

Study on the Practice and Problems of Performance Pay in Chinese Universities

-- Take a University in Tianjin as an Example

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Abstract. The implementation subject of performance pay consists of three levels: school, college and individual teacher. The research finds that the construction path of performance pay has some problems, such as complexity in control, extensiveness in connection and lag in incentive, due to the diversity of the subject's demands. Through the empirical study on the practice of performance pay in a university in Tianjin, this paper tries to put forward some suggestions for optimization and adjustment, so as to improve the efficiency of university governance.

Keywords: Performance pay; Chinese universities; Modernization of university governance system.

1. Introduction

On the micro level, merit pay is the main economic means for teachers to obtain living materials, and on the medium level, it is the main incentive means for colleges and universities to realize the orientation of "craftsman teacher". It is one of the main ways to promote the modernization of the governance system and governance capacity of colleges and universities. On the macro level, it is of great significance for promoting common prosperity and promoting the development of education. In the practice process, performance pay involves teaching, scientific research, administration and other aspects of the work, the system is huge, extensive, concentrated rights and interests, complicated procedures, is the focus of everyone's attention, attention and focus. It is necessary to sort out its system, condense the experience gained from practice, analyze the subjects and paths involved in the implementation process, summarize the problems, and discriminate the direction of future improvement.

2. the Implementation of the Subject Analysis

2.1 School-level subjects and targets to be achieved

School is a collection of individuals and school-running space. The school-level subject here refers to people or units except teaching and research units, namely second-level colleges. Although functional departments are also second-level units, they are not included in the school-level subject for explanation, but are uniformly placed in the school-level subject.

On the one hand, the main body of the school level should bear the main responsibility of running the school. The main performance is to realize the reform goals of "limiting high salary, stabilizing medium and supporting low salary", "more work, more reward for superior performance", formulate, improve and timely adjust salary policies according to national requirements, organize the management, assessment and distribution of performance-related pay, determine the plan of performance-related pay, and assume the function of paying social security and provident fund. To control the total amount of performance pay and the quota of sub-projects, determine the basic salary items such as post salary and salary scale salary, calculate and report the income of all teachers, manage the personnel files of teachers, determine the introduction, training and promotion plans of teachers, and organize the verification and comparison of financial support, social security and the establishment of the roster. At the same time, the school level subject can assign the target task to the college level subject, and turn the school development goal into the task of the college level subject.

On the other hand, the college level subject and the teacher level subject can feedback the needs to the school level subject. Subjects at the school level can reflect the amount of tasks and allocations of the department in the performance distribution coordination meeting, so as to maximize the benefits of the department. They can also feedback the problems of the department in attendance, maternity leave, industrial injury and other specific items related to wages at any time in the daily communication with functional departments. If the subject of teachers' personal level encounters problems such as unfair assessment and non-disclosure of information, they can also directly report the problems to the subject of school level. The discipline inspection team, the school inspection office and the Personnel Department can directly accept the appeals of teachers themselves.

2.2 The subject of college level and the target to be achieved

College is a collection of individuals, majors and school-running space. The subject of college level here refers to a relatively independent teaching unit, which can undertake teaching and student management tasks by itself, as well as scientific research tasks of several similar majors. In a university in Tianjin, due to its moderate size, the leading group of the college is usually composed of the secretary, the dean, one dean in charge of teaching and research, and one deputy secretary in charge of student affairs. There are five members in total. One director of the office, one or two school secretary, scientific research secretary, teaching secretary each one, because of the small number of people, part of the party and administrative work or dispatch system personnel; All the teachers are compound teaching and research, and there are no full-time researchers.

On the one hand, the college level body should achieve the tasks assigned by the school level body. It is mainly reflected in the following aspects: drawing up the teaching syllabus for the course of the major, planning the development of the professional discipline, carrying out teaching tasks, completing the scientific research targets, and completing the activities of the trade union and the Party and the masses. All these work should be reflected in the performance pay project. There are twenty or thirty functional teaching and auxiliary departments in the school, and only a few party and group administrative personnel at section level and below are uploaded and issued. All kinds of task indicators should be implemented to the college.

On the other hand, the subject of college level takes the task to the teacher's personal level. There are more than 100 students in the larger college and 50 or 60 students in the smaller one. Only when all kinds of indicators are applied to everyone can they be achieved vertically to the end. Group activities, only the active participation of college teachers, in order to win honors. The conflict between the college and individual teachers is the most obvious, and the interests are the most direct, realistic and intractable.

2.3 The subject of the teacher's personal level and the target to be achieved

Although teachers are all natural persons, they have different roles and different positions in the distribution of performance pay. From the personnel category, can be divided into business, dispatch system. In terms of post categories, teachers can be divided into three categories: technical, management and engineering, among which technical can be divided into theoretical teachers and experimental and practical training teachers. The different categories of personnel and posts mean that teachers should be paid according to their work, which varies according to their posts.

On the one hand, merit pay is the main means for teachers to realize their own value. The remuneration obtained from labor enables teachers to meet their own needs for survival and living. At the same time, the profession of teacher also provides a relatively stable social status, a collective social occasion, and a relatively firm way of life and corresponding habits. In order to obtain these, teachers have to complete various tasks assigned by the college, pursue the promotion of titles or positions, and pay their own hard work for various indicators.

On the other hand, the individual subject of teachers has the right to choose the subject of college level or school level. When merit pay seems unfair to individual teachers or fails to meet their needs, individuals may choose to move to similar colleges or other schools, or even leave the education

industry. With the implementation and improvement of the old-age insurance system of government institutions and public institutions, cross-regional job-hopping of teachers is on the rise. Most of the teachers are going to the newly established universities in the south, and the phenomenon of "peacock flying southeast" is obvious. This is undoubtedly a setback to the realization of the teaching and research goals of the colleges and schools.

3. Construction of Implementation Path

Performance pay is the interaction between the three implementation subjects vertically, and the determination, allocation, statistics and verification of each task item horizontally. This is the construction process of the implementation path.

3.1 Basic composition of wages

Table 1 Basic Structure of Salary

Project	Content of Presentation
Basic Salary	It is divided into post salary and salary scale salary, which mainly reflects post category, grade and seniority. It is determined by the national standard and corresponds to the professional title and position level one by one.
Reserve Allowance	City unified provisions, mainly by price subsidies, Hui subsidies, central heating subsidies, communications subsidies and other fixed items.
Basic Performance	Mainly reflects the completion of the basic job responsibilities
Reward Performance	Mainly reflects the work actual contribution and key incentive

As can be seen from Table 1, basic salary and retention allowance are in a relatively stable state. After personal growth experience and professional title are determined, the two items are basically solidified and the change rule is simple and clear, which is determined by the attributes of public institutions. Basic performance and reward performance are the main research contents of performance pay implementation path construction.

3.2 Project determination, allocation, statistics and verification

Based on the five functions of colleges and universities and the characteristics of specific colleges and universities, the change of key tasks in the current year, the determination of performance-based pay projects is basically stable, with slight adjustment characteristics, striving to realize the "people" and "things" are appropriate, and the matching of responsibility and pay, and striving to ensure that all the tasks assigned by schools are done by people; All the people doing the work, as much as possible get the right incentives.

The determination and proportion of performance-related pay project are the result of the game between different functional directions of the school, which reflects the development and incentive direction of the school, reflects the care of the organization, creates an atmosphere of wanting to do something, being able to do something and getting things done, and stimulates the enthusiasm and passion of planning and starting businesses.

Generally speaking, there are mainly the following aspects of the project.

3.2.1 Teaching workload

Teaching is the most important means to realize the fundamental task of cultivating virtues and talents. From the level, there are undergraduate teaching, postgraduate teaching; From the aspect of curriculum type, there are theory teaching, experiment teaching, practical teaching and other practical links teaching; In addition, there are professional construction, curriculum construction, teacher team

construction, student competition, teaching platform construction, examination and other various tasks.

Table 2 Composition Structure of Teaching Workload

Project	Classification	Method of Calculation
Undergraduate Teaching	General Courses	Number of planned class hours × number of classes × combined class coefficient × course coefficient
	Practical Training Teaching	Number of planned weeks x number of classes x number of instructors per class x constant
	Teaching by Experiment	Number of planned weeks × number of shifts × experimental coefficient
	Other Practical Links	Number of planned weeks x number of shifts x practice factor
	The Test	Number of classes taking the test x test coefficient
Postgraduate Teaching	Teaching in Theory	Planned number of class hours × combined class and major direction coefficient
	Practical Training Teaching	Reference Undergraduate
	Graduate Student Supervision	Master's coefficient × number of masters + doctor's coefficient × number of doctors
	The Test	Number of classes x test coefficient
International Students Teaching	Refer Undergraduate/Graduate	Refer to Undergraduate /Graduate students
Construction of Teaching	Construction of Specialty	Reference difficulty, level, set different coefficients and constants respectively
	Construction of Curriculum	
	Construction of Teaching Staff	
	Training of Special Talents	
	Organizing Competition	
	Evaluation of Teaching Process Quality	
Construction of Platform	Design the Needed Project	According to the common work to calculate quantitative standards and formulas

Table 2 shows the structure of teaching workload. Due to the length, all items are not listed in detail. It can be seen that vocational and technical normal colleges, limited by the nature of running schools, have added practical training links to the teaching links compared with ordinary universities. The setting of the project is based on the needs of the work task. When the formula and coefficient are determined, the workload of undertaking a certain work task can be calculated and quantified.

The statistics and verification of teaching workload involve the subject of school level, college level and teacher individual level. Among the subjects at the school level, the Academic Affairs Office, the Graduate Office and the School of International Exchange assign, calculate and verify the teaching workload on behalf of the school. Among the subjects at the school level, the deputy deans in charge of teaching and research are responsible for the undergraduate and graduate work

respectively, and the teaching and research secretaries and the school office also work hard. The development, design, declaration, inspection, supervision and evaluation of teaching activities are carried out jointly. Due to the large teaching workload, wide range of involved areas and diverse and complex algorithms, the rigorous and serious work attitude of the main body at the school level is required. The subject of teacher's personal level is the natural subject of teaching activities. Teaching and learning, teachers and students, are the two most direct aspects of teaching activities. The level of teachers affects the quality of students' education. In the framework of performance pay, the difficulty of quantity calculation and statistics is relatively low, while the difficulty of quality assessment is relatively high. In the practice process, the corresponding constant coefficient can be designed according to the title and other conditions, and multiplied by the workload, the salary number of performance pay can be obtained.

3.2.2 Research and teaching workload

Research, teaching and research is a large proportion of performance pay sector. Scientific research activities include academic papers, academic monographs, horizontal research projects, vertical research projects, patents or software Copyrights, consulting research reports, academic conferences, etc. Teaching and research activities include teaching achievements, teaching and research projects, textbook construction, guiding contests and awards. The calculation method is to set the coefficient according to the level, multiply by the corresponding quantity, you can calculate the workload of performance pay. It should be pointed out that the workload of scientific research and teaching research includes both result statistics and verification and process statistics and verification. For example, a paper is a statistic of results and cannot be accounted for in performance without publication; Research, teaching and research projects can be either process statistics or result statistics. Performance can be set separately during project initiation, interim period and project closing, or one-time performance can be included in project closing. The result statistics bring about the lag of performance pay, which is an obvious contradiction in the staff on the verge of retirement. There is a problem that teachers retire and receive social security benefits, but the performance pay has not been fully paid.

Broadly speaking, discipline construction and research platform construction can also be included in this part. Discipline construction and research platform construction are based on the level and direction, and the performance is allocated according to the process and personnel contribution.

The relationship between the three subjects is similar to the teaching workload. At the university level, the main body is the Scientific Research Office and the discipline office, who plan the tasks of scientific research and discipline construction. At the college level, the deputy dean and secretary of scientific research are responsible for uploading and distributing the tasks to individual faculty members. The individual level of teachers undertakes the specific work of scientific research and teaching, and obtains the results of the distribution of performance pay.

3.2.3 Education and administrative work

In addition to teaching and research, there are class management, entrepreneurial activities, party building, publicity, labor unions, security and stability and temporary assigned work. Such matters are a complex and dense part of the school's work. It affects the school atmosphere, education results. How to quantify this part of work in performance-related pay tests the level of managers. Excessive rewards occupy the overall share of performance and lower the total amount of teaching and research. Less reward, can not achieve the expected effect, easy to lead to some "things" no "people" to do, against the original intention of performance pay.

In the construction of the implementation path of performance pay, it is necessary to establish, allocate, count and verify various projects at the school level, which is conducive to clear the boundary and clear order. In the college level of the main body, all kinds of projects are eventually combined together, will set up a basic workload, only to achieve this basic workload, to get the basic performance, beyond the workload, participate in the distribution of reward performance. In the individual level of teachers, while ensuring the main tasks of teaching and research, active

participation in the activities required by the school and college can also obtain corresponding performance, which arouses the enthusiasm of teachers.

4. The Implementation of Problems and Optimization Direction

Performance pay is a quantitative number, the implementation path of the construction of the project has a quantitative part and qualitative part, the comparison and balance between different projects, easy to breed problems and contradictions. At the same time, the total amount and workload, as well as the internal relative proportion, have complexity in control; The rewards and punishments are linked with multiple factors and are extensive. The main body of the three levels is complicated and there is a lag in the incentive. This paper summarizes the problems found in the research and tries to give some optimization directions.

4.1 Complexity control

The contradiction between the amount and the amount of work. The goal of merit pay is to work more for more, get more for "performance", and get more for "performance". However, the total amount of merit pay and the per capita level of merit pay are guided by the Education Commission, Human Resources and Social Security Bureau and the Finance Bureau. The funds mainly come from the finance and are allocated according to the per student allocation. Workload, is the sum of the teacher's individual labor. If teachers are diligent and productive, have more classes and do more scientific research, the absolute value of workload will increase, but the total amount of performance pay is relatively fixed, and the unit value of each workload will decrease. For example, if the total amount of performance allocated is 10,000, in year A, the total workload of teachers will be 500 performance points and the individual workload of teachers will be 20 performance points. At that time, it was 20 yuan per performance score, and the teacher received 400 yuan. In Year B, the total workload of teachers is 1000 performance points, and the individual workload of teachers is 30 performance points. In that year, 10 yuan is paid for each performance point, and the individual teacher gains 300 yuan. The workload increases, but the personal income does not.

The conflict between underlying performance and reward performance. When the total amount of performance pay is relatively fixed, the proportion of basic performance and reward performance is also a focus contradiction. Basic performance corresponds to basic workload. Due to lag, advance allocation is generally adopted. Reward performance, corresponding to excess workload, generally at the end of the year one-time accounting payment. If the proportion of basic performance is too high, then the proportion of advance allocation is high, and the teachers who overwork at the end of the year will have no "money" to award; If the proportion of basic performance is too low, the monthly take-home salary is low, the guarantee effect cannot be achieved, and the enthusiasm of teachers in daily work will be reduced.

Optimization suggestion: The total amount of performance pay is subject to policy guidance, but the self-funded part rewards performance, and there is still room to increase. It is suggested to loosen the control over the performance of self-raised funds and increase the efforts to generate income in compliance. In vocational and technical normal colleges, practical training outside the school can be increased to expand the financial resources, and teachers' income can be increased on the premise that the quality of talent training is not reduced.

4.2 Extensiveness connection

The goal of merit pay is to work harder and get more, but does less work mean less? No pains, no gains? Wrong work should be punished? How to strike a balance between fairness and efficiency? The definition of "more", "less", "right" and "wrong" is relatively easy, but as a public institution, how to reflect the care of the organization? How will the basic guarantees be met? The size of the assessment is difficult to determine, "core" quasi - "core" real, easy to say. For example, Teacher A was hospitalized for two months due to illness and had no teaching activities, resulting in incomplete

teaching workload. Teacher B took over the work of teacher A during the sick leave and over fulfilled the teaching workload. Teacher A deducted the reward performance, and Teacher B got the excess reward performance. However, if teacher A falls ill and is hospitalized during the course scheduling period, the college does not arrange classes for teacher A in this semester due to the unpredictability of the recovery. As a result, teacher A is sick for two months, but loses half a year's work.

Optimization suggestion: Compacting the assessment responsibility of the main body at the college level. Subjects at the college level have direct contact with subjects at the personal level of teachers. When dealing with unusual conditions such as sick leave, maternity leave, bereavement leave, marriage leave, family leave, official business trip abroad, industrial injury, administrative detention, criminal detention and waiting for judgment, they should not only consider the restrictions of superior policies and regulations, but also consider the actual situation. "Things" are special things, but "people" are ordinary people. People's needs to be understood, cared for and respected are consistent, salaries can be quantified, and people need warmth. We should have the courage to supervise and enforce discipline, but also the temperature of a big family. Material incentives are one thing, and spiritual incentives should also be in place.

4.3 Lag motivation

Performance pay is results-oriented, even if the reward of joining the process, it is also a "process" with stage results. In terms of procedures, the formulation and modification of performance-related pay need to go through departmental discussion, teaching congress, joint meeting between the Party and the government, publicity, and filing by relevant functional departments. From the perspective of statistical process, it is necessary to compare and communicate with each other at the teacher level, the college level and the school level. The above three factors lead to the time lag between teachers' labor and their income. The lag range can be as little as one or two months, or as much as one year or even several years. This kind of time lag leads to the incentive effect of performance pay is greatly reduced. For example, if a migrant worker moves bricks one day, he will get 300 yuan. The next day, he will move bricks again, because he knows that he will get 300 yuan by moving bricks. A teacher participated in the extracurricular laboratory open project and guided students to participate in the competition, but did not win the prize. He may have spent a lot of time and labor, but the final salary is not matched with it, which leads him to be more inclined to do some "short and quick" work, in order to ensure the maximization of his own interests, everything depends on "points", everything depends on "money".

Optimization suggestion: The setting of incentive projects should combine long-term goals and short-term goals, team contribution and individual contribution, and quantitative and qualitative combination. For the non-quantitative assessment, peer review, cross-evaluation, honorary title and other methods can be adopted. Honest people who contribute silently, often suffer losses, and take the initiative to bear the burden can be included in the performance evaluation, which can be set up separately in the performance-related pay method, and one-time separate rewards can be given and redeemed timely to make up for the lack of incentive caused by the lag.

5. Summary

In a word, performance pay in vocational and technical normal colleges has some problems, such as complexity in control, extensivity in connection and lag in incentive, which can be optimized in terms of increasing income generation, reflecting humanistic care in project setting and combining near and far goals. In the future, educational administrators should further condense the practical experience of performance pay and promote the governance function of performance pay to play a greater role.

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