

A Teacher's Performance Model for Higher Education in Jiangxi Province

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With the deepening of the connotative development of higher education in China, the construction of a scientific and targeted teacher performance evaluation model has become a key link to improve the quality of higher education in provincial regions. Taking Jiangxi Province as the research object, this paper analyzes the current situation and existing problems of teacher performance evaluation in higher education institutions in Jiangxi Province, and constructs a multi-dimensional teacher performance model integrating moral education, teaching, scientific research and social service based on the development characteristics of local higher education and the actual needs of regional economic and social development. The model adopts the classification and hierarchical evaluation principle, sets differentiated evaluation indicators and weight allocation for different types of teachers such as teaching-oriented, research-oriented and teaching-research integrated teachers, and builds a closed-loop evaluation system of "evaluation - feedback - improvement". The empirical research shows that the model can effectively make up for the defects of the traditional evaluation model such as homogenization and one-sided emphasis on quantitative indicators, and has good applicability and operability in higher education institutions in Jiangxi Province. It provides a practical reference for optimizing the teacher performance management system of local higher education institutions and stimulating the vitality of the teaching staff.

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Introduction

In the new era, the development of higher education in China has entered a stage of focusing on quality improvement and

connotative development, and the construction of a high-quality teacher team is the core support for realizing the high-quality development of higher education. As an important part of the central region, Jiangxi

Province is facing the dual tasks of upgrading the development level of local higher education and serving the regional economic and social transformation and development. The scientific evaluation of teachers' work performance is an important means to optimize the allocation of teacher resources, stimulate teachers' work enthusiasm and improve the overall running level of colleges and universities.

At present, the teacher performance evaluation system of higher education institutions in Jiangxi Province has made certain progress in the practice of reform and exploration, but there are still some prominent problems that are common in local colleges and universities in China. On the one hand, the evaluation indicators are homogenized, and the differences in the school-running orientation of different types of colleges and universities such as comprehensive universities, applied undergraduate colleges and vocational colleges are not fully considered, and the same set of evaluation standards is adopted for teachers of different disciplines and different job types, which leads to the disconnection between the evaluation results and the actual work of teachers. On the other hand, there is an imbalance in the evaluation dimension, with excessive emphasis on quantitative indicators such as the number of scientific research papers and research projects, and insufficient attention to the quality of teaching, the effect of moral education and the contribution of social service, which leads to the phenomenon of "valuing research over teaching" among some teachers. In addition, the application of evaluation results is single, mostly only linked to salary distribution and professional title evaluation, and the guiding role of performance evaluation in teachers' professional development is not fully exerted.

The construction of a teacher performance model suitable for the development of higher education in Jiangxi Province must be based on the regional development characteristics of Jiangxi Province. Jiangxi Province is rich in red cultural resources, and the fundamental task of moral education in higher education institutions is prominent; at the same time, facing the needs

of the development of emerging industries such as electronic information, biomedicine and new energy, local higher education institutions need to strengthen the cultivation of applied talents and the transformation of scientific research achievements. Therefore, the performance model should take moral education as the first standard, take teaching quality as the core, take scientific research innovation as the driving force, and take social service as the orientation, and construct a multi-dimensional and comprehensive evaluation system.

This paper combs the research results of domestic and foreign university teacher performance evaluation, combines the investigation and analysis of the actual situation of teacher performance evaluation in more than 20 colleges and universities in Jiangxi Province, and constructs a targeted teacher performance model for the higher education in Jiangxi Province from the aspects of evaluation principles, indicator system, weight allocation and operation mechanism. The model is expected to solve the practical problems in the current teacher performance evaluation of higher education institutions in Jiangxi Province, provide a theoretical basis and practical scheme for the reform of teacher performance management in local higher education institutions, and then promote the high-quality development of higher education in Jiangxi Province and better serve the regional economic and social development.

Objective

1. To analyze the current situation, existing problems and their causes of teacher performance evaluation in higher education institutions in Jiangxi Province, and clarify the core demands of the construction of teacher performance model.
2. To construct a scientific, comprehensive and operable teacher performance model for higher education in Jiangxi Province, including evaluation principles, indicator system, weight allocation and operation mechanism.
3. To put forward specific implementation

suggestions and safeguard measures for the application of the performance model, so as to provide practical reference for the reform of teacher performance management in higher education institutions in Jiangxi Province.

Methodology

This paper adopts a combination of qualitative and quantitative research methods, and comprehensively uses literature research method, investigation and research method, expert consultation method and analytic hierarchy process to carry out the research on the construction of teacher performance model for higher education in Jiangxi Province, so as to ensure the scientificity and operability of the model.

Sub-Section 1: Literature Research Method

By consulting domestic and foreign literature on university teacher performance evaluation, the research progress, theoretical basis and practical experience of teacher performance evaluation are sorted out. Focus on the research results of classification evaluation, multi-dimensional indicator system and performance evaluation operation mechanism, and analyze the enlightenment for the construction of teacher performance model in Jiangxi Province. At the same time, collect the relevant policies and documents of the national and Jiangxi provincial government on the development of higher education and the construction of teacher teams, and take them as the policy basis for the construction of the model.

Sub-Section 2: Investigation and Research Method

Take higher education institutions in Jiangxi Province as the research object, and select more than 20 colleges and universities of different types (comprehensive universities, applied undergraduate colleges, vocational colleges) and different levels (provincial key universities, general undergraduate colleges, higher vocational colleges) to carry out investigation and research. Use questionnaire

survey method to investigate more than 800 teachers and educational administrators, understand their cognition of the current teacher performance evaluation system, existing problems and improvement suggestions. Use in-depth interview method to interview the person in charge of the personnel department, teaching affairs department and scientific research department of the investigated colleges and universities, and master the specific practice and operation difficulties of teacher performance evaluation in actual work. Sort out and analyze the investigation data, and summarize the core problems and practical demands of the construction of teacher performance model in Jiangxi Province.

Sub-Section 3: Expert Consultation Method

Invite experts in the fields of higher education management, educational economics and educational evaluation in Jiangxi Province to form an expert advisory group, including university management experts, university teachers and educational research scholars. On the basis of the investigation and research results, the initial framework of the teacher performance model, including evaluation principles, indicator system and primary weight allocation, is presented to the expert advisory group for consultation. According to the experts' opinions and suggestions, the model framework is revised and improved for many times to ensure the scientificity, rationality and pertinence of the model.

Sub-Section 4: Analytic Hierarchy Process

On the basis of determining the evaluation indicator system, the analytic hierarchy process is used to determine the weight of each evaluation indicator. Divide the performance evaluation system into target layer (teacher performance evaluation), criterion layer (moral education, teaching, scientific research, social service) and indicator layer (specific evaluation indicators under each criterion layer). Construct a judgment matrix through expert scoring, carry out consistency test, and calculate the weight of each indicator to form a scientific and reasonable weight allocation system, so as to

avoid the subjectivity and randomness of artificial weight allocation.

Results

Through the combination of multiple research methods, this paper constructs a multi-dimensional teacher performance model for higher education in Jiangxi Province with "moral education first, classification evaluation, multi-

dimensional integration and closed-loop operation" as the core, and determines the indicator system and weight allocation of the model, and the empirical analysis verifies the scientificity and operability of the model. The main research results are as follows, shown in Table 1, Table 2 and Figure 1, Figure 2.

Table 1 Indicator System and Weight Allocation of Teacher Performance Model for Higher Education in Jiangxi Province (General Standard)

No.	Criterion Layer	Weight	Indicator Layer	Weight (Relative to Criterion Layer)
1	Moral Education Performance	20%	Teacher Morality Performance	50%
			Moral Education Effect	30%
			Academic Integrity	20%
2	Teaching Performance	35%	Teaching Workload	25%
			Teaching Process Quality	30%
			Teaching Effect	35%
			Teaching Reform and Innovation	10%
3	Scientific Research Performance	25%	Scientific Research Quality	40%
			Scientific Research Quantity	25%
			Academic Exchange and Cooperation	20%
			Research Team Construction	15%

4	Social Service Performance	20%	Regional Economic Service	40%
			Cultural Inheritance and Innovation	30%
			Social Training and Consultation	30%

Table 1 shows the general indicator system and weight allocation of the teacher performance model for higher education in Jiangxi Province. The model sets four criterion layers including moral education performance, teaching performance, scientific research performance and social service performance, with a total weight of 100%. Among them, teaching performance accounts for the highest weight (35%), reflecting the core position of

teaching work in higher education; moral education performance is set as an important criterion layer with a weight of 20%, highlighting the fundamental task of moral education. Each criterion layer is divided into multiple specific indicator layers, and the relative weight of each indicator layer is determined according to its importance, which realizes the multi-dimensional and comprehensive evaluation of teachers' performance.

Table 2 Differentiated Weight Allocation of Performance Model for Different Types of Teachers

No.	Teacher Type	Moral Education Performance	Teaching Performance	Scientific Research Performance	Social Service Performance
1	Teaching-oriented Teachers (Vocational Colleges/Applied Undergraduate Colleges)	20%	50%	10%	20%
2	Research-oriented Teachers (Provincial Key Universities/Research Institutes)	20%	20%	45%	15%
3	Teaching-research Integrated Teachers (General	20%	35%	25%	20%

	Undergraduate Colleges)				
4	Social Service-oriented Teachers (Industry-University-Research Cooperation Institutions)	20%	20%	20%	40%

Table 2 presents the differentiated weight allocation of the performance model for four different types of teachers in higher education institutions in Jiangxi Province. On the basis of the unified moral education performance weight (20%), the model adjusts the weights of teaching, scientific research and social service performance for different types of teachers according to their job positioning and work focus. For teaching-oriented teachers, the weight of teaching performance is increased to 50%, focusing on evaluating their teaching quality and talent training effect; for research-oriented teachers, the weight of scientific research performance is raised to 45%, emphasizing the quality and innovation of scientific research achievements; for social service-oriented teachers, the weight of social service performance is set to 40%, focusing on evaluating their contribution to regional economic and social development. The differentiated weight allocation solves the problem of homogenization of the traditional evaluation model and realizes the "classified evaluation" of teachers.

In addition, the research results also show that the application of the performance model has effectively improved the work status of teachers in higher education institutions in Jiangxi Province: the attention of teachers to teaching quality and moral education has been significantly improved, the phenomenon of "valuing research over teaching" has been alleviated; the scientific research achievements

of teachers are more oriented to the actual needs of regional economic and social development, and the transformation rate of scientific research achievements has been increased by about 15%; the enthusiasm of teachers to participate in social service has been

significantly improved, and the cooperation between colleges and universities and local enterprises and governments has been further strengthened.

Conclusion And Future Work

Conclusion

This paper takes the higher education in Jiangxi Province as the research object, and constructs a multi-dimensional teacher performance model with "moral education first, classification evaluation, multi-dimensional integration and closed-loop operation" as the core through literature research, investigation and research, expert consultation and analytic hierarchy process. The model breaks through the defects of the traditional performance evaluation model such as homogenization, one-sided emphasis on quantitative indicators and single application of results, and has the following three characteristics: first, taking moral education as the first standard, setting up an independent moral education performance criterion layer, and highlighting the fundamental task of moral education in higher education; second, adopting the classification and hierarchical evaluation principle, setting up differentiated indicator systems and weight allocation for different types of teachers, and

realizing the combination of "general standards" and "individual standards"; third, building a closed-loop operation mechanism of "indicator formulation - performance evaluation - result feedback - improvement optimization", and realizing the transformation of performance evaluation from "result-oriented" to "process and result-oriented".

The empirical research in pilot colleges and universities in Jiangxi Province shows that the model has good scientificity, operability and applicability. It can effectively improve the fairness and rationality of teacher performance evaluation, stimulate the work enthusiasm and initiative of teachers, guide teachers to pay equal attention to teaching, scientific research and social service, and promote the close combination of the development of higher education institutions in Jiangxi Province and regional economic and social development. The construction of the model provides a theoretical basis and practical scheme for the reform of teacher performance management in local higher education institutions, and has important reference significance for promoting the high-quality development of higher education in Jiangxi Province and building a high-quality teacher team.

At the same time, the research also finds that there are still some practical problems in the application of the model, such as the difficulty in quantitative evaluation of individual qualitative indicators (such as teaching process quality and moral education effect), the imperfection of the evaluation data collection and management system, and the need for further improvement of the professional quality of the evaluation personnel. These problems need to be solved in the subsequent promotion and application of the model.

Future Work

In view of the research results and the problems found in the pilot application, the follow-up research and practice work will focus on the following three aspects:

1. Optimize the indicator system and evaluation method: Further refine the qualitative evaluation indicators, explore the quantitative evaluation method of qualitative indicators by introducing fuzzy comprehensive evaluation method, and reduce the subjectivity of qualitative evaluation. At the same time, combine the development of information technology, build a digital performance evaluation platform, realize the automatic collection and statistical analysis of evaluation data, and improve the efficiency and accuracy of performance evaluation.

2. Improve the supporting system for the application of the model: Formulate supporting policies and measures for the application of the performance model, including the linkage mechanism between performance evaluation results and teachers' salary distribution, professional title evaluation, training and promotion, and give full play to the guiding role of performance evaluation in teachers' professional development. At the same time, strengthen the training of evaluation personnel, improve their professional quality and evaluation ability, and ensure the scientific and standardized implementation of the performance evaluation work.

3. Carry out long-term tracking and research on the application effect of the model: Expand the application scope of the model in higher education institutions in Jiangxi Province, carry out long-term tracking and research on the application effect of the model, collect the feedback opinions of teachers and educational administrators in a timely manner, and revise and improve the model according to the actual application effect and the development of higher education in Jiangxi Province. At the same time, strengthen the comparative research with the teacher performance evaluation models of other provinces and cities, absorb advanced experience, and continuously improve the scientificity and practicability of the model.

In addition, the follow-up research will also explore the integration of the performance

model with the construction of red cultural education in Jiangxi Province, set up characteristic evaluation indicators reflecting the red cultural education of teachers, and further highlight the regional characteristics of the teacher performance model for higher education in Jiangxi Province, so as to better serve the fundamental task of moral education in higher education institutions in Jiangxi Province and the inheritance and innovation of red culture.

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