

Performance Management of Chengdu Pao Tongshu Primary School (Tianfu Campus)

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Abstract: On the basis of the modern performance management theory, this paper was to analyze the status quo and existing problems of performance management in Chengdu Pao Tongshu Primary School (Tianfu Campus) and to propose an optimized performance program which takes full account of the key aspects of performance management, such as planning, implementation, assessment, feedback and application, with the aim of improving the teachers' teaching enthusiasm and efficiency. In the paper, the author puts forward a new scientific, efficient and operational system of performance management, aiming to enhance teachers' school identity and working efficiency, and above all, to provide a basis for the scientific decision-making and assessment of Education Department as well as a theoretical basis and practical methods for scientific and efficient management of primary schools.

Keywords: Chengdu Pao Tongshu Primary School (Tianfu Campus), Performance Management

Performance appraisal is the basis of human resource management, an effective and objective standard to evaluate both schools and teaching staff, and also an important means to realize the school's strategic objectives and cultivate its core competitiveness and brand culture. Therefore, performance management is the key to school's efficient management and sustainable development. However, for many schools, there are still problems existing in the current performance appraisal system, as the current performance management cannot fully stimulate teachers' enthusiasm and creativity. This paper is aimed at solving the existing problems and promoting the performance management in Chengdu Pao Tongshu Primary School (Tianfu Campus).

At present, the performance wage in compulsory schools is divided into two parts:

70% of the total performance wage as the basic part and 30% of the total performance wage as an incentive part. The school enjoys the independent distribution according to its own development needs, mainly based on the teacher's workload and actual contribution. However, on the basis of the school's distribution rules and municipal leadership performance appraisal objectives, the current performance management falls in a lack of systematic and scientific theoretical support.

Through this research, the author is dedicated to identify the following points: the main problems existing in the current performance management system of Chengdu Pao Tongshu Primary School (Tianfu Campus), the reasons behind, an appropriate and practical performance management model, how to ensure the real implementation of the new performance program and other improvements in need in the future. Performance management itself is a process of dynamic development. The optimized performance management model is based on the existing personnel situation and management of the school.

The Analysis of the Current Performance Management System of Chengdu Pao Tongshu Primary School (Tianfu Campus)

Definition of Performance

From the point of view of management, performance is the result of organizational expectations, that is, the effective output at different levels to achieve particular goals. Performance includes individual performance and organizational performance.

Questionnaire Analysis

The author conducted a satisfaction survey of the current performance program from 176 teachers. 172 valid questionnaires were taken back with 2 questionnaires incomplete and 2 abstained. The following conclusions are drawn:

1. Understanding the Importance of Performance Appraisal

For the understanding of the importance of performance appraisal, 64.7% of the teachers

thought that it was necessary to carry out the performance appraisal, but 35.3% of them preferred average distribution of performance wage with slight difference. 57.3% of the teachers did not want to widen vast differences in performance wage between new teachers and senior teachers while 42.7% of the teachers wanted to widen the differences between ordinary teachers and excellent teachers.

2. Problems with the Current Performance System

While 48.6% of the teachers believed that there were problems with the current performance system, and the key performance appraisal indicators were not representative, 42.3% of the teachers thought the performance was reasonable.

3. Unreasonable Weight on Performance

The weight of performance appraisal was not reasonable. The teachers considered the ranking of performance indicators as teaching quality (27.1%), workload (21.4%), capacity (19.9%), teacher's ethics (19.1%) and others (12.5%).

4. What Teachers Pay Most Attention to in Performance Pay

For the most important indicators, 46.1% of the teachers care much to the openness and fairness of the implementation process of performance wage distribution, while 53.9% of them do not care much.

The Focal Problems Existing in The Current Management System

To solve the focal problems, the author took the theory of performance management as the tool: Maslow's Hierarchy of Needs, Skinner's Reinforcement Theory, Tournament Theory, as the basis. With the support of the above theories and through the questionnaire analysis and investigation, the focal problems existing in the current performance appraisal are as follows.

Mismatch between the Performance Management System And School Strategic Development

Performance appraisal is out of line with the school's strategic objectives. Teachers'

performance appraisal system should always be accordant with school's development and built upon the strategic goals of the school. At present, most schools in Chengdu only implement the performance appraisal guidelines issued by the Education Committee, but ignore the integration of the performance appraisal with the school's development goals and internal needs.

Lack of Communication in the Process of Performance Appraising

During the process of making performance appraisal rules, the initial plan is decided and revised by the temporary Teacher Congress which cannot represent all the teachers involved.

Unscientific Appraisal Indicators

Although some schools have carried out a very in-depth research on the four aspects of virtue, ability, attendance and student's performance, the assessment mode is mainly aimed at teachers' explicit work, such as workload and students' grades, but at the hidden work, such as moral education and psychological guidance for students. The evaluation gives great importance to students' scores but ignores teacher's efforts and teachers' personal situation. Too much attention are given to the assessment results but to the process, which causes teachers not to care about the performance process, such as teaching preparation and research activities. Too much emphasis on competition among peers could result in difficult cooperation between colleagues.

The Ideas and Steps of Building an Optimized Performance Management System

First, to establish a new and more scientific performance management system

The author chose the most suitable performance indicators, most of which were teachers' primary concerns, including teachers' morality, teachers' professional growth, the Party construction achievements, research ability, students' development and so on. These performance indicators were selected based on the national education reform policies, the school's five-year plan and the new core index system.

Second, to establish new incentives.

New performance appraisal system + humane management = the new outlook of primary school teachers

The author used different incentive methods for different teachers, such as senior teachers, young teachers and teachers employed by the school based on the quantitative indicators and non-quantitative indicators (special indicators). The author also made weight adjustment on aspects of promotion, leave, domestic training, learning opportunity in foreign countries and so on and recommended the principle of “work more get more” to inspire all the teachers to work in a spirit of activeness, dedication and determination.

Third, to enhance teachers’ enthusiasm in the performance appraisal

To enhance teachers’ enthusiasm in the performance appraisal, extensive publicity should be carried out to let teachers understand the purpose and the significance of school performance appraisal. In the meantime, Teachers Congress should be established to stimulate teachers to participate in school performance management.

Fourth, to establish a new performance appraisal model accordant with school’s strategic development

The author had established a department for innovation work to collect all the annual innovation work awards. In the meantime, the author set up individual application channels for individual project assessment.

Features and innovation of the performance management in Chengdu Pao

Tongshu Primary School (Tianfu Campus)

Treatment incentive. Activate the vitality of the school's internal competition.

Change the mind. School performance is to convey the core values of the school for a better future for students and teachers to create.

Honor Incentive. Give middle-aged and elderly teachers more respect. Cultivate mature teachers into famous teachers. Young teachers become qualified teachers, and then grow into outstanding young teachers.

Career promotion. The school set up the academic stage for teachers to express themselves. To increase the treatment of teachers by making more teachers famous teachers striving for supplementary allowances.

Emotional care. Children go to school. Family members seek medical treatment, the repast of staff and workers, the reporting and supervision system of the head chef, and the democratic supervision system of the staff and workers' congress.

Conclusion

In this paper, modern performance management is applied to improve and optimize the existing incentive mechanism of the school. The author build a scientific, efficient and operable management system for Pao Tongshu Primary School (Tianfu Campus) to increase the enthusiasm and sense of achievement of all the teachers.

References

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