

Improvement strategy of higher education governance in China

— Based on the perspective of humanized management of university teachers

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Abstract: China's higher education has stepped from the popularization stage to the popularization stage. Therefore, the improvement of teaching quality in colleges and universities is crucial. At present, there are many problems in the quality of higher education in China, and the improvement of higher education quality is imminent. Teachers are the main body of teaching and scientific research in colleges and universities, and the main force of cultivating talents and knowledge accumulation and innovation in colleges and universities. The passive working state is not conducive to the full play of teachers' creativity and the performance of the basic functions of colleges and universities. It is particularly important to study how to promote the quality improvement of higher education from the perspective of humanized management of college teachers.

Keywords: Higher Education Incentive Mechanism; People-Oriented

1. Foreword

Only by giving priority to the development of education can we face, win, and lead the new era. The quality of higher education has three aspects. The first is the quality of teaching, as the core of higher education, reflects the level of colleges and universities to a large extent. The second is the quality of scientific research. The innovation of the project, the publication of scientific research papers will also become the standard to evaluate whether a university is advanced. Finally, the quality of social service, the ultimate purpose of college education students to make scientific research innovation, is to serve the society and improve the overall social utilization ability. The improvement of these three types of quality is inseparable from the role of university teachers. In order to achieve the improvement of the quality of higher education, it is necessary to vigorously promote.

2. Excitation mechanism

Maslow needs a hierarchical theory Abraham maslow in the 1940s, which explains human needs in the form of ladder. The classic Maslow's hierarchy of needs divides human needs into five levels from low to high, namely physiological needs, safety needs, social (love and belonging) needs, respect needs and self-actualization needs. At present, Maslow's hierarchy of needs theory is used in different fields and is constantly verified and developed.

2.1 Strengthening the theory

Based on Pavlov's reflexiology and Watson's behaviorism, Frederickskinner, proposed a reinforcement theory based on "operant conditioning" after extensive experimental research. The reinforcement theory also provides new ideas for the teaching management process in colleges and universities. Colleges and universities can try to choose different reinforcement methods according to the different behaviors of college teachers and students, especially the reinforcement of teachers.

3. Problems existing in the quality of higher education

3.1 The evaluation index of teaching quality is unreasonable, and the teaching quality is difficult to evaluate

Most universities in China can set up a performance evaluation system according to the actual characteristics of their departments and majors, but the setting of evaluation indicators and evaluation methods is not scientific enough. First, the proportion of evaluation index setting is not scientific enough. Now college teachers shoulder the dual mission of teaching and scientific research, but there is a phenomenon of

light teaching and heavy scientific research in the assessment. As a result, teachers spend less time on teaching, which leads to the decline of teaching quality, and the assessment of teaching level is not paid due attention. Second, the index system is inflexible. Third, the setting of the evaluation criteria is too stereotyped and unified. Fourth, the implementation of the assessment standards is ineffective. Can not be treated in accordance with the standard.

3.2 The concept of teaching quality management lags behind, and the reform implementation is not in place

School teaching concept plays a vital role in teaching quality management, and is the primary task of teaching quality management reform. Some old teachers in colleges and universities have a weak ability to accept new ideas, and the concept innovation is the forerunner of the quality revolution of higher education in the new era, so the quality concept of higher education in the new era must be closely related to the “new” characteristics of the new era. Continuous reform and innovation of college teaching quality management,

3.3 Insufficient investment in teaching quality management and unreasonable personnel structure

At present, colleges and universities have not yet created a unified teaching quality management system database. The lack of communication between various departments and departments seriously affects the depth use of data and information. This is mainly due to a lack of funding. The management funds of universities mainly come from the scientific research income and adult education income of the department, which are very small to the development of the database in addition to paying the necessary expenses of the department. Many teaching quality managers in colleges and universities are teaching backbone and scientific research backbone part-time jobs, and they invest more energy in scientific research, while investing relatively less investment in teaching quality management.

4. Application of teacher motivation in the quality improvement of higher education

4.1 Improve the salary incentive mechanism for teachers.

Schools should adjust the salary system and performance appraisal system timely and reasonably. Solicit teachers’ opinions and formulate a scientific and reasonable salary incentive system. On the other hand, while providing better pay for teachers, we should also improve the performance appraisal system. The performance appraisal system should be scientific and reasonable, and the teacher appraisal indicators should be carefully studied;

4.2 Build an incentive model of industry-university-research integration.

Compared with enterprises, universities put more emphasis on their academic subjectivity and the public welfare nature of social services. It is necessary to establish an industry-university-research teaching incentive mode to promote the balance of teachers’ production and academic achievements. First of all, it is necessary to create a high-quality research and development and practice environment, and open up the “growth” channel for university teachers to participate in industry-university-research cooperation. Secondly, it can dredge the communication obstacles between schools and enterprises, and establish a “relationship” channel for the deep integration of industry and education. Finally, we can pay attention to the positive performance incentive, and then promote the improvement of teachers’ abilities in all aspects.

4.3 Reform the incentive methods of teachers and distinguish the needs of different age groups

To understand the needs of teachers, organize offline meetings and online voting, guide teachers to participate in it, conduct in-depth discussion on the welfare incentive mechanism of teachers, and truly include teachers’ opinions, so that the welfare incentive can truly meet the needs of teachers. Based on the budget basis of colleges and universities, diversified welfare projects should be set up as far as possible. The third is the service-oriented welfare, so as to solve the problems of teachers in the family field. Only through a full range of incentive measures, can we really stimulate the vitality of the teachers group.

4.4 Establish a scientific and reasonable assessment and evaluation system

Now many colleges and universities are faced with the phenomenon of unreasonable assessment methods, which seriously dampens the enthusiasm of teachers in teaching work. Building a scientific and reasonable assessment system is an effective measure to reduce the dissatisfaction of teachers' work. First of all, we should introduce the diversified evaluation subjects. Second, to establish a scientific and reasonable performance appraisal indicators. For the management of universities, in the process of formulating teacher performance evaluation indicators, teachers should be organized to participate and discuss the performance evaluation indicators, and fully announce the evaluation process and participants, so as to ensure the science, fairness and transparency of the final performance evaluation indicators. Third, we need to build a dynamic evaluation mechanism. A dynamic evaluation mechanism should be established to optimize and adjust some of the performance assessment indicators, so as to ensure the effective maintenance of the incentive of the teacher evaluation mechanism.

5. Sum up

As General Secretary Xi Jinping has pointed out, "Our need for higher education is more urgent than ever before, and our need for scientific knowledge and outstanding talents is stronger than ever before. It is feasible to improve the quality of teachers by establishing and improving the improvement mechanism of teachers. Strengthening the research on the motivation of university teachers is beneficial to improving the enthusiasm of scientific research and education, promoting the improvement of the incentive mechanism, improving the overall scientific research and innovation level of China, and promoting the realization of the goal of socialist talents.

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