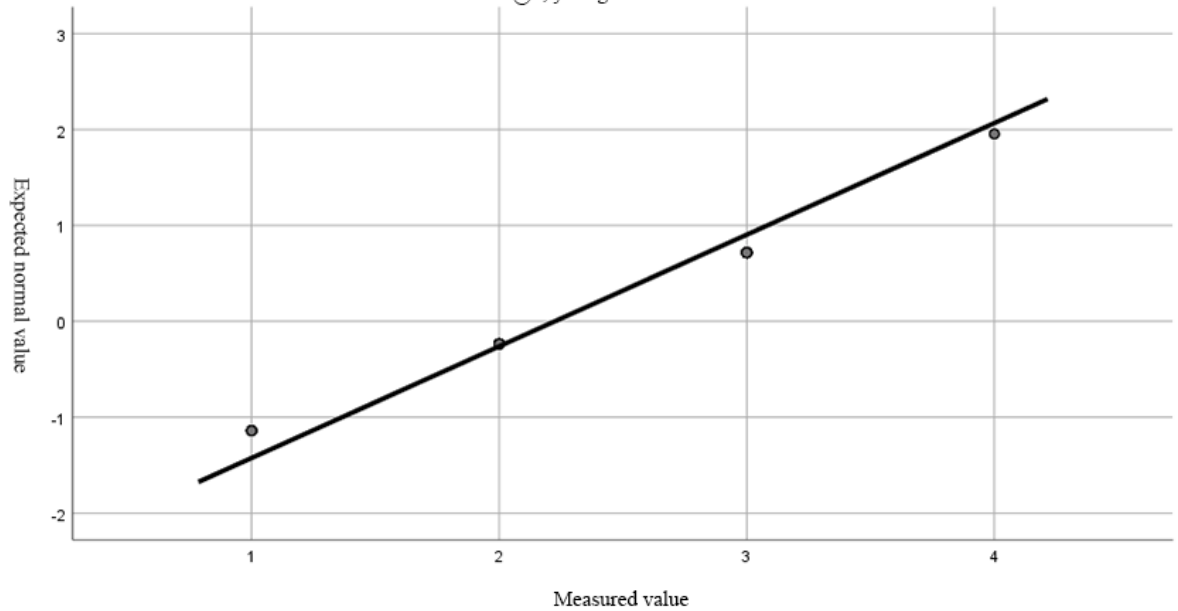
Description					
	1、 Sex			Statistics	Standard error
5. To what extent do you know about personnel performance management in higher education?	1	Mean function		2.22	.113
		95% confidence interval of the mean function	Lower limit	2.00	
			Upper limit	2.45	
		5% Mean value after cutting deviation		2.21	
				2.00	
		Var		.738	
		Standard deviation		.859	
		Minimum		1	
		Maximum		4	
		Range		3	
		Interquartile range		1	
		measure of skewness		-.113	.314
		KURT		-1.030	.618
	2	Mean function		2.36	.114
		95% confidence interval of the mean	Lower limit	2.13	
			Upper limit	2.59	
		5% Mean value after cutting		2.34	
		Median		2.50	
		Var		.837	

		Standard deviation	.915	
		Minimum	1	
		Maximum	4	
		Range	3	
		IQR	1	
		measure of skewness	-.146	.299
		kurtosis	-.934	.590

Normality test							
	1. Sex	Kolmogorov-Smirnov (V)a			Shapiro-Wilk		
		statistics	variances	significance	statistics	variance	
5. To what extent do you know about personnel performance management in higher education	1	.248	58	.000	.843	58	
	2	.258	64	.000	.857	64	

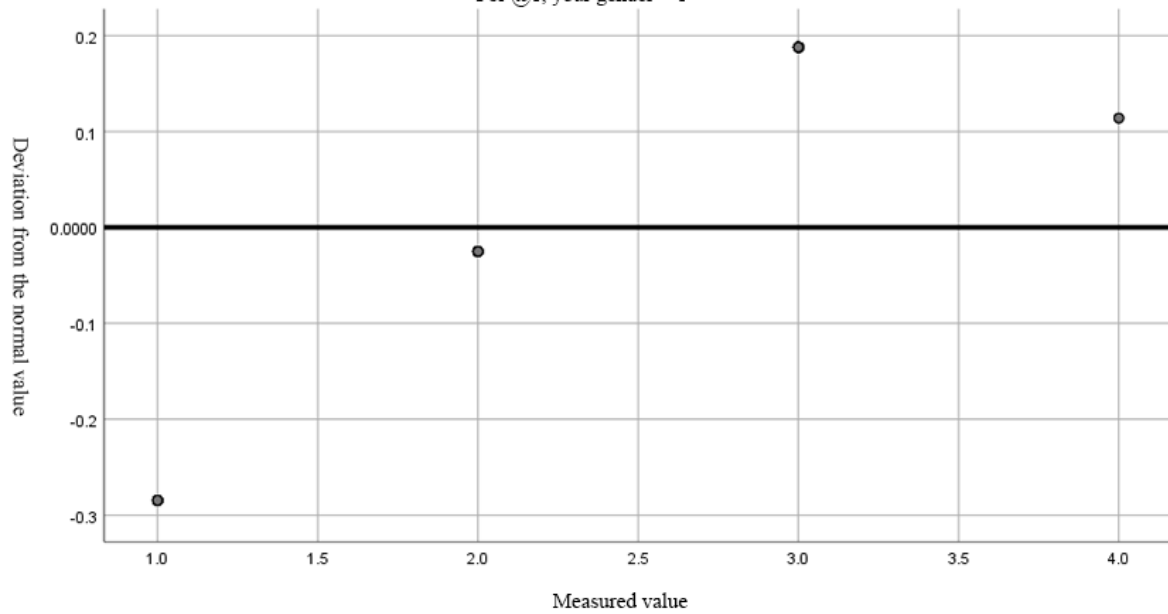
5、 How much do you know about talent performance management in higher education?
The normal Q-Q diagram of

For @1, your gender = 1



5、 How much do you know about talent performance management in higher education?
The de-trended normal Q-Q plot of

For @1, your gender = 1



4. Multiple response analysis

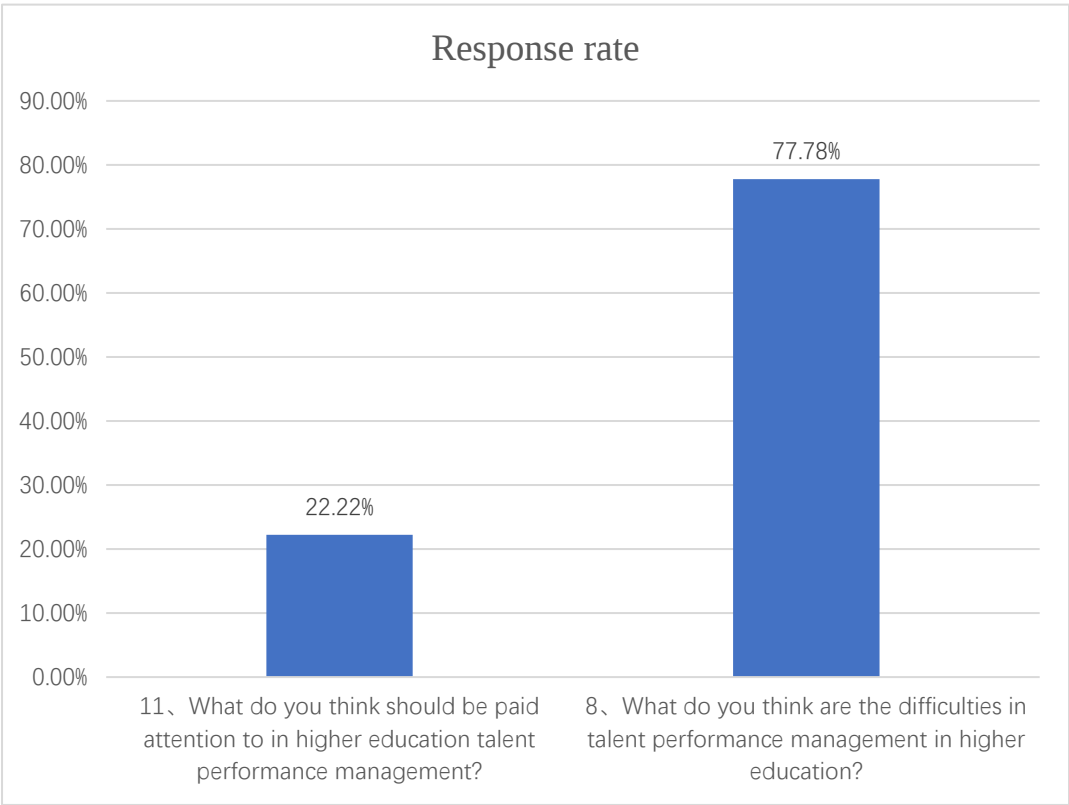
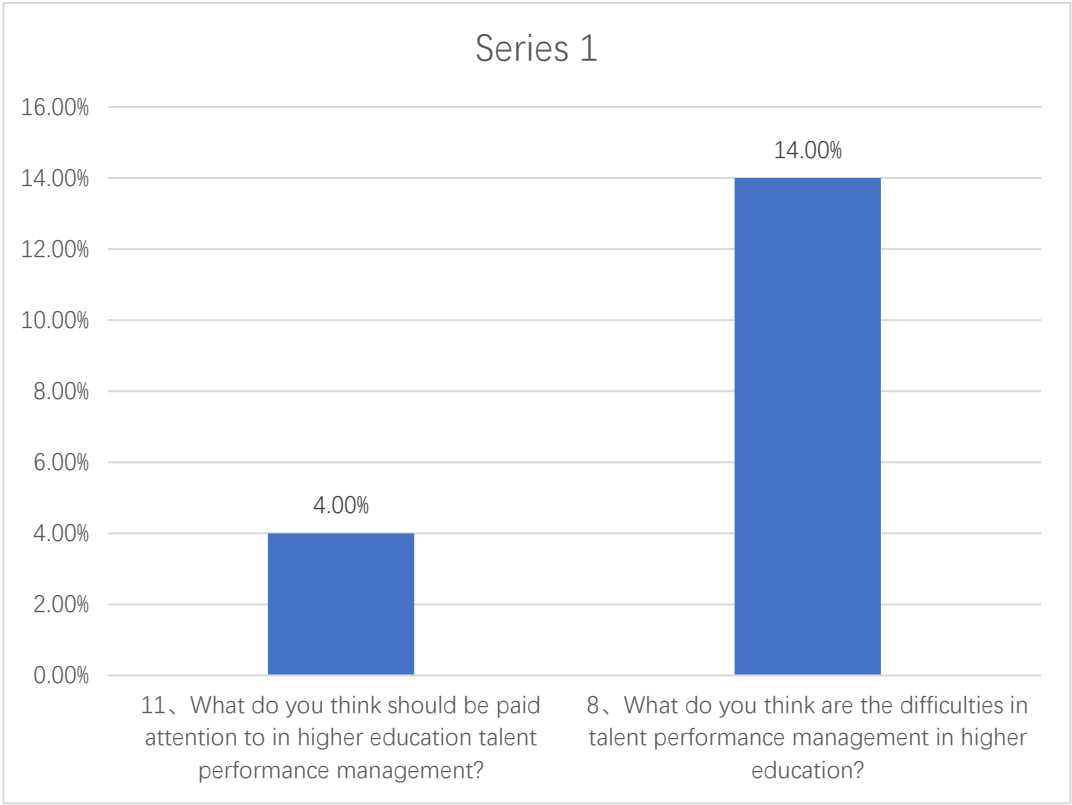
Multiple response is used to analyze multiple choice questions, analyze the proportion of multiple choice questions, etc.; two terms are involved, response rate and prevalence rate, response rate is used to compare the relative proportion of each option, the prevalence rate is used to select the popularity of a particular item, the difference between the two is the number of divisions is not the same. (For example, if there are 100 samples, and each sample chooses 3 items on average, then a total of 100 samples choose a total of 300 options. As well as for a certain option a total of 60 samples selected, then the response rate = $60/300 = 20\%$; prevalence rate = $60/100 = 60\%$)

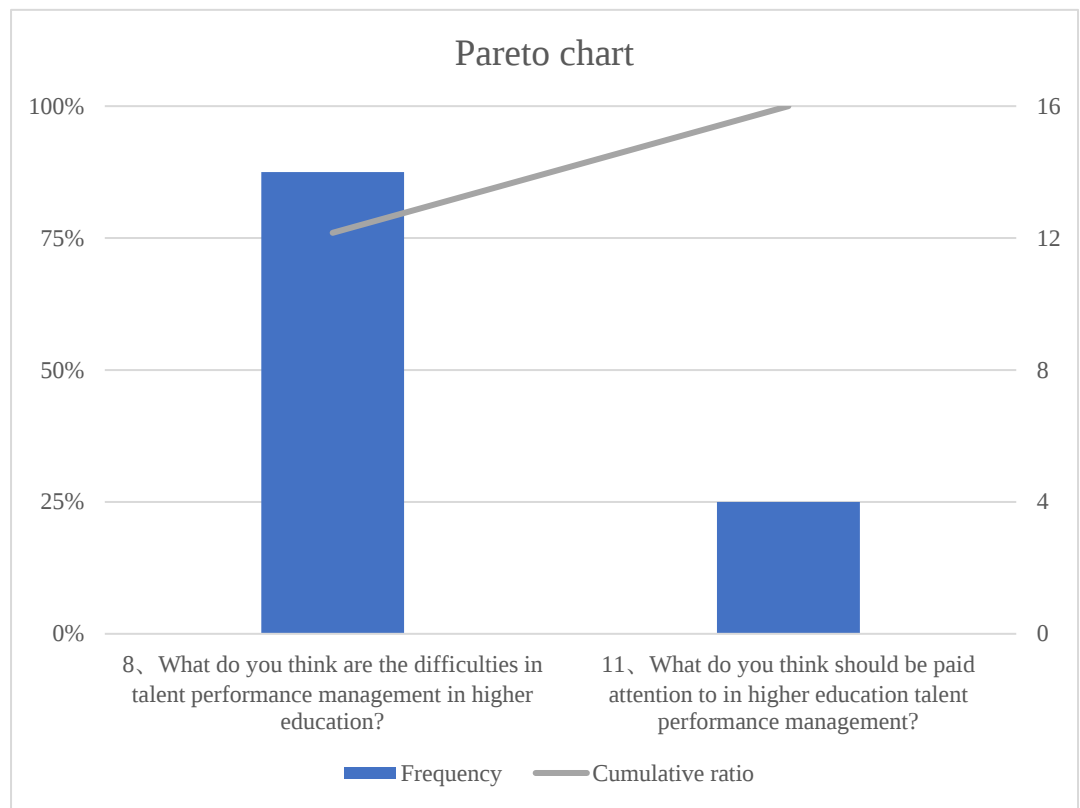
First, analysis of the response rate situation, i.e., the proportion of choices and focus on the higher proportion of descriptions for each option of multiple choice questions; (the response rate must add up to 100%).

Second, analyze the prevalence rate, i.e., the overall situation of the proportion of each option to all choices for multiple choice questions, focusing on the higher proportion of choices; (the prevalence rate will usually add up to more than 100%).

Third, at the same time, it can be combined with the chi-square goodness-of-fit test to analyze whether there is a significant difference between the selection proportions of each (p-value less than 0.05 indicates that there is a significant difference between the selection proportions, and vice versa indicates that there is

no significant difference between the selection proportions).





The analysis of the results, as we can see from the above tables, shows that the respondents have a relatively high response rate in terms of difficulties encountered in higher education talent performance management and a relatively low response rate in terms of what to pay attention to in higher education talent performance management.

Chapter 5

Conclusions and Discussion

5.1 Conclusions

1. Through the survey analysis of the questionnaire, there are a lot of problems in the performance management of higher education talents proposed by the respondents, and the irregularities in the performance system all affect the development of higher education. The institutionalization, standardization and legalization of performance management in higher education should be strengthened." Ten years of trees, a hundred years of trees", education is a great career of foundation, the improvement of education process must go through a slow and continuous process, the achievement of educational goals often requires a long period of time to hone any hasty approach will only make the results and effects greatly reduced.

2. According to the respondents' opinions and views on talent performance management, it can be seen that university students attach a high degree of importance to talent performance management. University talents can play their respective roles, thus creating an atmosphere of positive competition in the university. Implementing effective talent performance evaluation criteria at universities facilitates effective integration of resources at universities. By implementing a performance evaluation system, it can help universities manage and use existing talents effectively, especially by classifying talents according to different evaluation criteria and using them effectively according to the characteristics of different talents. The talent performance evaluation system created by the university adopts a strict evaluation mechanism for each talent to promote healthy competition of talents, i.e. to improve the motivation of talents and also to ensure that everyone competes within the rules to break the vicious competition situation in the past. Improving the surface, improving the overall atmosphere of university thinking, also lays the foundation for the sustainable development of universities in the future.

3. To summarize the feedback of the investigators in the questionnaire, the purpose of evaluation should be clarified for the talent performance management system. Clarifying the evaluation objectives is the first step to carry out the work of university performance evaluation standards, and only with a certain understanding of its evaluation objectives can the evaluation work be carried out better. Therefore, before introducing the new evaluation standard, it is necessary to make everyone understand, recognize and accept this evaluation standard, so that everyone can plan and accomplish their tasks and goals according to this standard. In the process of implementing the evaluation system, it is necessary to adapt to local conditions and constantly adjust the evaluation indexes according to the actual situation of universities to ensure the effectiveness of the evaluation system.

5.2 Discussions

This research and investigation of the topic has led to a deeper understanding of the performance management system. Adopt a scientific method for public evaluation. When evaluating the performance of talents, universities should choose a scientific and reasonable method and disclose the evaluation results in a timely manner to ensure fairness and reasonableness. Therefore, the university's evaluation system should thoroughly analyze the ability of talents from multiple aspects and angles, so as to arrive at the most objective and fair results. University leaders should change their dependence on traditional evaluation mechanisms. They should be deeply aware of the great role played by talent performance evaluation criteria in the selection and allocation of talents. Thus, the university can realize the optimal allocation of talents and resources, make the best use of things and people, and give full play to the value of talents. For this purpose, a mechanism that can always evaluate talents objectively and comprehensively around this goal is needed. The indicators in the evaluation method of talents in universities generally include: work status, high performance, number of research, number of research results, etc., and qualitative and quantitative evaluation of the above indicators. Feedback the evaluation results actively. In addition, many universities give too much weight to the evaluation of "first leaders", and the subjectivity of students' evaluation is too strong,

and too much attention is paid to unilateral evaluation, which leads to problems in the results. At the same time, the results of the evaluation should be made public to the whole university, so as to prevent the occurrence of problems such as secret operations, and all operations should be carried out within the scope of the rules, so that all the evaluated people can get the most fair evaluation.

5.2 Suggestions

A set of scientific and systematic performance evaluation index system is indispensable to carry out the implementation of performance management in universities without obstacles and smoothly. We adopt democratic participation mechanism, incorporate suggestions from multiple stakeholders, design the performance index system according to local conditions, and make the performance indexes quantifiable, specific and clear as much as possible. Successful performance management can only be made possible by the joint efforts and dedication of managers and faculty throughout the organization, which requires the formation of middle managers who support faculty initiatives for the activities needed to achieve results, making performance improvement one of their personal responsibility missions and internalizing the process of performance achievement as a conscious behavior on their part.

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