

DEVELOPING STRATEGIC MANAGEMENT GUIDELINES OF CAREER PROMOTION FOR TEACHERS IN ETHNIC GROUPS OF ABA TEACHERS UNIVERSITY

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Abstract

The objectives of this research were: 1) To investigate the Need for Strategic Management Guidelines for Career Promotion for Teachers in Ethnic Groups, and 2) To develop Strategic Management for Career Promotion for Teachers in Ethnic Groups. In this study, Aba Teachers University was used as a case study. The population in this study was 494 teachers. For the investigation of the need, the sample groups were 233 teachers who were teaching at the Aba in Sichuan Province teachers in Aba Teachers University. The sample groups were obtained through a simple random sampling technique. For the investigation of the needs, questionnaires were employed. The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, mean, and standard deviation. The Likert rating scales were also used to rate the degree or level of the needs. The findings from this research indicated that: 1) the needs for strategic Management guidelines for the Promotion of Teaching Careers for Teachers in Ethnic Groups were rated at the “Highest” level, and 2) The constructed strategic Management guidelines for the Promotion of Teaching Career for Teachers in Ethnic Group composed of 5 units; namely, 1) Introduction to professional development and promotion of teachers in ethnic group areas of China, 2) Current situation and problems of professional development and promotion of teachers in ethnic group areas of China, 3) The characteristics, environment and behavior of teachers' career development and promotion in ethnic group areas of China, 4) Effective measures and guidelines for professional development and promotion of teachers in ethnic group areas of China; and 5) Implementation of development measures and feedback mechanisms. All five units were evaluated on the correctness and suitability of the contents in terms of IOC by the 3 specialists.

Keywords: Strategic Management Guidelines, Promotion of Teaching Career, Ethnic Group

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Introduction

In the long-term plan of the century, education is regarded as fundamental, and the core of the education plan is the teacher as the cornerstone. Teachers carry the historical responsibilities of spreading knowledge, transmitting thoughts, and spreading truth. They shoulder important missions of shaping the soul, shaping life, and creating individuals (Xie, 2022, pp. 139-141). The development and expansion of national education cannot be separated from the growth and development of teachers. Exploring the professional development of teachers, promoting the health of teachers' career health and benign development are of great significance to the construction of high-level teachers and the construction of a strong state of education. The transformation of local universities has brought new challenges to the career development of college teachers. In the process of rapid development of higher education. in China, there are various problems such as homogeneity, modularization, and dislocation of different levels of universities, lack of school characteristics, inaccurate school positioning, and other issues such as different levels of universities. Professional development initiatives are structured endeavors to foster alterations in the teaching methodologies employed by educators, in their perspectives and convictions, and in students' academic achievements (Guskey, 2002, pp, 381-391). We will define efficient professional development as organized professional learning, which will trigger the transformation of teachers 'practice and promote the improvement of students' learning results.

Facing the problem of homogeneity, the Chinese government actively guides local universities to transform and develop, meet the needs of local economic and social development, and run applied universities. All local colleges and universities have responded to the Chinese government's call, conforming to the development of higher education in China, and transformed into applied universities. As one of the local universities, Aba Teachers University, by the general trend of transformation and development, embarked on the road to applied school running. But whether it can truly and successfully transform, the key lies in teachers. The primary task of the successful transformation is to solve the problem of the transformation and development of existing teachers and to build a team of teachers who can adapt to the high-level professional development of higher undergraduate education (Chen and Yan, 2017, pp.9-15). Application transformation and development put forward new requirements for the professional quality of college teachers, and put forward new challenges to the professional development of teachers. The transformation and development of local universities is a basic trend of the development of higher education in China in the future. Transformation and development mean changing and adjusting the school's talent running and positioning. The professional development of teachers, as the basis for leading local universities to the transformation and development, is the basic guarantee for the successful transformation of local universities (Ge and Mi, 2018, pp.75-78). The transformation of teachers in applied undergraduate colleges and universities into composite teachers has significant professional development characteristics. College teachers need to have the basic theoretical knowledge, professional

quality, and excellent teaching level that match their major, and at the same time have rich professional knowledge and practical skills to flexibly apply in various teaching links.

The environment of the ethnic region puts forward new challenges to the professional development of teachers in ethnic universities. Universities in ethnic areas are members of local colleges and universities in China. They are in the gathering of ethnic minorities. They have obtained the support of economic and social development of ethnic minority areas, and have the characteristics of social and culture of ethnic minority areas. This makes ethnic universities, their school environment, school resources, school characteristics, school management, and professional development of teachers. Compared with non-ethnic universities, there are significant differences.

The many special nature of universities in the ethnic group has led to special characteristics in their career development. In the development of teachers' careers, there are differences in the special requirements for teachers' professional quality, the support system, and the conditions of schools for teachers' career development. Therefore, it is necessary to research teacher career development in universities in minority areas. Under the new normal of the development of higher education, it is imperative to transform the newly upgraded local undergraduate institutes into the University of Applied Technology, and the key to transformation and development is to promote the transformation of the construction of teachers (Zhong and Zhu, 2016, p.113). Aba Teachers University is a local Tibetan university in the Tibetan and Qiang nations, a newly promoted local undergraduate university. In recent years, in response to the national call and actively exploring the transformation and development of applications. The key to the success of application transformation development lies in teachers. It has important research significance and value to base on the current situation of teacher career development, respond to the needs of teacher career development, solve the problems encountered in teacher career development, promote the healthy development of teacher career, help the construction of high-level teacher team, and improve the quality of talent training.

Research Objectives

1. To investigate the Need for Strategic Management Guidelines for Career Promotion for Teachers in Ethnic Groups.
2. To develop Strategic Management for Career Promotion for Teachers in Ethnic Groups.

Research Method

Population and Samples

In this study, Aba Teachers University was used as a case study. The population in this study was 494 teachers who were teaching at the Aba and Tibetan Autonomous Prefecture in Sichuan Province. For the investigation of the need for strategic management guidelines for the Promotion of Teaching Careers for Teachers in Ethnic Groups, the sample groups were 233 teachers who were teaching at the Aba and Tibetan Autonomous Prefecture in Sichuan Province teachers in Aba Teachers University (Yamane, 1967, p.887). The sample groups were obtained through a simple random sampling technique. Moreover, the 3 specialists (one mentor teacher

and two education teachers) were used for the focus group discussion meetings. The information and data collected were analyzed through the content analysis method and presented in terms of frequency count, mean, and standard deviation. The Likert rating scales were also used to rate the degree or level of the needs.

Research Instrument

Questionnaires: In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 sets; namely, 1) General Formation, and 2) Needs for Strategic Management Guidelines for Career Promotion of Teachers in Ethnic Groups.

For the investigation of the needs, a questionnaire was employed. In addition, a set of questions for the focus group discussion meetings was also used. The questionnaire was evaluated for its validity through the index of Congruence (IOC). Each question in the questionnaire had an IOC ranging from 0.67 to 1.00. In addition, the reliability of the questionnaire was evaluated through Cronbach's Alpha coefficient which was found at 0.85 (Cronbach, 1951, pp. 297-334).

Data Collection

For the investigation of the needs, the researcher herself collected the data online via "Questionnaire Star" using the questionnaire. A total of 233 questionnaires were issued, and 233 questionnaires were recovered. The recovery rate was 100%. The focus group discussion meetings were also organized online via video conference to collect comments and suggestions for the three specialists to help construct the strategic management guidelines. The researcher submitted letters of permission to the school director in advance to ask permission to collect the data and information from the sample group at Aba Teachers University.

Data Analysis

For the investigation of the needs, the Data and information collected were analyzed, interpreted, and then presented in terms of frequency count, percentage, mean, and standard deviation (S.D.). The Five Point Likert Rating Scale was used to evaluate the level or degree of the respondents' needs.

The criteria and defined in the range of the mean scores (Srisa-ard, 2002, p. 103) as the following:

- 4.51-5.00 = the highest level of needs
- 3.51-4.50 = the high level of needs
- 2.51-3.50 = the middle level of needs
- 1.51-2.50 = the low level of needs
- 1.00-1.50 = the lowest level of needs

Conclusions

The sample group, 192 women (82.4%) and 41 men (17.6%) were more female teachers than male teachers. Most teachers in the sample group are between 30-39 years (71.24%), aged between 20 and 29 years (18.45%), and between 40-49 years (8.58%). More than 70% of teachers under 39 years old. In the sample group, there were 181 masters (77.68%), 33 doctors (14.16%),

16 undergraduates (6.87%), and more than 80% of teachers with a master's degree or above. In the sample group, 132 lecturers (56.65%), 78 assistants (33.48%), 19 associate professors (8.15%), 4 professors (1.72%), more than 80% of the teachers in this group and below. In the sample group, there are 108 (46.35%) of working age, 57 (24.46%) of 3-5 years of working age, and 39 (16.74%) of less than 2 years (16.74%) less than 2 years. There are 29 (12.45%) more than 10 years of working age, and more than 70% of teachers who work in this group under 10 years. There are 57 teachers (24.46%) in the Chinese major in the sample group, 41 teachers of education majors (17.6%), 38 teachers of art majors (16.31%), 34 teachers of political science majors (14.59%), there are 32 teachers in science (13.73%), 31 teachers in economics, and more than 50% of teachers in this group of Chinese subjects.

Needs for Strategic Management Guidelines for Career Promotion of Teachers in Ethnic Groups

Teaching knowledge and skill development

Table 1 Needs of teaching knowledge and skill development

Items	n=233	Level of needs	
		\bar{X}	S.D.
1. You need to enhance your theoretical knowledge of teaching and learning.	4.50	0.21	Highest
2. You need to improve your practical teaching skills.	4.55	0.31	Highest
3. You need to improve your knowledge and skills of teaching technologies.	4.53	0.24	Highest
4. You need to improve your knowledge and skills of classroom research.	4.57	0.24	Highest
5. You need to participate in academic seminars and conferences among schools.	4.52	0.14	Highest
6. You need your school to revise the teaching performance evaluation.	4.52	0.21	Highest
7. You need to pursue a higher degree of education.	4.55	0.28	Highest
Total	4.53	0.23	Highest

First, in terms of improving classroom research knowledge and skills, $\bar{X} = 4.57$, S.D. = 0.24, which means that many teachers in Aba Teachers College need to improve their knowledge and skills of classroom teaching. Teachers recognize the importance of classroom studies for teaching. Teachers need to continuously learn and master the latest teaching methods and skills and understand the learning needs and characteristics of students to design and implement effective teaching strategies and promote the professional development of teachers.

Second, in terms of pursuing higher education level, $\bar{X} = 4.55$, S.D. = 0.28, which means that many teachers in Aba Teachers College need to improve their education level. Teachers realize

the importance of their education and academic background to provide high-quality education. By pursuing a higher level of education, teachers can thoroughly study and educate theory and research, improve their professional knowledge and ability, and promote the professional development of teachers.

Third, in improving your practical teaching skills, $\bar{X} = 4.55$, S.D. = 0.31, which means that many teachers at Aba Teachers College need to improve teaching practice skills. Teachers are aware of the importance of practical teaching to improve the effect of classroom teaching and teaching ability. Teachers need to continuously improve their practical teaching skills, including the ability of teaching design, teaching organizations, teaching evaluation, etc. so that they can better guide students to conduct practical activities, improve teachers' practical teaching ability and problem-solving ability, and promote teacher occupation development.

Based on the results of this study, it can be concluded that teachers' demand for instructional development is at the "highest" level ($\bar{X}=4.53$, SD=0.23). Teachers are generally in high demand for learning theoretical knowledge, improving practical teaching skills, improving multimedia information technology, participating in teaching research, teaching communication and discussion, improving teaching evaluation systems, and improving academic qualifications. These results can be used as a reference for teachers' teaching development needs, and school administrators can provide corresponding training and support for these needs.

Teacher's individual development

Table 2 Needs of teacher's individual development

Items	n=233		Level of needs
	\bar{X}	S.D.	
1. You need career planning and guidance.	4.57	0.31	Highest
2. You need consultation on mental health.	4.54	0.26	Highest
3. Your need to improve your social life	4.51	0.31	Highest
4. You need to gain experience training abroad.	4.55	0.26	Highest
5. You need to find more time to do hobbies	4.54	0.32	Highest
6. You need to improve multimedia technical teaching methods.	4.55	0.21	Highest
7. You need more possibility of increasing salary growth.	4.52	0.34	Highest
Total	4.54	0.31	Highest

First, in terms of career planning and guidance, $\bar{X}=4.57$, S.D.=0.31, which means that many teachers in Aba Normal College need career planning and guidance. Teachers are aware of the importance of their professional development and want to receive relevant guidance and support. Teachers need to understand their career goals and development direction, develop a reasonable career plan, and seek guidance and advice from professionals to be able to better develop their educational careers.

Second, in terms of obtaining experience training abroad, $=4.55$, $S.D.=0.26$, which means that many teachers in Aba Normal College need to obtain teaching experience training abroad. Teachers hope to gain experience and knowledge from different cultures and education systems through international exchange and study. Teachers are aware that the educational environment and teaching methods in foreign countries may be different from those in their own countries. By participating in foreign training and exchange programs, teachers can broaden their horizons, learn advanced educational concepts and practices, improve their teaching level, and promote teacher career development.

Third, in terms of improving multimedia technology teaching methods, $=4.55$, $S.D.=0.21$, which means that many teachers in Aba Normal College need to improve multimedia technology teaching methods. Teachers realize the importance of multimedia technology in teaching and hope to master and apply related teaching technology. With the development of science and technology, the application of multimedia technology in teaching is more and more extensive, teachers need to learn how to effectively use multimedia tools and resources, design and implement attractive and interactive teaching activities, and improve students' learning interest and participation.

Based on the results of this study, it can be concluded that teachers' need for personal development is at the "highest" level ($=4.54$, $SD=0.31$). Teachers' personal development needs mainly focus on career development planning, foreign experience training, improvement of teaching skills and methods, and improvement of multimedia technology teaching methods.

Teacher professional development

Table 3 Needs of Teacher Professional Development

Items	n=233		Level of needs
	\bar{X}	S.D.	
1. You need to improve your scientific research capabilities.	4.54	0.31	Highest
2. You need to understand academic cutting-edge dynamics.	4.57	0.26	Highest
3. You need to school academic topics and academic conferences to participate in support.	4.51	0.31	Highest
4. You need the participation of school academic groups and academic associations.	4.51	0.26	Highest
5. You need of Your need to school sufficient scientific research funding support and scientific research rewards for the school.	4.54	0.32	Highest
Total	4.53	0.29	Highest

First, in terms of understanding the academic frontier dynamics, $=4.57$, $S.D.=0.26$, which means that many teachers in Aba Normal College need to understand the academic frontier dynamics. Teachers are aware of the importance of academic research and hope to understand and grasp the latest academic research results and developments in time. Teachers need to understand the latest research direction, theoretical framework, and methods in academia so that they can keep up with the academic frontier in teaching and research and promote the development of teachers' careers.

Second, in terms of improving personal scientific research ability, $=4.54$, $S.D.=0.31$, which means that many teachers in Aba Normal College need to improve their scientific research ability. Teachers hope to improve their scientific research level and ability to independently design, implement, and publish scientific research projects. Teachers realize that scientific research is an important support for teaching, and through scientific research, they can deeply study educational problems, propose innovative solutions, and apply the research results to practical teaching. Teachers need to learn scientific research methods and skills, improve their ability in data analysis and paper writing, actively participate in scientific research projects and academic exchanges, divalently improve their scientific research capabilities, and promote their professional development.

Third, the school needs to provide sufficient scientific research funding support and scientific research awards, $=4.54$, $S.D.=0.32$, which means that many teachers in Aba Normal College need the school to provide sufficient scientific research funding support and scientific research awards. Teachers are aware of the importance of incentive policies. The university's provision of sufficient scientific research funding support and rewards plays an important role in promoting scientific research, improving the quality of scientific research, motivating researchers to conduct high-level research, further promoting the development of science, attracting outstanding talents, and enhancing the reputation of the university. Teachers have more opportunities to carry out their research projects, showcase their talents and abilities, and make greater contributions to the development of the school and society.

Based on the results of this study, it can be concluded that the need for professional development among teachers is at the "highest" level ($=4.53$, $SD=0.29$). The faculty is committed to improving personal research ability, learning about academic frontiers, and school academic topics, attending academic conferences, participating in school academic societies and academic associations, and providing adequate research funding support and research awards. These results can provide a reference value for the planning and improvement of teachers' professional development.

School organization development

Table 4 Needs of School Organization Development

Items	n=233		Level of needs
	\bar{X}	S.D.	
1. You need your school to set plans for training courses for teachers.	4.56	0.25	Highest
2. You need your school to support and encourage teachers to pursue higher degrees.	4.52	0.34	Highest
3. You need your school to encourage and support training courses abroad for teachers.	4.55	0.24	Highest
4. You need your school to revise the current working performance evaluation of teachers.	4.63	0.33	Highest
5. You need your school to focus more on teaching than other school activities.	4.54	0.27	Highest
6. You need your school to improve the environment and facilities.	4.53	0.21	Highest
7. You need your school to provide more social media instruments for teachers.	4.53	0.23	Highest
8. You need to improve university managers' leadership.	4.55	0.29	Highest
9. You need the school's effective organizational incentive policy.	4.59	0.31	Highest
Total	4.55	0.27	Highest

First, in terms of revising the current teacher performance evaluation system, $\bar{X}=4.63$, S.D.=0.33, which means that many teachers in Aba Teachers University need to revise the current teacher performance evaluation system. Teachers have doubts or are not satisfied with the current teacher performance evaluation, so it is necessary to modify or improve the current performance evaluation to better reflect the actual work situation and contribution of teachers.

Second, in terms of the effective organizational incentive policy of the school, $\bar{X}=4.59$, S.D.=0.31, which means that many teachers at Aba Normal College need the effective organizational incentive policy of the school. Teachers hope that schools can take more effective measures to encourage teachers to make greater contributions in teaching and scientific research, to improve teachers' work enthusiasm and creativity.

Third, in terms of the setting plan of teacher training courses, $\bar{X}=4.56$, S.D.=0.25, which means that many teachers in Aba Normal College need the setting plan of teacher training courses. Teachers hope that schools can pay more attention to the professional development of teachers and the improvement of teaching ability, formulate more scientific and reasonable training plans, and improve the teaching level of teachers.

Based on the results of this study, it can be concluded that teachers' demand for school organizational development is at the "highest" level ($=4.55$, $SD=0.27$), teachers are not satisfied with the current job performance distribution in schools, and there is a great demand for job information acquisition and communication and organizational incentive policies. The improvement in these aspects helped to improve the level of organizational development of the school.

Strategic Management guidelines of career promotion for teachers in ethnic groups

Under the original management system, through the group discussion, the strategic management guidance of the ethnic teachers' professional promotion of Aba Teachers University was amended. According to the results of this study, in the face of the need for the professional development of teachers in ethnic universities, based on understanding the status of the professional development of our teachers, we do a good job of analyzing theoretical analysis, follow the laws of teachers' career development, and develop national universities in a targeted manner. Teachers' Professional Development Strategic Management Guidance manual provides suggestions and opinions for promoting the professional development of college teachers in the nation-region and guiding the professional development of universities in the ethnic group. The strategic management guidance manual for the professional development of teachers in the ethnic group consists of five units: 1) Introduction to professional development and promotion of teachers in ethnic group areas of China, 2) Current situation and problems of professional development and promotion of teachers in ethnic group areas of China, 3) The characteristics, environment and behavior of teachers' career development and promotion in ethnic group areas of China, 4) Effective measures and guidelines for professional development and promotion of teachers in ethnic group areas of China, and 5) Implementation of development measures and feedback mechanisms.

Discussion

1. In terms of the development of teachers' teaching knowledge and skills, the level of teachers' teaching development needs to be improved.

After the investigation, the author concludes that the teachers of Aba Teachers University have a high demand for the improvement of multimedia information technology, teaching skills, and teaching methods. The results indicate that tools aiding design, which prioritize pedagogy over technology, play a significant role in both daily activities and the advancement of professional development programs. The adoption of these tools is driven by intrinsic motivation and a feeling of ownership. However, achieving success is contingent upon essential institutional support (Masterman and Manton 2011, pp. 227-246). Aba Teachers University has deficiencies in teaching skills, especially in the background of the information age, it is more important to integrate information technology into teaching ability. Aba Teachers University mainly consists of young teachers. Young teachers are involved in education for a short time. Many teachers have not fully mastered the teaching skills and methods, and they are often unsatisfactory. The survey found

that some teachers lack teaching practice experience in classroom teaching and cannot effectively combine professional knowledge with teaching. Compared with experienced old teachers, young teachers are not comprehensive and accurate enough in teaching plans and teaching goal setting. It is obvious that they only focus on imparting knowledge and skills, and it is difficult to create a good teaching atmosphere. Young teachers have low efficiency in class and are easy to bring personal emotions into class. The dependence on multimedia information technology is very high. This fully demonstrates the desire and demand of young teachers to improve their teaching development.

2. In the individual development of teachers

Schools have insufficient guidance for teachers' career development planning.

After the investigation, the author concludes that the teachers of Aba Teachers University have a high demand for the school teachers' career management system, career development, and career planning and guidance. Teacher career development planning has strong professional and systematic requirements. After investigation, the author is not clear about the career planning of teachers at Aba Normal University. Aba Normal University has set up a Teacher Development Center in the Personnel Department, which is responsible for formulating and guiding teacher professional development plans and promoting teacher professional development. However, through the investigation, it was found that the school did not make plans for teachers' self-development and professional development, including professional title promotion and professional development, and did not set a clear and supporting professional development path. Teachers do not know how to improve their professional status and competence, and the responsibilities of teacher development centers are not being implemented. According to the theory of the teacher career development stage, the demands of teachers in different career development stages are different. According to the characteristics and needs of different teachers, targeted development guidance should be provided. Aba Normal University does not provide diverse guidance and training for young teachers in different professions and lacks practical guidance and management of their career development plans. Therefore, some young teachers lack a sense of professional identity and pay insufficient attention to career planning, which makes it difficult to promote teachers' professional development. Moreover, planning does not match reality. The teacher does not proceed from his actual situation. Schools do not help teachers from the perspective of their development. Planning is seriously out of touch with reality and has lost its usefulness.

3. In the professional development of teachers

The teacher training lacks a complete system, the training form is simple, and the understanding of the academic frontier is lacking.

After investigation, the author concludes that the teachers of Aba Normal University have a high demand for learning about the academic frontier dynamics, and a high demand for the participation of the school's academic community and academic association, indicating that Aba Normal University has imperfect training and continuing education mechanisms. Aba Normal

University has formed a supporting teacher training work, and there is also a supporting evaluation after the training. However, some young teachers lack a reasonable understanding of basic job requirements, such as how to live in harmony with students, how to conduct excellent classroom teaching, and how to improve teaching skills and teaching methods, which are significantly different from the ideal situation and the reality. On the other hand, Aba Normal University is in the process of transformation and development under the new situation, and the "dual-skilled and dual-capable" teachers required for training application-oriented talents put forward higher requirements on teachers' ability, requiring teachers to learn the latest academic frontier trends, so that teachers can adapt to the role change between students and teachers more quickly, and better understand the tasks, skills, and follow-up development direction of college teachers.

The scientific research environment of the school needs to be improved.

After investigation, the author concluded that the teachers of Aba Teachers University have a high demand for a scientific research environment. Aba Normal University was upgraded to an undergraduate university in 2015 and is the only undergraduate university in Aba Tibetan and Qiang Autonomous Prefecture, Sichuan Province. As a new undergraduate university, the school is mainly staffed by young teachers. In addition to the heavy teaching tasks, young teachers must also undertake certain scientific research tasks. As the backbone of the university system, young teachers usually encounter many difficulties and problems in scientific research, such as insufficient research direction, lack of academic resources, and lack of scientific research in the real environment. Most young teachers are in a relatively weak position in scientific research. At the same time, due to the importance of school scientific research and the close connection with the practical interests of teachers, they express a strong need for development and reality. For young teachers, their weak position in scientific research comes from the lack of scientific research strength on the one hand, and a set of hidden rules that have existed outside scientific research for a long time on the other hand. Understandably, young teachers are busy with their teaching tasks. In academic research, they are often in a state of freedom. They lack academic leaders and find it difficult to integrate into strong research teams. Therefore, it has become a common phenomenon for young teachers to achieve high-level and high-quality scientific research results in a short time.

4. In the development of school organization

The existing teacher performance evaluation system needs to be improved

After investigation, the author concludes that the teachers of Aba Teachers University have a high demand for the revision of the teacher performance evaluation system. At present, the salary income of teachers at Aba Normal University is the same in the composition of residual income, and the difference between subsidies and salaries of all colleges is significant. Teachers feel unfair. If the income difference is within a reasonable range, it will help to improve the initiative of employees. If this difference does not stem from a difference in effort, it can lead to very different results.

At present, the performance evaluation of teachers in schools is based on the needs of schools and has strong utility. It is not enough to only pay attention to the school's career ideal, career passion, and continuous pursuit of life value, ignoring the generation and improvement of teachers' inner quality. In terms of management mode, it is based on institutional development and school management and does not actively guide school teachers to conduct independent management and self-development, failing to realize the combination of school management and teachers' self-management.

The effect of the school incentive mechanism is not satisfactory

Through the investigation, the author thinks that the organizational incentive policy of Aba Normal University cannot achieve the ideal effect. The incentive mechanism is an important proposition in human resource management in universities, and it is also an effective way to improve the quality and efficiency of human resource management. Developing the university's human resource management system based on incentive theory is highly significant. This approach can efficiently harness the enthusiasm and creativity of faculty and staff, ensuring the achievement of human resource management goals (Jing, 2017, pp.1-4). As the main body of motivation, the school must ensure the initiative of teachers to participate in the work to stimulate the professional development of teachers. Motivating factors are the internal factors that affect individual work enthusiasm. Due to the backward teaching evaluation system for a long time, Chinese universities generally lack teaching incentive mechanisms. The school neglects the guarantee of teachers' motivation factors. Under the guidance of this system, teachers began to pay attention to the pursuit of material encouragement, and their sense of identity, sense of accomplishment and sense of responsibility, ideological and moral shaping, and expectations for the future of work gradually declined. Unable to meet the spiritual inspiration of teachers, results in teachers' internal work enthusiasm being reduced, which is not conducive to the professional development of teachers.

Suggestion

1. Due to limitations in ability and knowledge level, although the author proposed relevant needs and corresponding strategies through the investigation, research, and analysis of teachers in Aba Teachers University, the theoretical basis was too simple and the questionnaire design was insufficient, so there was no further research and exploration on how to affect the career development of teachers. The results of this study should therefore be treated with caution.

2. Future studies can further study how schools need to build a differentiated evaluation mechanism for teacher career development, and how education departments need to formulate special training programs for different cultures and groups according to local characteristics to promote the healthy development of universities in ethnic minority areas. It can also promote the effective development of education systems in ethnic areas.

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