

Innovation of Teacher Assessment Standards and Its Impact on Teacher Welfare in the Context of Educational Modernization

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Abstract: *Teachers play a core role in the process of educational modernization. This paper explores how to improve the sense of belonging, participation and happiness of teachers of different ages, academic qualifications, disciplines and positions by setting diversified teacher assessment standards, so as to give full play to the spirit of educators. The article proposes a series of specific strategies and methods through which private universities can motivate teachers to better develop and contribute and achieve the goal of educational modernization.*

Keywords: Educational modernization, Teacher assessment, Sense of belonging, Participation, Happiness.

1. Introduction

September 10, 2024 is the 40th Teachers' Day in my country. On behalf of the Party Central Committee, Xi Jinping extended holiday congratulations and sincere greetings to teachers and educators across the country. He emphasized that respecting teachers and valuing education is a fine tradition of the Chinese nation. It is necessary to improve the political, social and professional status of teachers, strengthen the protection of teachers' treatment, increase the standard of teaching years allowance for primary and secondary school teachers, implement and improve the living allowance policy for rural teachers, and promote the reform of the salary system in colleges and universities. Maintain the professional dignity and legitimate rights and interests of teachers, reduce the burden of non-educational and teaching tasks on teachers, and do a good job in the honorary retirement of teachers. Further increase the selection, commendation and publicity of outstanding teachers, so that teachers can enjoy a high social reputation and become one of the most respected professions in society. The education power we want to build is a socialist education power with Chinese characteristics. It should have strong ideological and political leadership, talent competitiveness, scientific and technological support, people's livelihood guarantee, social synergy and international influence, and provide strong support for comprehensively promoting the construction of a strong country and the great cause of national rejuvenation with Chinese-style modernization. Xi Jinping pointed out that building a strong country in education is a complex systematic project, which requires us to focus on the fundamental task of moral education, focus on cultivating socialist builders and successors with all-round development of morality, intelligence, physique, aesthetics and labor, adhere to the socialist direction of running schools, adhere to and apply a systematic concept, and correctly handle major relationships such as supporting national strategies and meeting people's livelihood needs, knowledge learning and all-round development, cultivating talents and meeting social needs, standardizing and ordering and stimulating vitality, taking root in China and drawing on international experience.

2. Theory and Current Situation Analysis

According to Maslow's hierarchy of needs theory, a sense of belonging is one of the basic needs of people. By setting assessment standards taking into account the personal background and job characteristics of teachers, teachers' identification and sense of belonging to the organization can be enhanced. Herzberg's two-factor theory points out that motivational factors can improve employees' job satisfaction and participation. Providing teachers with opportunities to participate in decision-making and incorporating their opinions into the design of the assessment system will increase their participation. According to the job characteristics model, the meaning, feedback, and autonomy of work can all affect employees' sense of happiness. Diversified assessment standards can reflect the affirmation of teachers' work, thereby enhancing their sense of happiness.

The spirit of educators involves the persistent pursuit of students' all-round development and education quality. Diversified assessment standards help teachers pay more attention to individual differences among students and give full play to the spirit of educators. Education modernization emphasizes fairness, quality, innovation and adaptability. Diversified assessment standards can promote the continuous improvement of the education system and meet the needs of social and technological changes.

There is a close internal connection between education modernization, teachers' digital literacy and private teachers' sense of belonging and happiness. Education modernization is a process of overall upgrading of the education system, including educational concepts, teaching methods, technology applications and other aspects. In this process, teachers' digital literacy has become one of the key factors. Teachers' digital literacy refers to the ability of teachers to effectively use digital technology and resources in teaching activities, including the use of electronic devices, software tools and online resources for teaching design and implementation.

Teachers with high levels of digital literacy can more

effectively integrate digital tools and resources, enrich teaching content and forms, and improve students' learning interest and effectiveness. At the same time, digital literacy enables teachers to use data analysis tools to understand each student's learning. Through digital platforms, teachers can break geographical restrictions, provide more students with high-quality educational resources, and narrow the educational gap between urban and rural areas and regions.

As an important part of the education system, the sense of belonging and happiness of private teachers directly affects the quality and stability of teaching. The improvement of teachers' digital literacy has a significant impact on the sense of belonging and happiness of private teachers. First of all, it can enhance professional confidence. Mastering advanced digital skills makes private teachers more handy in the teaching process, enhancing their professional confidence and sense of accomplishment. At the same time, it can also provide more development opportunities. Private teachers with high levels of digital literacy have more opportunities to participate in various training and professional development projects to improve their own abilities and career prospects. At the same time, it can also improve the working environment: the application of digital teaching tools can reduce the workload of teachers, improve work efficiency, and give them more time and energy to focus on the personalized needs of students.

Education modernization not only focuses on the updating of technology and resources, but also emphasizes the professional development and mental health of teachers. For private teachers, a series of changes brought about by education modernization directly affect their sense of belonging and happiness. In the process of modernization, the government and society have increased their attention and support for private education, provided more policy guarantees and welfare benefits, and enhanced the sense of belonging of private teachers. The modern education system pays more attention to the professional development and career growth of teachers, so that private teachers feel more professional recognition and respect. The modern education environment pays attention to the mental health of teachers, provides psychological counseling and support services, and helps private teachers relieve work pressure and improve their sense of happiness.

In summary, there is a mutually reinforcing and complementary relationship between education modernization, teachers' digital literacy, and the sense of belonging and happiness of private teachers. Education modernization provides teachers with a broad development space and advanced teaching tools; the improvement of teachers' digital literacy not only improves the quality of teaching, but also enhances teachers' professional confidence and development opportunities; and all of this will ultimately help to enhance the sense of belonging and happiness of private teachers and form a virtuous cycle of educational ecology.

The professional happiness of teachers in private universities is an important issue in the critical period of educational transformation. The professional happiness of teachers in private universities is affected by many factors, mainly

including work requirements, work resources, funding investment and school philosophy. These factors are both independent and interrelated, and jointly determine the level of professional happiness of teachers.

1) Work requirements: This category refers to the various requirements that teachers need to meet in their careers, including teaching tasks, scientific research tasks, and assessments and evaluations from schools. In private universities, the quality of students varies, the class size is sometimes too large, and the scientific research and administrative tasks that teachers need to undertake increase the workload of teachers and put pressure on their professional happiness. Especially when schools adopt practices such as "last-place elimination", it exacerbates teachers' job insecurity.

2) Work resources: Work resources include training and further study opportunities, organizational support, and work autonomy. These resources help teachers improve their professional skills, enhance their sense of self-efficacy, and stimulate creativity and initiative. For young private college teachers with a master's degree, regular on-the-job training is particularly important. It can not only help teachers effectively cope with teaching and scientific research tasks, but also significantly improve their sense of professional happiness.

3) Funding: The amount of funding directly affects teachers' salary and benefits as well as available teaching and scientific research resources. Sufficient funding can provide teachers with a better working environment and welfare guarantees, thereby improving teachers' job satisfaction and happiness.

4) School philosophy: The school's school philosophy is a decisive factor affecting teachers' sense of professional happiness. A school philosophy that focuses on teaching quality, respects teachers' professionalism, and encourages innovation and individual development can greatly stimulate teachers' work enthusiasm and sense of belonging. Improving the professional happiness of private college teachers requires not only improving working conditions and increasing work resources, but also requiring schools to give more support and respect in their school philosophy. By building a reasonable assessment and evaluation system, providing sufficient career development opportunities and creating a good working atmosphere, we can effectively improve teachers' sense of professional happiness, thereby promoting the school's educational quality and sustainable development.

3. Implementation Methods and Significance

In private universities, diversified assessment schemes are of great significance for enhancing teachers' sense of belonging, promoting the spirit of educators, and realizing the modernization of China's education, science and technology, and talents. The following are specific implementation plans and analyses:

3.1 Formulate Diversified and Alienated Assessment Standards:

According to teachers of different age groups, formulate

personalized development plans and assessment indicators, such as the training and development of young teachers; according to different academic backgrounds, set different requirements for continuing education and academic research, and encourage teachers with undergraduate and graduate backgrounds to play their respective advantages; according to the characteristics of different disciplines, formulate assessment standards that are in line with the development of disciplines, such as the evaluation difference between experimental science and humanities and social sciences; for different positions such as teaching, scientific research, and administration, set up assessment indicators that reflect job responsibilities and contributions.

3.2 Establish a Comprehensive Evaluation System:

Introduce a multi-dimensional evaluation mechanism, including peer review, student evaluation, and expert evaluation inside and outside the school, to ensure the comprehensiveness and fairness of the evaluation.

3.3 Implement a Dynamic Adjustment Mechanism:

Regularly review and update the assessment standards to ensure that they keep pace with educational development and social needs.

3.4 Provide professional Development Opportunities:

Encourage teachers to participate in domestic and international academic exchanges, provide online courses and workshops, and support teachers' lifelong learning and career development.

3.5 Pay Attention to Individual Development and Mental Health:

Provide personalized career planning services, pay attention to teachers' mental health, and create a supportive working environment. Diversified assessment standards can meet the expectations of different groups of teachers and increase their job satisfaction. At the same time, a reasonable assessment incentive mechanism can attract and retain excellent teachers and optimize the allocation of educational human resources. By paying attention to the development of each teacher, the overall teaching quality can be improved and the fairness of student learning outcomes can be achieved. Encouraging teachers' innovative teaching and research can also promote the cultivation of students' innovative ability. Colleges and universities can also help cultivate talents that meet the needs of future society by constantly updating educational content and methods. Through the above theoretical analysis and implementation methods, diversified teacher assessment standards can help improve teachers' sense of belonging, participation and happiness, give play to the spirit of educators, and promote the modernization of China's education. Private colleges and universities can introduce "Teacher Development Day" once a month, invite off-campus experts and excellent teachers inside and outside the school to share their teaching and research experiences, and set up workshops to provide a communication and learning platform. For teachers with excellent teaching evaluation, special bonuses, priority for professional title promotion and other

incentives can be provided; for teachers with outstanding scientific research results, in addition to monetary rewards, laboratory resources and team building support can also be provided. Special funds can also be established to support teachers' participation in online course learning, attendance at international conferences, scientific research cooperation, etc. Through these specific implementation plans, examples and suggestions, private universities can create a fair, diverse and competitive educational environment, which will not only enhance teachers' sense of belonging and happiness, but also inspire their spirit of educators, thereby contributing to China's modernization of education, science and technology, and talents.

4. Conclusion

In the context of educational modernization, the digital literacy of college teachers is crucial to the high-quality development of private colleges and universities and the sense of belonging and happiness of teachers. By implementing an effective teacher classification assessment, employment and reward system, private colleges and universities can not only improve teachers' work motivation and professional level, but also promote the overall education quality and social reputation of the school. In this process, teachers' sense of belonging, work commitment, sense of achievement and happiness are key factors in achieving this goal. A mutually reinforcing and complementary relationship has been formed between educational modernization, teachers' digital literacy and the high-quality development of private colleges and universities. Educational modernization provides teachers with a broad development space and advanced teaching tools. The improvement of teachers' digital literacy not only improves the teaching quality, but also enhances teachers' professional confidence and development opportunities. All of this will ultimately help improve the education quality and social reputation of private colleges and universities and form a virtuous cycle of educational ecology.

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