

~ ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ ~

УДК 37. 378

DOI:10.32680/2409-9260-2022-8-297-7-16

EVOLUTION AND DEVELOPMENT OF METHODOLOGICAL APPROACHES FOR PERSONNEL MANAGEMENT IN CHINESE EDUCATIONAL INSTITUTIONS

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Abstract. *With the development of economy and society, the process of education system reform is deepening, which bring new requirements for the personnel reform of educational institutions. It is necessary to innovate personnel management methods to break down various obstacles that restrict the development of education. Previous studies on personnel management methods in educational institutions mainly focused on individual methods of personnel management or on a certain educational level, and lacked systematic analysis of personnel management methods in educational institutions at all levels. To make up for this gap, this study systematically reviews the evolution of policies related to personnel management methods in Chinese educational institutions, comprehensively analyzes the application of personnel management methods in the personnel management process, thereby discusses the application of personnel management methods in practice.*

Personnel management in Chinese educational institutions has unique characteristics. The identity of the personnel under management is similar to that of a state official. Also, the personnel management of educational institutions mainly follows the relevant personnel management system of state institutions, and the corresponding personnel management method also needs to be based on the guiding regulations and opinions of the state. Therefore, the analysis of personnel management methods in educational institutions needs to be based on a comprehensive review of the systems and policies related to national personnel management.

The content of personnel management in educational institutions mainly involves selection and recruitment, training and professional development, as well as evaluation and remuneration. In the selection and recruitment stage, the state has set up a series of systems at the organizational level around teachers' career progression, including teachers' qualification system, employment system and job appointment system. This means top-level design for teacher professional development. Regarding training and professional development, the state's system and specific training arrangements on pre-service training and in-service training ensure the process of teachers performing their educational and teaching duties, that is, the development process of teacher professionalization, education professionalization, and spiritual professionalization. Regarding evaluation and remuneration, it mainly involves the evaluation and motivation of teaching staff. A scientific and reasonable evaluation mechanism helps faculty and staff to fulfill their job responsibilities with guaranteed quality and quantity. Similarly, the overall arrangement of performance-based wages can effectively motivate faculty members to devote themselves to their core work, such as education and teaching, scientific research and social services.

Commonly used personnel management methods in educational institutions include organizational methods, economic methods, and psychosocial methods. These methods are generally used comprehensively in the specific practice of personnel management, such as in the process of high-level talent recruitment, the promotion of the system of specified number of personnel, and practice of principal/teacher rotation communication. It enables organizational goals to be successfully achieved under the combined action of top-down administration and bottom-up conscious participation. Our findings could help faculty managers and researchers understand a systematic approach to personnel management and provide references for the management practices.

Key-words: *personnel management, methodical approaches, policy analysis, education reform.*

ЕВОЛЮЦІЯ ТА РОЗВИТОК МЕТОДИЧНИХ ПІДХОДІВ ДО УПРАВЛІННЯ ПЕРСОНАЛОМ У НАВЧАЛЬНИХ ЗАКЛАДАХ КИТАЮ

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Анотація. *Метою цієї статті є дослідити процес реформування системи освіти, що висуває нові вимоги до кадрового реформування навчальних закладів Китаю. Необхідно інновувати методи управління персоналом, щоб подолати різноманітні перешкоди, які стримують розвиток освіти. Попередні дослідження методів управління персоналом у навчальних закладах зосереджувалися переважно на окремих методах управління персоналом або на певному освітньому рівні, і*

були відсутні системний аналіз методів управління персоналом у навчальних закладах усіх рівнів. Управління персоналом у китайських навчальних закладах має унікальні особливості. Особистість керованого персоналу подібна до особи державного службовця. Крім того, управління персоналом закладів освіти в основному дотримується відповідної системи управління персоналом державних установ, а відповідний метод управління персоналом також має базуватися на керівних нормативних актах та висновках держави. Таким чином, аналіз методів управління персоналом у навчальних закладах має ґрунтуватися на комплексному огляді систем і політики, пов'язаних з національним управлінням персоналом. В цій статті визначено зміст управління персоналом в освітніх установах в основному передбачає відбір і найм, навчання і підвищення кваліфікації, а також оцінку й винагороду. На етапі відбору та найму держава встановила низку систем на організаційному рівні щодо кар'єрного зростання вчителів, включаючи систему кваліфікації вчителів, систему працевлаштування та систему призначення на роботу. Це означає дизайн найвищого рівня для професійного розвитку вчителів. Що стосується навчання та професійного розвитку, то державна система та спеціальні навчальні заходи до дослужбової підготовки та підвищення кваліфікації забезпечують процес виконання вчителями своїх виховних та педагогічних обов'язків, тобто процес розвитку професіоналізації вчителя, професіоналізації освіти та духовного розвитку. професіоналізація. Що стосується оцінювання та винагороди, то це в основному передбачає оцінку та мотивацію педагогічного персоналу. Науковий і розумний механізм оцінювання допомагає викладачам і співробітникам виконувати свої посадові обов'язки з гарантованою якістю та кількістю. Подібним чином загальна система оплати праці на основі продуктивності може ефективно мотивувати викладачів присвятити себе своїй основній роботі, такій як освіта та викладання, наукові дослідження та соціальні послуги.

До загальнозживаних методів управління персоналом у навчальних закладах відносяться організаційні методи, економічні методи та психосоціальні методи. Ці методи, як правило, комплексно використовуються в конкретній практиці управління персоналом, наприклад, у процесі набору талантів високого рівня, просування системи визначеної кількості персоналу та практики ротации директора/вчителя. Це дає змогу успішно досягати організаційних цілей за допомогою комбінованих дій адміністрування зверху вниз і свідомої участі знизу вгору. Наші висновки можуть допомогти керівникам факультетів і дослідникам зрозуміти системний підхід до управління персоналом і надати посилання на методи управління.

Ключові слова: управління персоналом, методичні підходи, аналіз політики, реформування освіти.

JEL Classification: O100, Q 150.

Formulation of the problem. Due to the rapid pace of technological change and social innovation, the organizational structure and personnel management of educational institutions are also facing important institutional changes to continuously meet the needs of achieving the overall goal of education in the whole society [1]. The personnel management of educational institutions is for the overall goal of national education and the school's development goals are oriented. Managers need to have systematic personnel management solutions to deal with various difficulties encountered in the development of education reform and overcome the impact of system reform on the participants in the educational process to ensure the right direction for education [2]. Specifically, it is necessary to continuously deepen the reform of the internal personnel, labor and distribution system, build a high-quality teaching staff, and stimulate the enthusiasm and creativity of the teaching staff to participate in the development of the school.

The reform of China's education system began in 1985, marked by the "Decision on the Reform of the Education System" issued by the CPC Central Committee, which proposed to reform the management system and labor and personnel system, streamline administration and delegate power to lower levels, so as to improve the quality of the nation and enhance the quantity and quality of personnel training. Since the education reform, the management system of educational institutions has been further improved.

However, there are still many difficult problems in the personnel management of educational institutions, such as the restriction of authorized strength management to the development of teacher team [3]. The personnel management in Chinese educational institutions mainly follows the personnel management method of government staff, that is, the method of authorized strength management. As a product of China's planned economy, authorized strength means a lifetime employment relationship at the operational level. With the development of the market economy, its limitations have become increasingly prominent, blocking the orderly flow and healthy development of talents and then affecting the improvement of education quality and efficiency. In addition, economic incentives in personnel management are limited because the main source of income for faculty and staff is the state finance [4].

Analysis of recent research and publications. Previous studies have found that scientific personnel management methods have the potential to solve the problems encountered in the reforms. Personnel management methods generally refer to specific techniques and methods that educate the leaders of an organization to influence employees to achieve certain goals of the organization. Many researchers have studied the methods of personnel management in educational institutions and put forward countermeasures for improvement, including the introduction of a performance-priority human resource management model [5], the implementation of the personnel agency system to enhance the vitality of the teaching staff [6], the reform of the salary distribution

system [7], the innovation of the teacher evaluation system [8].

Before embarking on a systematic review of personnel management methods in educational institutions, it is necessary to summarize the characteristics of the objects of management in educational institutions. According to the scope of personnel and authorized strength management, the staff of educational institutions generally includes teaching staff (including full-time and part-time), management staff, teaching auxiliary staff, logistics support staff, etc. Some higher education institutions also have specialized scientific research personnel. These categories of personnel are the objects of personnel management in educational institutions. Besides, the special attributes of management objects are as follows.

Highlighting unresolved parts of a common problem. The previous researches were all focused on the fragmented research in a certain aspect of personnel management, and lacked a systematic analysis of personnel management methods. Moreover, the previous researches mainly focused on the research on personnel management at a certain educational level, there are few studies on the comparison between different educational levels.

The willingness of companies to support students during the study program crucially depends on an adequate return on this investment in human capital. The latter is given when students upon completion of their studies sign job contracts with their training companies and start their professional career there.

The purpose of the article is to systematically analyse the evolution of policies related to personnel management methods in Chinese educational institutions, as well as the application of personnel management methods in practice. The findings could provide a reference for managers in educational institutions to learn the knowledge of personnel management systems and the methodical methods of personnel management.

Methodology. This study mainly uses the literature method to review the development of relevant policies for personnel management in Chinese educational institutions. In China, personnel management policies are the theoretical guidance and implementation basis of specific personnel management methods. In addition, content analysis is used to analyze the origins and trends of the evolution of personnel management methods. Finally, this study also uses case study to analyse the management methods used in several personnel management practices.

Main results of research. Chinese educational institutions belong to public institutions, and their personnel management mainly follows the relevant personnel management system of public institutions. The method of personnel management of educational institutions also needs to be based on the guiding regulations and opinions of the state. Therefore, this study is based on the relevant personnel management system to review the personnel management methods of Chinese educational institutions.

Main results and discussion. All movements in progressive societies have hitherto been a movement from identity to contract [9]. This assertion applies equally to the selection of teachers in educational institutions and the development of the corresponding system. Enriching the teaching staff by establishing a perfect teacher selection system is the primary content of personnel management in educational institutions, and is essentially a movement from identity to contract. The establishment and implementation of the system also realizes identity management. The transition to post management and the transition from administrative management to legal management include teacher qualification system, teacher employment system and teacher professional title system. A common promotion is achieved. As shown in Figure 1:

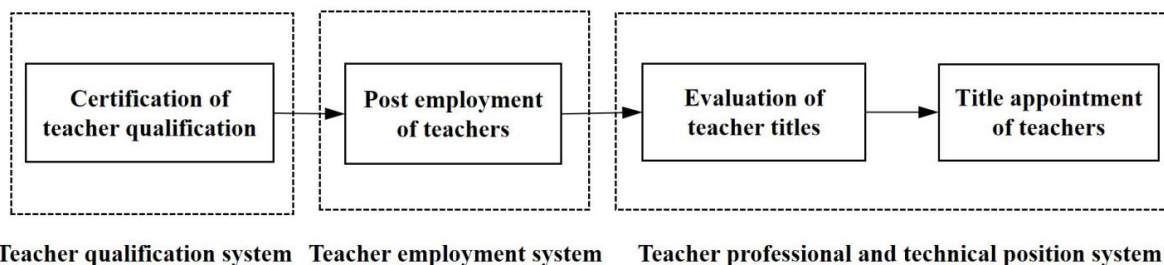


Figure 1. Relationship between teacher career process and relevant appointment system

Source: prepared by the author

Teacher qualification system. In 1995, my country's "Education Law of the People's Republic of China" must be promulgated, which stipulates that "the state implements the teacher qualification system". The 1994 "Teacher Law of the People's Republic of China" stipulates the basic conditions of teacher qualifications, the educational requirements of different teachers, physical conditions, and the accreditation institutions and powers of teacher qualifications.

The teacher qualification system is China's legal teacher professional licensing system, which reflects the country's basic requirements for professionals specializing in education and teaching.

Once a teacher's qualification is obtained, it cannot be lost or revoked except in accordance with the provisions of the law. Persons with teacher qualifications can only be teachers after they are formally employed by educational institutions in accordance with the law, and have the obligations and rights of teachers. According to relevant laws and regulations, the main contents of my country's teacher qualification system are listed in Table 1:

Table 1.

Requirements for different types of teacher qualifications

Classification	Requirements for obtaining teaching qualifications		Legal reasons for revocation or disqualification of teacher qualifications
	Minimum education requirements	Moral and competence requirements	
Preschool teacher qualification	Kindergarten training school graduates	Qualified in ideological and moral identification; Qualified in educational and teaching ability; Qualified in the level of Mandarin; Qualified in physical examination	Disqualifying qualifications of the teachers subject to criminal punishment; Revoking qualifications of the teachers with unethical conduct
Primary school teacher qualification	Secondary normal school graduates		
Junior middle school teacher qualification	Normal specialised postsecondary college or other junior college graduates		
Senior middle school teacher qualification	Normal undergraduate college or other university undergraduates		
Secondary vocational school teacher qualification			
Qualifications for teachers in higher education institutions	Postgraduates or university undergraduates		

Source: prepared by the author according to Teachers Law and Teachers' Qualification Regulations in China

Through the identification and issuance of teachers' laws and teachers' professional qualification certificates, the standards of teachers' professional qualifications, teachers' rights, obligations, responsibilities and teachers' pre-service training, in-service training and appointment management are all brought into the legal system. This not only improves the professional standard of teachers, but also preserves the sanctity of teachers' professional tradition and its status in modern society. At the same time, it also prompts individual teachers to continuously shape and improve themselves, improve their own quality, so as to achieve social satisfaction. Legal standards for teachers. The popularization of teachers' professional qualification certificates has promoted the formation and development of the teacher resource market, and gradually attracted more outstanding teachers to choose the teaching profession, which provided a guarantee for the talent resource foundation for the construction of the teaching team.

Teacher employment system. In 2002, the State Council forwarded the "Opinions of the Ministry of Personnel on the Trial Implementation of the Personnel Employment System in Institutions", which specified a series of key issues in the employment of teachers, including the scope of implementation, the open recruitment mechanism, personnel employment procedures, the content of employment contracts, evaluation system, management mechanism, dismissal and resignation system, handling of personnel disputes, and placement of unemployed personnel, etc. This document has completely changed the administrative appointment management method that has been followed for decades in colleges and universities from the institutional level, and empowered the recruited personnel to move. In 2005, the Ministry of Personnel issued the "Public Institution Employment Contract (Model)", which marked that the principal provisions of the teacher employment system had concrete employment contract terms and content, and effectively safeguarded the legitimate rights and interests of institutions and employees. The selection process of teaching staff in educational institutions is shown in Figure 2.

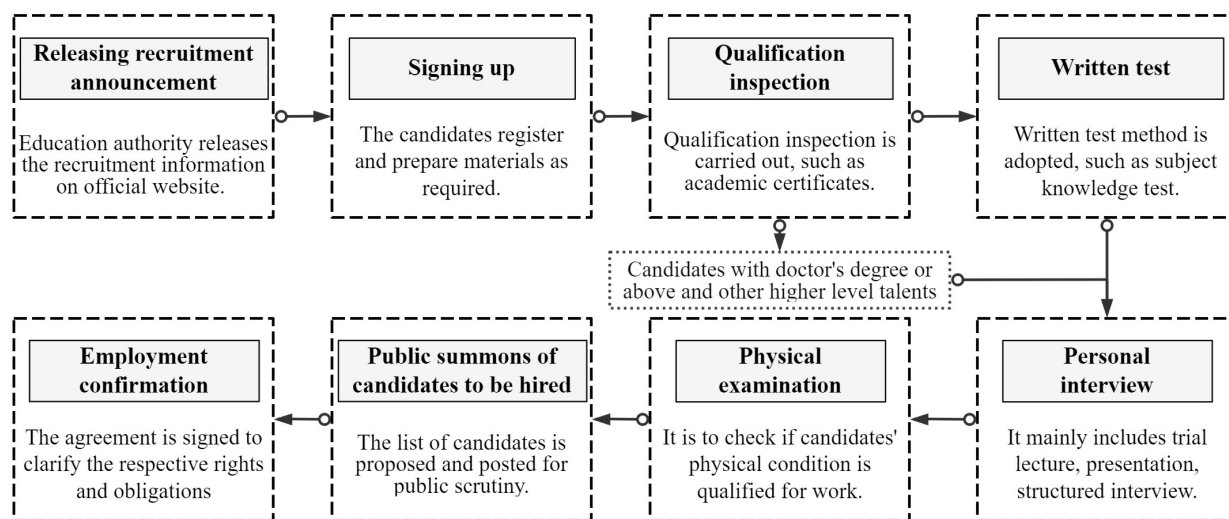


Figure 2. Selection process of teaching staff in educational institutions

Source: prepared by the author based on official website information

Reasonable determination of authorized strength and posts is the premise for educational institutions to implement the teacher employment system. The management of teaching staff in Chinese educational institutions mainly refers to the personnel management method of government staff and mainly adopts the method of authorized strength management. The authorized strength is a way for the state to check the number of teaching staff according to the number of students in different regions and different educational institutions. It aims to scientifically allocate the teaching staff and effectively utilize the national financial resources. The staff with the authorized strength means that the staff has a capacity similar to that of national civil servants.

On the whole, according to the teacher-student ratio stipulated by the state, the current number of teachers in educational institutions is in a state of over-staffing. However, due to various reasons such as the flow of teachers caused by the unbalanced development of regions and urban and rural areas, the actual situation is that many school teachers are seriously understaffed. With the development of the market economy, the scale of some educational institutions and the number of students has been expanding, and the demand for administrative personnel and logistics personnel has also increased. However, the existing number of authorized strengths has been unable to meet the actual number of teaching staff. It has prompted the emergence of personnel relations outside the authorized strength in educational institutions, such as personnel agency, government procurement of service posts, labor dispatch and temporary employment.

Posts are the foothold of the teacher employment system and represent the actual needs of educational institutions. Improving the post management mechanism of colleges and universities is also the key work of the reform of the employment system of college teachers. Post setting and its hierarchical management include four closely related work links, that is, setting posts on demand, competing for posts, hiring by posts, and contract management. In 2006, the Ministry of Personnel issued the "Trial Measures for the Management of Post Setup in Institutions" to implement a post management system in institutions. In 2007, the Ministry of Personnel and the Ministry of Education jointly issued the "Guiding Opinions on the Management of Post Setup in Colleges and Universities", which proposed the general post grades in colleges and universities. Diligent skills posts are set at levels 1-5, see Table 2.

Table 2.

Comparison table of post grades in higher education institutions

Teacher post		Other professional and technical post		Management post		Logistics post	
Professional title grade	Post level	Professional title grade	Post level	Administrative title grade	Post level	Logistics title grade	Post level
Professor □	1	--	--	Provincial or ministerial level	1	--	--

Professor <input type="checkbox"/>	2	--	--	Deputy provincial or ministerial level	2	Technician <input type="checkbox"/>	2
Professor <input type="checkbox"/>	3	Senior title <input type="checkbox"/>	3	Department level	3	Technician <input type="checkbox"/>	3
Professor <input type="checkbox"/>	4	Senior title <input type="checkbox"/>	4	Deputy department level	4	Technician <input type="checkbox"/>	4
Associate professor <input type="checkbox"/>	5	Deputy senior title <input type="checkbox"/>	5	Division level	5	Technician <input type="checkbox"/>	5
Associate professor <input type="checkbox"/>	6	Deputy senior title <input type="checkbox"/>	6	Deputy division level	6	General technician	0
Associate professor <input type="checkbox"/>	7	Deputy senior <input type="checkbox"/>	7	section level	7	--	--
Lecturer <input type="checkbox"/>	8	Intermediate title <input type="checkbox"/>	8	Deputy section level	8	--	--
Lecturer <input type="checkbox"/>	9	Intermediate title <input type="checkbox"/>	9	Staff member	9	--	--
Lecturer <input type="checkbox"/>	10	Intermediate title <input type="checkbox"/>	10	Clerk	10	--	--
Assistant <input type="checkbox"/>	11	Junior title <input type="checkbox"/>	11	--	--	--	--
Assistant <input type="checkbox"/>	12	Junior title <input type="checkbox"/>	12	--	--	--	--
--	--	Member	13	--	--	--	--

Source: prepared by the author based on official website information

Teacher professional title system. The establishment and improvement of the professional title system for teachers has become an important part of the reform of the personnel system in colleges and universities. In 1986, The State Council issued the “Provisions on the Implementation of the Employment System for Professional and Technical Titles”, which for the first time put forward the concept of "professional title system" and clarified the requirements for setting up professional and technical posts, the corresponding duties and conditions of holding the post, and the salary standard.

Teachers' professional titles have the structure ratio of high, middle and junior posts, which is the basis for determining teachers' wages and benefits. A person who obtains a certain professional title must have specialized professional knowledge and corresponding academic level. Therefore, the responsibilities of various professional titles, the evaluation procedure of qualifications, and the appointment or appointment are specified. The professional titles in educational institutions at all levels are listed in Table 3.

Table 3.

List of professional titles and post grades of teachers

Educational institution	Professional title				
	Senior title		Intermediate title	Junior title	
	Senior	Deputy senior		Assistant	Member
Teachers of colleges and universities	Professor	Associate professor	Lecturer	Assistant	--

Secondary professional school teachers	--	Senior lecturer	Lecturer	Assistant lecturer	Instructor
Teachers of primary and secondary schools (including kindergartens)	Senior teacher	(Deputy) senior teacher	First-grade teachers	Second-grade teachers	Third-grade teachers
Experimental technician	--	Senior experimentalist	Experimentalist	Assistant experimentalist	Experimenter

Source: prepared by the author based on official website information

In the past, the professional titles of primary and secondary school teachers were set independently. After the reform, the two will be unified into the newly established series of teacher titles for primary and secondary schools (including kindergartens). In the reform, for the first time, teachers of primary and secondary schools (including kindergartens) have been added with senior titles. This is an important measure to improve the professional status of primary and secondary school teachers and motivate more highly educated and high-quality talents to engage in primary and secondary education.

Teacher evaluation refers to the regular and irregular examination and evaluation of teachers' work by the personnel department according to the conditions and responsibilities of teachers' posts. It is one of the important methods in personnel management. However, teachers' labor is the dissemination and creation of advanced knowledge. It is the cultivation of talents, the process is difficult to monitor, and the labor results are difficult to measure. Teaching work takes the form of teaching and educating people, and the work is flexible, professional, and difficult to evaluate. There are also difficulties in the verification of teachers' teaching workload. Except for the amount of class hours, the time and energy teachers spend on preparing lessons after class are not fixed, and it is difficult to monitor and quantify. Teachers' teaching work objects are far more complicated than general materialized entities. Similarly, the scientific research work of teachers is different from general product production and service supply. It mainly revolves around the innovation and application of knowledge and technology, and the process is full of hardships and challenges.

At present, there is no nationally universal evaluation standard specifically for college teachers. At present, colleges and universities generally use the "Interim Regulations on the evaluation of Staff in Institutions" and the requirements of related documents to assess teachers from the aspects of morality, ability, diligence, performance, integrity, and learning. However, the content is too broad, the evaluation indicators are vague, and the evaluation classification is unclear. Scientific, the specific quantification of evaluation indicators is also lack of scientificity, making the specific operation extremely difficult [15].

For the application of evaluation results, the performance evaluation of college teachers in China is more focused on reward and punishment evaluation, while ignoring developmental evaluation. This is mainly reflected in the fact that the use of year-end evaluation results in colleges and universities mostly stays in the traditional stage of linking with salary, year-end rewards, and job evaluation, and the incentives for teachers are relatively simple. At the same time, taking the current work performance of teachers as the only object of evaluation, ignoring the development and evaluation of teachers' development potential, young teachers are also obviously disadvantaged in the evaluation.

In 2016, the "Guiding Opinions of the Ministry of Education on Deepening the Reform of the Assessment and Evaluation System for College Teachers" requires colleges and universities to take the assessment and evaluation of teachers as an important part of the reform of the personnel system in higher education, and give full play to the comprehensive functions of appraisal, guidance, motivation, and education of assessment and evaluation, widely mobilize the enthusiasm of teachers, and stimulate their enthusiasm for work. Social service evaluation, leading teachers' professional development, etc. The reform of college teacher assessment and evaluation has been implemented in some pilot colleges and universities, and some of the results are shown in Table 4.

Different from higher education institutions, the main content of the evaluation in the compulsory education stage is teachers' performance of their statutory duties, as well as their performance in fulfilling the post duties and work tasks prescribed by the school, including teacher ethics, education and teaching, engaging in the work of class teachers, etc. The performance evaluation work is generally carried out by the school in accordance with the prescribed procedures in combination with the annual appraisal.

Table 4.

Practices to deepen the reform of teacher assessment and evaluation system in some Chinese universities

Evaluation dimensions	Specific practice	Corresponding educational institutions
Teacher ethics evaluation	Build a multi-participated teacher morality evaluation system, and store the evaluation results in the teacher's file	Tsinghua University, Tianjin University, etc
	Establish academic integrity system to dismiss or dismiss teachers with academic misconduct.	China University of Political Science and Law, etc
Education and teaching performance evaluation	Strictly assess the workload of education and teaching, and increase the proportion of teaching performance allocation in the distribution plan of performance allowance	Northeast Normal University, North China Electric Power University, etc.
	The 360-degree evaluation method is used in the teaching quality evaluation	Universities in Jiangsu and Henan
Scientific research performance evaluation	Implement an evaluation system for representative achievements. The original quantitative criteria were changed to an evaluation system centering on academic contribution, impact, and vitality.	Fudan University
	Change the previous research evaluation system of quantitative points, and encourage peer scholars to replace administrative evaluation and qualitative evaluation instead of quantitative evaluation.	Renmin University of China
Teacher professional development evaluation	Establish a "five-year stepped" talent training model, multiple measures to guide teachers classified and hierarchical development, and classified evaluation.	Central South University
	Implemente the "rise or leave" mode. The transfer and exit mechanism of teachers is established through the evaluation of employment period.	Sun Yat-sen University, Beijing Jiaotong University, etc
Social service evaluation	Establish a system of professional title evaluation, post management, evaluation and income distribution mechanism in line with the characteristics of the transformation benefits of scientific and technological achievements.	Some universities in Hunan Province
	Pay attention to the transformation of achievements, technology promotion and social services to obtain social and economic benefits.	Some universities in Jiangsu Province

Source: prepared by the author based on official website information

The results of the performance evaluation shall be used as the main basis for the allocation of performance pay. For teachers who have fulfilled their post responsibilities and completed the educational and teaching tasks stipulated by the school, the basic performance salary will be paid in full; for teachers who have outstanding performance or made outstanding contributions, different levels of incentive performance wages will be paid according to different circumstances. At the same time, the evaluation results should also be used as an important basis for teachers' qualification recognition, job appointment, job promotion, training, recognition and reward.

A scientific salary system is a key incentive for teaching staff [16]. The current salary structure of teaching staff in educational institutions includes post salary, grade salary, performance salary and various allowances and subsidies, of which post salary and grade salary belong to the basic salary. The standard is unified across the country, see Table 5. The grade salary is related to the tenure of service, professional title, education, etc. Performance salary is divided into basic performance (70%) and reward performance (30%). Faculty and staff who complete their post responsibilities and pass the evaluation can obtain full basic performance. The reward performance is based on the evaluation, and the educational institutions determine the distribution method.

Table 5.

Standard of basic salary of professional and technical personnel in public institutions in 2019

Post salary (China Yuan)			Grade salary (China Yuan)									
Title	Level	Amount	Grade	Amount	Grade	Amount	Grade	Amount	Grade	Amount	Grade	Amount
Senior title	1	6665	1	288	14	827	27	1885	40	3381	53	5337
	2	5157	2	317	15	887	28	1985	41	3513	54	5511
	3	4558	3	346	16	954	29	2085	42	3645	55	5702
	4	3915	4	375	17	1020	30	2195	43	3777	56	5894
deputy seniortitle	5	3405	5	409	18	1093	31	2305	44	3920	57	6097
	6	3005	6	444	19	1167	32	2414	45	4063	58	6300
	7	2773	7	484	20	1249	33	2524	46	4206	59	6514
Interm- ediate title	8	2440	8	523	21	1331	34	2645	47	4363	60	6728
	9	2174	9	569	22	1413	35	2766	48	4519	61	6960
	10	2007	10	614	23	1504	36	2887	49	4676	62	7192
	11	1819	11	665	24	1595	37	3008	50	4832	63	7446
	12	1797	12	716	25	1686	38	3128	51	4988	64	7700
	13	1675	13	767	26	1785	39	3249	52	5162	65	7989

Source: prepared by the author based on official website data and information

In fact, the teacher performance salary system is an external manifestation of education reform, and it is the result of several reforms on teachers' salary system. At first, Chinese teachers' salary was generally determined according to their teaching years and professional titles, which was closely related to teachers' work performance and work content. They are relatively independent. In short, seniority is the main feature of teachers' salary. Those young teachers, who are a group of young teachers with low professional titles, are paid less. Even if they devote all their time at work and devote themselves to education, they are not as much paid as older teachers with mediocre work performance. The backward wage system has led to the enthusiasm of competent teachers in the workplace to be dampened. Many teachers who have made great achievements have also reduced their innovation and enthusiasm for work because of unfair wages, which has limited the development of education.

Conclusions. Based on the analysis of personnel management policies, we attempt to propose systematic personnel management methods, including organizational methods, economic methods and social psychological methods. Organizational methods covers the method of organizational stability influence (such as scientifically arrange authorized strength and posts; formulate a post responsibility system and work performance standards, etc.), administrative influence method (such as teachers are required to participate in various trainings and assessments) and disciplinary influence method (such as supervision and inspection). The economic method of personnel management in educational institutions includes wages, bonuses, material rewards, fines, quota management, and fund allocation, etc., such as using performance pay to stimulate the teachers' enthusiasm to participate in teaching, research and social services, setting the difference in remuneration for different professional titles to attract teachers to participate in the promotion of professional titles.

Besides, the social psychology method includes advocacy and guidance, motivation, social support, team building and cooperation, work atmosphere, shared vision, and other targeted individuals method etc., such as providing good catering services, caring for poor faculty and staff, and strengthening the construction of affiliated primary, secondary schools and kindergartens to facilitate the enrollment of teachers' children. In the process of personnel management in educational institutions, different management methods are usually used in combination. That is, a mix of different management approaches is always commonly used in management practice to achieve organizational goals more effectively.

The ideal state is that, while the organizational goals are achieved, the rational material needs of the faculty and staff and the spiritual needs for self-development can be met. In fact, although

all educational institutions have the same guiding principles for personnel management methods, the actual effects produced by the different implementation levels of each institution are also very different. Besides, some organizational goals of educational institutions are difficult to quantify, which leads to the effects of some personnel management methods are difficult to assess accurately. In addition, since the main source of salary for teaching staff in educational institutions is government financial expenditure, the economic methods that can be used in personnel management are limited. Future research can focus on the reform of the personnel system, especially the promotion of the system of specified number of personnel in the second-class public welfare units (higher education institutions and kindergartens), which may not only solve the problem of staffing but also enable managers to innovate more scientific Effective authorized strength management methods.

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Стаття надійшла до редакції 15.08.2022
Прийнята до публікації 20.08.2022