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Influencing Factors and Countermeasures in the Performance Management of University Administrative Personnel: A Case Study of Guangxi Minzu Normal University

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Abstract

This research was aimed to 1) study the performance appraisal aspects factors on the performance management of administrators in Guangxi Minzu Normal University 2) to study lack of effective management mechanism factors on performance management of administrative managers in Guangxi Minzu Normal University. 3) study on the factors of administrators' own problems on the performance management of administrators in Guangxi Minzu Normal University. The samples were 211 administrative personnel which was obtained by purposive sampling. The instruments used in this study were utilized a combination of literature review and interviews with 138 questionnaires to assess the prevailing conditions. The study focused on three primary factors affecting performance management: performance evaluation, the absence of effective management mechanisms, and challenges associated with administrative personnel. The statistics used for data analyzing were percentage, means and standard deviation.

The results were as follows;

1. The performance appraisal aspects factors on the performance management of administrators in total was agreed at the average of 3.00 and standard deviation was 1.23. The highest mean was appraise whether the provisions of the document are strictly enforced and the lowest was lack of quantitative indicators for Administrative posts.

2. The lack of effective management mechanism factors on performance management of administrative managers in total was agreed at the average of 3.21 and standard deviation was 1.18. The highest mean was whether or not they are not valued and the lowest was whether the education level is low.

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3. The factors of administrators' own problems on the performance management of administrators in total was agreed at the average of 2.92 and standard deviation was 1.10.

Keywords: Influencing Factors, Performance Management, University Administrators.

Introduction

Higher education is regarded as an important part of China's education system, cultivating high-quality knowledge-based talents for national construction and development. For a long time, the State has attached great importance to higher education as an important foundation for economic and social development, and has introduced a number of policies and measures to promote the reform of higher education, and has made brilliant achievements. (Jiang Yiwei, 2006). The number of institutions of higher education, the number of enrolled students and the number of graduates have been growing continuously, the scale of institutions has gradually expanded, and their status in the national economy and social development has been increasingly elevated. However, the development of higher education and the management of institutions of higher education are affected by various factors, and there are many problems restricting the development, which to a certain extent show the phenomena of emphasizing teaching and neglecting management, emphasizing students and neglecting teachers, and emphasizing form and neglecting substance, etc. The first and foremost goal of institutions of higher education is to promote the development of higher education. (Fang Zhenbang and Liu Qi, 2019). The primary goal of institutions of higher learning is to improve student performance and teaching quality level, thus paying great attention to the management and evaluation of the process and quality of teacher training, but neglected the management of another important force of colleges and universities, that is, the management of the administrative staff. Management is the fundamental existence of the organization, and at the same time determines whether the organization can operate efficiently and whether the purpose of the organization can be achieved. Neglecting the management of administrative managers has led to the frequent occurrence of unmotivated administrative managers, poor performance, low efficiency and staff complaining in colleges and universities, which directly affect the development of colleges and universities.(Ma Weijie’ss, 2015)

Research's objective

1. To Study the performance appraisal aspects factors on the performance management of administrators in Guangxi Minzu Normal University .

2. To Study lack of effective management mechanism factors on performance management of administrative managers in Guangxi Minzu Normal University.

3. To Study on the factors of administrators' own problems on the performance management of administrators in Guangxi Minzu Normal University.

Hypothesis

1. The performance appraisal aspects factors on the performance management of administrators is being agreed.

2. The lack of effective management mechanism factors on performance management of administrative managers is being agreed.

3. The factors of administrators' own problems on the performance management is being agreed.

Methodology

1. Research method

This study is mixed method research. Which based on literature review method, interview method and focuses on the research through questionnaire method.

2. Population and sample

The scope of this study is a total of 211 administrative managers in Guangxi Nation Teachers College, which was obtained by purposive sampling.

3. Research instruments

After the questionnaire design is completed, the validity and reliability of the questionnaire needs to be tested, which in turn determines the scientific validity of the questionnaire.

(1) Reliability test

The reliability test is mainly used to test the stability of the results of the researched event to see the reliability of the event. At this stage, scholars at home and abroad use Cronbach's coefficient to represent the reliability coefficient, when the Cronbach's coefficient is larger, it means that the reliability value of the research event is higher. Generally speaking, when the Cronbach coefficient is greater than 0.8, it means that the designed research questionnaire is more reliable; when the Cronbach coefficient is greater than 0.7, it means that the designed research questionnaire is acceptable; and when the Cronbach coefficient is lower than 0.6, it means that the

designed research questionnaire is unacceptable, and it needs to be readjusted and modified. Among them, the statistics about the reliability test of this questionnaire are shown in Table 3-1 below.

As can be seen from Table 3-1, the total reliability coefficient of the performance management survey about the administrators of Guangxi Nation Teachers College is 0.815, and under the condition of deleting any index, the reliability coefficient is in the range of 0.827-0.881, which will not affect the reliability coefficient of the whole questionnaire. Based on this, it can be judged that each question in the questionnaire designed in this paper has high reliability and stability.

(2) Validity tests

This study uses the test of structural validity, the results of validity analysis mainly look at the KMO value and P value, if KM0>0.7,it means that the questionnaire is designed to have a -certain linkage between the independent variables, the questionnaire is valid; P<0.001 means that the questionnaire is in line with doing factor analysis. Excluding the first part of the basic information variable information, the overall validity of the questionnaire KMO value is 0.867, which indicates that the validity of the questionnaire is also good, and the questionnaire topics have a certain connection.

Research results

This chapter shows the data analysis and findings of 138 respondents. The purpose of this study is the influence of three factors, namely performance appraisal, effective management mechanism and administrators' own problems, on the performance management of administrators in Guangxi Nation Teachers College.

1. Statistics on respondents' basic personal information.

The results of this part of the study present the basic personal information of the respondents including gender, age, position, and years in school. The statistical techniques used for counting the data were percentages and frequency counts. The results are shown in Table 1-2 as follows.

Table 1: Statistics on respondents' basic personal information.

Information category	Frequency	Percentage
Gender		
Male	63	45.65%
Females	75	54.35%

Table 1: Cons.

Information category	Frequency	Percentage
Education		
Junior college education	2	1.45%
Bachelor degree	46	33.33%
Master's degree	92	65.22%
Doctoral degree	0	0.00%
Title		
No professional title	15	10.87%
Primary title	29	21.01%
Intermediate title	74	53.62%
Senior professional title	20	14.49%
Age		
Under 30 years old	21	15.22%
31-40 years old	56	40.58%
41-50 years old	43	31.16%
51-60 years old	18	13.04%
Job level		
Department level	3	2.17%
Rank of section chief	29	21.01%
Administrative rank of section or department	38	27.54%
Below the department level	68	49.28%
Years of work in school		
Less than 1 year	5	3.62%
1-5 years	35	25.36%
5-10 years	59	42.75%
Over 10 years	39	28.26%

From the table, we know that the majority of female respondents in our school are concentrated in the age group of 31-50 years old, and the administrative positions are at the section level and below.

Table 2: Performance appraisal aspects.

Questions	Mean	Std. Deviation	Interpretation
1. Unclear assessment objectives	3.05	1.40	Agree
2. Assessment as a formality	2.78	1.28	Agree
3. Lack of quantitative indicators for administrative posts	2.62	1.31	Agree
4. Whether the assessment is fair and impartial	2.87	1.16	Agree
5. Appraise whether the provisions of the document are strictly enforced	3.59	1.23	Agree
6. Whether the assessment is graded and hierarchical	2.97	1.05	Agree
7. Is there a lack of individualized indicator design	3.15	1.15	Agree
Total	**3.00**	**1.23**	**Agree**

According to the respondents' data, the performance appraisal aspect is what affects the performance management of the administrators.

Table 3: Lack of effective regulatory mechanisms.

Questions	Mean	Std. Deviation	Interpretation
1.Whether there is a lack of effective competition mechanisms	2.97	1.23	Agree
2. Whether there is a lack of effective oversight mechanisms	3.59	1.15	Agree
3. Absence of a liability management system	3.22	1.16	Agree
4. Whether a performance appraisal indicator system is in place	3.06	1.19	Agree
Total	**3.21**	**1.18**	**Agree**

According to the respondents' data, the lack of a school-based management mechanism is also a factor that affects the performance management of administrators.

Table 4: Administrators' own problems.

Questions	Mean	Std. Deviation	Interpretation
1. Is there a lack of self-awareness	2.77	1.05	Agree
2.Whether the education level is low	2.73	1.15	Agree
3. Whether management capacity is lacking	2.97	1.17	Agree
4.Lack of training opportunities	2.94	1.04	Agree
5. Whether or not they are not valued	3.18	1.11	Agree
Total	**2.92**	**1.10**	**Agree**

According to the respondents' data, the administrators' own problems are also affecting the administrators' performance management.

Table 5: Analysis of the effect of independent variables on dependent variables

Psychological	B	Beta	T	Sig	Intr.
Performance appraisal aspects	0.047	0.064	1.217	0. 022*	Accepted
Lack of effective regulatory mechanisms	0.096	0.012	2.127	0.034*	Accepted
Administrators' own problems	0.027	0.032	5.036	0.000*	Accepted

Adjusted R-square = 0.521, F = 65.273, *P≤ 0.05

On tables 6 it was showed that the effect of independent variables on dependent variables, the most value was the performance appraisal aspect (Beta=0.064, Sig=0.022), the second was administrators' own problems (Beta=0. 032, Sig=0.000), are statistically significant at the0.05 level and the least was lack of effective management mechanism (Beta=0.012, Sig=0. 034), and The results of the hypothesis testing are summarized in Tables 6

Tables 6: show that performance appraisal aspect.

Hypothesis testing	Result
Performance appraisal aspects	
1. Unclear assessment objectives	Effect
2. Assessment as a formality	Effect
3. Lack of quantitative indicators for administrative posts	Effect
4. Whether the assessment is fair and impartial	Effect
5. Appraise whether the provisions of the document are strictly enforced	Effect
6. Whether the assessment is graded and hierarchical	Effect
7. Is there a lack of individualized indicator design	Effect
Lack of effective regulatory mechanisms	
1. Whether there is a lack of effective competition mechanisms	Effect
2. Whether there is a lack of effective oversight mechanisms	Effect
3. Absence of a liability management system	Effect
4. Whether a performance appraisal indicator system is in place	Effect
Administrators' own problems	
1. Is there a lack of self-awareness	Effect
2. Whether the education level is low	Effect
3. Whether management capacity is lacking	Effect
4. Lack of training opportunities	Effect
5. Whether or not they are not valued	Effect

According to Tables 6, it is known that the above three factors influence the performance of administrators in Guangxi Minzu Normal University.

Discussion and conclusions

Performance appraisal objectives are not clear. For a long time, the assessment of college and university managers of all ranks usually refer to the moral, ability, diligence, performance, integrity comprehensive indicators, Guangxi Minzu Normal University is no exception, and its mostly generalized language expression, vague, general, lack of indicators that can be used for comparative consideration. Colleges and universities have different functional responsibilities of each functional department, and their respective service objects are also different, and a single assessment content cannot cover the scope of their business. When the subject of assessment and evaluation cannot make an objective judgment on the content of a single assessment, it is often based on personal subjective impression or the proximity

of the subject to be assessed to carry out the evaluation, which is difficult to reflect the real gap between the performance.

From the performance appraisal of Guangxi Normal University for Nationalities, due to the lack of participation of stakeholders in the formulation stage of performance objectives and plans, the design of performance indicators is hollow and general, low degree of quantification, lack of operability, and the performance evaluation is too much focused on the process and inputs and ignores the results, which results in the implementation of the performance evaluation process is a mere formality and is not really carried out. Only at the end of each year by the personnel department issued a performance appraisal notice, each department according to the document to implement, but the assessment process, assessment members and the appraised personnel participation is very low, we are just routine, hastily, the assessment is a formality, the same as the studied of Lin Xingi, 2011, Deng Zijuan and LiXiaoyan, 2017.

The administrative management of colleges and universities is similar to that of the government, with the same problem of lack of sufficient competitiveness, which is mainly manifested in the problem of how to unify the management of public affairs in schools. Colleges and universities break down the overall objectives of the school to various administrative departments, and each specific administrative department breaks down the objectives and responsibilities given by the school to specific departments and individuals, and generally speaking, the leaders of colleges and universities have leadership responsibilities at the level of the whole school. The head of the department is responsible for the behavior of the department's duties. In fact, at present, our universities still have a Competition is a way of screening and selecting personnel; it is a contest of ability and intelligence, which eliminates the mediocre and incompetent and enables those who are capable to stand out. Fierce competition is the biggest driving force for enterprises to improve efficiency and compress costs. The monopoly of administrative management in colleges and universities is even far more than those monopolized industries and enterprises. In Guangxi Minzu Normal University, in order to improve the quality of teaching and scientific research, a series of reform measures such as competition and incentive mechanism are being implemented in teaching and scientific research positions, but there is a lack of specific competition and elimination mechanism for administrative management. The lack of external competition in the work of administrative managers prevents them from forming an internal motivation to pursue self-improvement, which may ultimately lead to difficulties in determining the evaluation standards and requirements. As the main body of management in schools, administrators directly hold the power to formulate policies, and for human nature and psychological considerations, it is obvious that

there is a lack of intrinsic motivation to require them to formulate strict and scientific performance management policies to discipline themselves.

The performance management monitoring mechanism is designed to urge managers at all levels to conscientiously fulfill their job responsibilities in performance appraisal. Effective promotion of performance appraisal. If analyzed in terms of the self-interest of administrative managers, performance management can easily be regarded as mere supervision and appraisal of the daily work of administrative managers, a form of management based on dissatisfaction with their working conditions. As far as performance management is concerned, a reasonable supervision system can show whether the performance management mechanism is legal and reasonable; it can find the gap between the appraisal method and the purpose of performance appraisal, and find a new method to improve it; and it can find the performance appraisal problems caused by the poor implementation, lack of information, and imperfect program. The lack of supervision system in the performance management process is an important reason for the irregularity of the performance management process of the administrators of Guangxi Nation Teachers College. The lack of supervision mechanism makes the performance appraisal of administrative managers in Guangxi Minzu Normal University a mere formality, the same as Wang Honing, 2017 and Ying Yao and Wang Yuping , 2017. The special nature of the occupation of administrative managers in Guangxi Nation Teachers College makes the mobility of administrative managers unstable, so a complex internal interpersonal network has been formed in the long-term development process, which hinders the organization and implementation of performance management.

Recommendation

According to this study, combining the above three factors, in order to better performance management of administrative managers of Guangxi Nationalities Teachers College, the following suggestions are given.

1. Separation of positions and clarification of job responsibilities.

Performance appraisal is a means rather than an end in human resource management, so the essence of performance appraisal is not in the appraisal but in the management, in order to better performance management, so that performance appraisal work in a successful and orderly manner, it is necessary to analyze the work of the administrative staff of the job duties, their work to be defined and explained, so that the two sides of the appraisal of the work objectives, requirements and responsibilities of the formation of the same. Thus realizing the scientific, advanced, democratic and reasonable nature of the assessment, but also to make the

performance appraisal in practice, to play its due role. To make a specific description of the job duties, assessment indicators, qualifications, etc. of each position, to ensure the scientific and objective nature of the job description, so that it really becomes the basis for performance appraisal.

2. Improvement of monitoring mechanisms.

In order to ensure that the performance appraisal work is fair, just and orderly, the whole process of evaluation should be subject to supervision, and relevant institutional safeguard mechanisms should be set up. First of all, the establishment of the supervisory body, strengthen the management supervision. Guangxi Minzu Normal University should build a strong appraisal and supervision mechanism for performance appraisal, set up organization, personnel, discipline inspection, supervision and other relevant departments jointly composed of the supervision working group to strengthen the whole process of supervision of the appraisal process, the work of the push Problems exposed in the progress process are dealt with in a timely manner to ensure that the appraisal process is fair and impartial, and the appraisal results are scientific, true and reasonable, so as to ensure that the interests of the employees are not infringed upon.

Secondly, strengthen the daily management and supervision. Collecting daily work-related information makes it easy to grasp the daily performance of employees at any time, providing a factual basis for future performance appraisals and performance improvement, and providing strong support for the effective implementation of performance management. Daily supervision is not measured in days and months, but throughout the entire performance implementation process. If you don't pay attention to the records of daily work, there will be no factual basis for performance appraisal in the performance management cycle. Strengthening day-to-day management and supervision is conducive to the relevant departments' ability to keep abreast of the progress of their managers' performance, which facilitates the search for timely corrective and responsive measures.

Recommendations

Comparative Analysis Across Institutions:

Conduct a comparative study across multiple higher education institutions to analyze the effectiveness of performance management strategies. This could involve institutions with varying sizes, academic focuses, and cultural contexts to identify best practices and potential challenges.

Longitudinal Study on Performance Management Impact:

Undertake a longitudinal study to assess the long-term impact of performance management initiatives on the sustainable development of universities. Track changes in key performance indicators, organizational culture, and talent development over an extended period to gauge the effectiveness of implemented strategies.

Qualitative Analysis of "People-Oriented" Management:

1. Dive deeper into the concept of "people-oriented" management by conducting qualitative research. Explore the perceptions and experiences of administrators, faculty, and staff to understand how this approach influences organizational dynamics, job satisfaction, and overall well-being.

Implementation of Innovative Incentive Structures:

2. Investigate innovative incentive structures for college administrators. This could include exploring non-traditional approaches such as flexible work arrangements, professional development opportunities, and recognition programs to enhance motivation and job performance.

Cross-Cultural Analysis of Management Practices:

3. Explore the cultural dimensions of management practices in higher education. Compare how "people-oriented" management concepts are interpreted and implemented in different cultural contexts, providing insights into culturally sensitive strategies for effective performance management.

Impact of Technology on Performance Management:

4. Investigate the role of technology in enhancing performance management in higher education. Assess the impact of digital tools, data analytics, and performance measurement systems on administrative efficiency, decision-making, and overall organizational performance.

Stakeholder Engagement and Collaboration:

5. Examine the role of stakeholder engagement and collaboration in performance management. Investigate how involving various stakeholders, including students, alumni, and industry partners, in the decision-making process contributes to a more comprehensive and effective approach to university management.

Exploration of Employee Development Programs:

6. Focus on the development of tailored employee development programs for administrators. Investigate the effectiveness of specific training, mentorship, and leadership programs in enhancing the skills and capabilities of administrators, ultimately contributing to the overall success of the institution.

Analysis of Challenges in Performance Management Implementation:

7. Identify and analyze the challenges faced during the implementation of performance management initiatives. Explore potential barriers, resistance to change, and organizational dynamics that may affect the successful execution of these strategies, providing insights for overcoming obstacles.

Study on Sustainable Talent Development:

8. Investigate the correlation between effective performance management and sustainable talent development. Assess how well-designed performance management systems contribute to the continuous growth and development of faculty and staff, aligning with the long-term goals of the university.

These suggestions aim to explore different facets of performance management in higher education institutions, providing opportunities for in-depth research and contributing valuable insights to the field.

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