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## THE CURRENT STATUS OF THE HUMAN RESOURCE MANAGEMENT SYSTEM FOR TEACHERS AT THE FACULTY OF MECHANICAL ENGINEERING, SICHUAN UNIVERSITY OF SCIENCE AND ENGINEERING, CHINA

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### Abstract

This study took the Faculty of Mechanical Engineering at Sichuan University of Science and Engineering as a case and adopts literature analysis and questionnaire survey methods to systematically examine the current status and issues of the human resource management system for university teachers. Through descriptive statistical analysis of the questionnaire survey data, it was found that the university performs well in aspects such as the standardization of human resource management, the transparency of the recruitment process, and the rationality of job position setting. However, there were still shortcomings in areas such as teachers' participation in decision-making, fairness of position adjustments, relevance of training programs, scientific of performance evaluations, reasonableness of salary incentives and adequacy of humanistic care. Based on the research findings, this study proposes six optimization strategies, 1) enhancing teachers' participation in decision-making, 2) improving the post setting and adjustment mechanisms, 3) strengthening the relevance and effectiveness of training, 4) refining the performance appraisal system, 5) reinforcing the incentive mechanism of compensation, 6) promoting humanistic care. These measures aim to improve teachers' job satisfaction and the scientific nature of the management system, thereby providing theoretical support and practical reference for the improvement of human resource management systems in local universities.

**Keywords :** Human Resource Management System, University Teachers, Current Status

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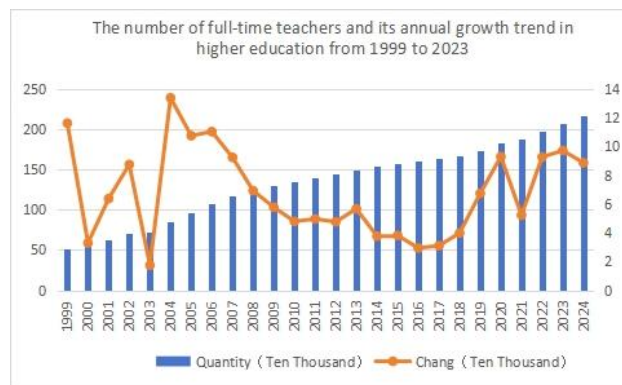
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## Introduction

In the early 1980s, the concept of teacher human resource management gradually penetrated the field of education, especially in the aspects of recruitment, training, assessment and incentive mechanisms. In practice, developed countries in Europe and the United States established a systematic and scientific human resource management system earlier. For example, the tenure system in the United States and the performance contract system in the United Kingdom have strong operability and flexibility in teacher appointment, assessment and incentives. Rahyasih, Y. and Rasto, R. (2019: 403) believes that the core of human resource management in universities lies in improving the efficiency of teaching and scientific research and strengthening the development momentum of universities by optimizing the configuration of teachers' abilities, knowledge and skills. Teir, R. A. A. and Zhang, R. Q (2016: 67) pointed out that human resource management in universities covers five dimensions: recruitment, training, assessment, remuneration and labor relations, which are directly related to the quality and efficiency of the construction of the university teacher team. Ñañez-Silva, M., Quispe-Calderón, J. and Santos-Jiménez, O. (2023: 156) emphasized that the selection, training, promotion and assessment of teachers play a decisive role in improving teacher satisfaction and education quality.

With the continuous advancement of education reform, human resource management in China's universities has gradually shifted from an administrative orientation to a new model that is people-oriented, performance-oriented and career development-oriented. Wang, J.Y., Pu, S.L. and Wang, H.M. (2014:129) proposed the concept of "classification management" to promote the coordinated development of teachers and organizations through job setting and performance appraisal. Wang, X.P (2021:59) emphasized the key role of human resource management in improving the scientific research strength and teaching quality of universities. However, China still faces multiple challenges in teacher management. Li, Z.F., Gao C.H. and Liao Z.Q (2012:63) pointed out that traditional university teacher management is mainly based on institutional control, ignoring the personalized development of teachers and making it difficult to stimulate their initiative. Zhang, Y. (2021:96) pointed out that the expansion of university enrollment has led to a continuous increase in teacher pressure. Lu, J.K (2021:219) believes that the unreasonable teacher structure and the problem of talent loss are becoming increasingly prominent. Wei, K.H (2021:97) emphasized that the imbalance of regional development has made the allocation of teacher resources in central and western universities more tense. It can be seen that problems such as insufficient institutional flexibility, a single incentive mechanism, and unclear career development paths still restrict the sustainable development of the university teachers.

In recent years, the scale of higher education in China has continued to expand. According to the 2024 National Education Development Statistical Bulletin (Ministry of education, 2024), the number of students in ordinary undergraduate universities nationwide is 17,428, and the gross enrollment rate of higher education is 60.80%. In addition, the number of full-time teachers in ordinary undergraduate universities has increased to 1.3876 million, with a student-teacher ratio of 17.14:1. Compared with 1999, the number of full-time teachers has increased by 280,400. As can be seen from Figure 1, the number of teachers has continued to increase in recent years, but the upward trend of the teacher-student ratio is still noteworthy.



**Figure 1** The number of full-time teachers and its annual growth trend in higher education from 1999 to 2023

Source: National Education Development Statistical Bulletin from 1999 to 2024

In this context, teachers are the core force of education, and optimizing the human resource management system of university teachers is of key significance to realize the modernization and high-quality development of education. The "Opinions on Comprehensively Deepening the Reform of Teacher Team Building in the New Era" issued by the CPC Central Committee and the State Council clearly stated that it is necessary to strengthen the construction of teachers' ethics and style, improve the professional quality of teachers, improve the teacher management system and mechanism, and promote the professionalization and systematic development of the university teacher team. The "Outline of the Plan for Building a Powerful Education Country (2024-2035)" further requires deepening the reform of the university teacher management system, optimizing the allocation and evaluation mechanism of teacher resources, building a high-quality university teacher team, and strengthening the scientificity and effectiveness of the human resource management.

At present, although there are a lot of theoretical studies and policy guidance on the construction of the human resource management system for university teachers, there are obvious deficiencies in the pertinence and adaptability of practical application. Most of the existing studies focus on the institutional analysis and model construction at the macro level, which is not very instructive for the practice of the human resource management of teachers in specific universities at different stages of development and under different discipline characteristics. Especially in the face of new situations such as the rapid expansion of disciplines and the diversification of faculty structure, there is a lack of in-depth analysis of the bottlenecks and constraints of the existing management model, as well as corresponding optimization strategies.

To sum up, how to build a human resource management system of teachers that meets the development needs of higher education in China and has local adaptability has become a realistic issue that needs to be solved urgently. This study takes the faculty of Mechanical Engineering of Sichuan University of Science and Engineering as the research object. As one of the first national "new engineering" pilot units and a key construction university in Sichuan Province, the university has achieved remarkable results in discipline development, talent training and scientific research innovation, and the construction of the teaching staff has begun to take shape. However, with the rapid expansion of disciplines and majors, does the existing management model have bottlenecks and constraints in practice? Therefore, based on

the theoretical system of the human resource management of teachers, combined with the actual situation of the university, this study adopts an empirical investigation method to analyze the current status of the human resource management system, identify key issues, and put forward targeted optimization suggestions.

## Research Objectives

1. Investigate the current status and analyze the problems of the human resource management system of teachers in the faculty of Mechanical Engineering of Sichuan University of Science and Engineering, China
2. Propose suggestions for optimizing the human resource management system of teachers in the faculty of Mechanical Engineering of Sichuan University of Science and Engineering, China

## Research Framework

This study aims to systematically review and analyse the human resource management practices of teachers at the faculty of Mechanical Engineering, Sichuan University of Science and Engineering. Firstly, through the literature research method, it will systematically examine the latest theories, successful models, policies and regulations, and relevant research literature of the human resource management system of teachers in domestic and international higher education institutions. This analysis will identify the consensus, discrepancies, and implications within existing research, providing a theoretical foundation and reference benchmark for analyzing the current status and diagnosing problems. Subsequently, a structured questionnaire will be designed and distributed to all full-time teacher at the School of Mechanical Engineering, Sichuan University of Science and Engineering. The questionnaire will conduct an in-depth investigation based on the six core modules of the human resource management, systematically diagnosing the current status and core problems within the human resource management system of teachers across these modules, including 1) human resource planning, 2) recruitment and placement, 3) training and development, 4) performance management, 5) salary and benefits management, 6) labor relations management. Building upon the identified root causes and incorporating best practices, the study will then propose optimization recommendations aimed at enhancing the system's scientific rigor, effectiveness, motivation, and faculty satisfaction. Ultimately, this research serves to support the improvement of the faculty development level. The research framework is shown in Figure 2.

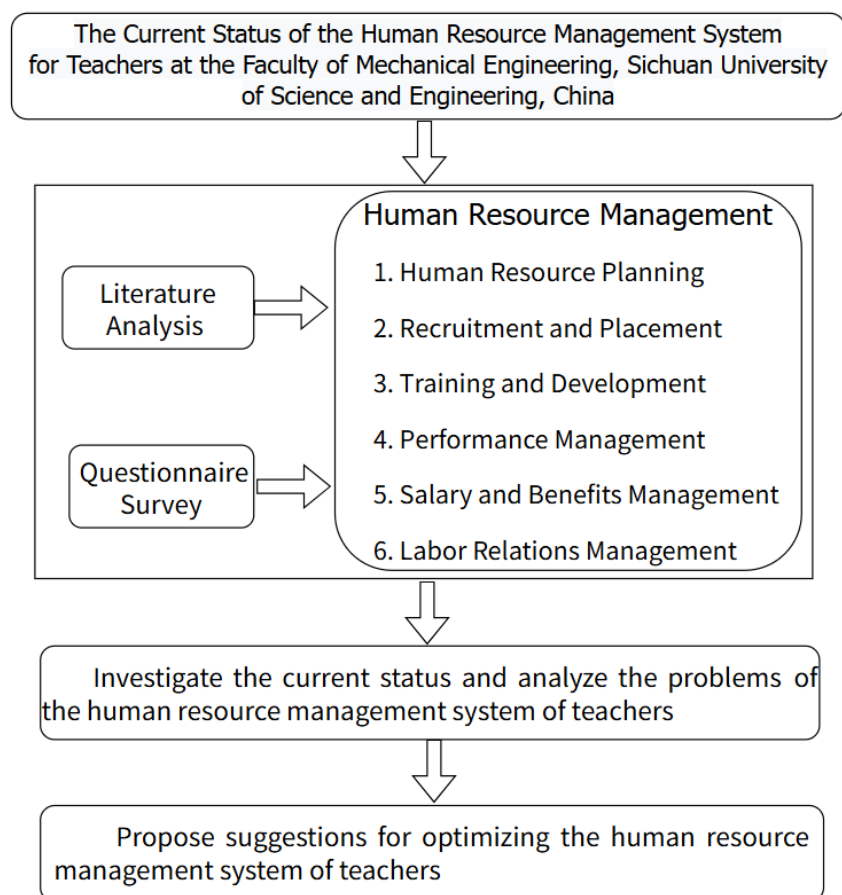


Figure 2 Research Framework

## Research Methodology

### 1. Research Methods

#### 1.1 Literature research method

Through CNKI, Google Scholar, VIP and other databases, we searched for research results related to university teacher management and human resource management. In combination with the policy documents of the Ministry of Education, academic monographs and dissertations, we comprehensively sorted out the current status of the human resource management system of teachers, sorted out the research gaps and core issues, and provided a reference basis for this study.

#### 1.2 Questionnaire survey method

In the questionnaire design stage, this study combined human resource management theory, university teacher management and related literature results to determine the core content of the survey, including six modules: 1) human resource planning, 2) recruitment and placement, 3) training and development, 4) performance management, 5) salary and benefits management, 6) labor relations management. The questionnaire was distributed through online channels such as WeChat and QQ. A total of 71 questionnaires were issued and 71 were collected, with an efficiency of 100%. The collected questionnaire data were sorted and analyzed to reveal the current status and problems of the human resource management system and put forward corresponding optimization suggestions.

## 2. Research Tools

### 2.1 Questionnaire Design

In order to gain a deeper understanding of the operation of the faculty human resources management system, this study designed a structured questionnaire, which mainly includes two parts: the first part is the basic information of the respondents, including gender, age, job title, years in school, highest education, position type. The second part sets evaluation items based on the six modules of human resources management, including: 1) human resource planning, 2) recruitment and placement, 3) training and development, 4) performance management, 5) salary and benefits management, 6) labor relations management. The questionnaire uses a Likert five-point scale (1=very inconsistent, 2=not quite consistent, 3=average, 4=relatively consistent, 5=very consistent) to investigate the teachers' satisfaction and demand for the current management system.

### 2.2 Scale test

(1) Reliability analysis. This study used Cronbach's  $\alpha$  coefficient for reliability test. An  $\alpha$  coefficient greater than 0.7 indicates good reliability of the scale, and above 0.8 indicates high reliability. The  $\alpha$  coefficient of this questionnaire is 0.967, which has high reliability.

(2) Validity analysis. This study used the Kaiser-Meyer-Olkin (KMO) test to evaluate the construct validity of the questionnaire. Usually, a KMO value greater than 0.7 indicates good validity. The KMO of this questionnaire is 0.859, which has good construct validity. The test results are shown in Table 1.

**Table 1** KMO and Bartlett test results

KMO Sampling Suitability Measure		.859
Bartlett's Test of Sphericity	Approximate Chi-Square	2296.195
	Degrees of Freedom	861
	Significance	.000

## Research Results

### 1. Sample feature analysis

This study takes the college's full-time teachers as the respondents. The sample characteristics are shown in Table 2.

**Table 2** Basic information of the surveyed population

Background Information	Variable	Quantity	Percentage(%)
Gender	Male	48	67.61
	Female	23	32.39
Age	30 years and below	12	16.90
	31-35 years old	7	9.86
	36-44 years old	16	22.54
	45-54 years old	29	40.85
	55 years and above	7	9.86
Job title/Position	Primary	18	25.35
	Intermediate	22	30.99

Background Information	Variable	Quantity	Percentage(%)
	Deputy High	21	29.58
	Advanced	6	8.45
	Management staff	4	5.63
Years in School	3 years and below	16	22.54
	4-9 years	21	29.58
	10-15 years	15	21.13
	16-24 years	11	15.49
	25 years and above	8	11.27
Highest Education	Undergraduate	16	22.54
	Master's degree	44	61.97
	PhD Candidates	11	15.49
Position Type	Teaching	3	4.23
	Research	1	1.41
	Teaching and research	63	88.73
	Social Service	4	5.63

According to the data in Table 2 , the total number of sample in this survey is 71, of which male teachers account for 67.61% and female teachers account for 32.39% , with a significantly higher proportion of males . The age structure is relatively scattered , with the 45-54 age group accounting for 40.85% of the total sample , followed by teachers aged 36-44 accounting for 22.54% , 12 young teachers aged 30 and below , accounting for 16.90% , and the lowest proportion of 55 and above , at 9.86% . It can be seen that middle-aged teachers in the faculty occupy the main group position. In terms of the distribution of professional titles , teachers with intermediate professional titles account for the highest proportion of 30.99%, and those with associate senior professional titles account for a similar proportion of 29.58%. There are also many teachers with junior professional titles, accounting for 25.35%, while the proportion of senior professional titles is relatively low, only 8.45 % . Overall, although intermediate and associate senior professional titles occupy the mainstream of the college's teaching staff, there are also many teachers with junior professional titles . In terms of years of experience, 22.54% of teachers have 3 years or less , 4-9 years of work experience accounted for 29.58%, followed by 10-15 years accounting for 21.13% , while the proportion of teachers with 16-24 years and 25 years or more is relatively low, at 15.49% and 11.27% respectively. The sample has the highest proportion of master's students, accounting for 61.97% of the total sample , undergraduates accounted for 22.54%, and doctoral students accounted for only 15.49% , which reflects the lack of high-level teachers in the faculty. The sample shows that 88.73% of teachers are both teaching and research teachers, indicating that full-time teachers in the faculty mainly bear the dual responsibilities of teaching and scientific research .

## 2. Correlation analysis

This study coded 1) human resource planning, 2)recruitment and placement, 3)training and development, 4)performance management, 5)salary and benefits management, 6)labor relations management as H1, H2, H3, H4, H5, and H6, and used the Pearson correlation coefficient to analyze their correlation, see Table 3 .

**Table 3** Correlation matrix test results

	H1	H2	H3	H4	H5	H6
H1	1					
H2	0.787**	1				
H3	0.820**	0.729**	1			
H4	0.784**	0.612**	0.735**	1		
H5	0.750**	0.545**	0.692**	0.703**	1	
H6	0.740**	0.578**	0.702**	0.704**	0.795**	1

\* p<0.05 \*\* p<0.01

From Table 3 , there are significant positive correlations among H1, H2, H3, H4, H5, and H6 , indicating that there is a strong system linkage between the modules . Specifically , H1 has a significant impact on H2 (0.787\*\*) and H3 (0.820\*\*), reflecting the strategic orientation of universities. H3 is closely linked to H4 (0.735\*\*), indicating that training directly improves performance. H5 and H6 (0.795\*\*) are strongly correlated, reflecting the stabilizing effect of the remuneration system on labor relations. Overall, the human resource management in universities needs to coordinate recruitment, training, performance and compensation to optimize management efficiency.

### 3. Analysis of the Current Status of the Human Resource Management System

This study conducted a statistical analysis of the survey results of each dimension of the questionnaire through the mean value (see formula 1) and standard deviation (see formula 2) . Table 4 shows the degree of teachers' recognition of the practical effects of the human resource management system .

The average value indicates the degree of agreement of the respondents on the questions in the questionnaire . The data reference standards are: 1) Average value: 1.00-1.50 indicates that the current situation is very bad; 2) Average value: 1.51-2.50 indicates that the current situation is poor; 3) Average value: 2.51-3.50 indicates that the current situation is average; 4) Average value: 3.51-4.50 indicates that the current situation is good; 5) Average value: 4.51-5.00 indicates that the current situation is very good. The standard deviation is used to measure the consistency of sample opinions. The larger the value, the greater the difference in opinions among the respondents , and the smaller the value, the more unified the opinions.

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n} \quad (\text{Formula 1})$$

$$S.D = \sqrt{\frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})^2} \quad (\text{Formula 2})$$

$\bar{x}$  represents the mean, S.D represents the sample standard deviation,  $x_i$  represents the  $i$  sample point,  $\sum_{i=1}^n x_i$  represents the total sample score, and n represents the number of samples.



**Table 4** Survey and statistics on the current status of the human resource management system

Content	$\bar{x}$	S.D	Level
<b>1) Human Resources Planning</b>			
The personnel planning fully reflects the principle of "people-oriented"	3.63	0.54	Good
The university has implemented the management principles of democracy, openness, competition and selection of the best in personnel planning	4.15	0.65	Good
The university has implemented hierarchical and classified management in personnel management	3.97	0.61	Good
The university formulates or amends the personnel management system, it fully listens to the opinions of faculty and staff	3.45	0.60	Average
The university took full account of the job categories when formulating the job setting plan	4.13	0.75	Good
The classification and level setting of university positions are reasonable to meet different work needs	3.46	0.63	Average
Position setting clarifies responsibilities, tasks, work standards and qualifications	4.14	0.76	Good
<b>2) Recruitment and Placement</b>			
When universities recruit teachers, they can recruit them openly from the public	4.10	0.81	Good
The recruitment procedures are standardized and the recruitment plan is open and transparent	4.14	0.80	Good
Information on recruitment positions and qualifications is made public	4.20	0.58	Good
The university strictly examines the qualifications of applicants during recruitment	4.28	0.72	Good
The examination and inspection phases of the recruitment process are in compliance with regulations	4.11	0.67	Good
The university provides fair competition opportunities for internal job adjustments	3.42	0.65	Average
The university allocates teaching positions according to actual duties and work needs	3.49	0.77	Average
<b>3) Training and Development</b>			
The university has compiled a comprehensive teacher training plan based on the actual needs of different positions	3.94	0.69	Good
The university provides graded and classified training opportunities for teachers' professional development	3.80	0.79	Good
university staff can actively participate in training as required	4.07	0.66	Good
The university provides systematic pre-job training for new teachers	4.21	0.65	Good
The content of the training helps to improve teachers' professional ability and professional quality	3.46	0.61	Average
The university provides special training for teachers to complete specific tasks, and the training content is consistent with job requirements	3.46	0.65	Average
Training funds can guarantee normal training needs	3.90	0.72	Good

Content	$\bar{x}$	S.D	Level
<b>4) Performance Management</b>			
The teacher assessment system is clear and explicit	4.13	0.61	Good
The university conducts teacher assessment according to the job responsibilities stipulated in the employment contract	3.68	0.69	Good
The performance appraisal system can reasonably balance the workload of teaching and scientific research	3.45	0.60	Average
Teacher assessment focuses on work performance and performance	3.86	0.70	Good
The assessment listened to the opinions and evaluations of the service recipients	3.41	0.58	Average
The university has reasonably divided the annual assessment results of teachers into different grades.	4.03	0.68	Good
The assessment results are an important basis for adjusting positions, wages, and renewing employment contracts.	3.92	0.71	Good
<b>5) Salary and Benefits Management</b>			
The salary structure is clear and teachers can clearly understand the salary structure	3.96	0.71	Good
The salary distribution system can reflect fairness and incentives	3.48	0.56	Average
Teachers' performance wages reflect their work performance	3.82	0.64	Good
The university has established a long-term mechanism for the normal growth of teachers' salaries	3.77	0.57	Good
The salary level is coordinated with national economic development and social progress	3.70	0.52	Good
The university pays social insurance for teachers in accordance with national regulations and guarantees teachers' vacations and welfare benefits in accordance with the law.	4.08	0.60	Good
university benefits can meet the basic needs of teachers	3.46	0.58	Average
<b>6) Labor Relations Management</b>			
The university embodies humanistic care and respect in labor relations management	3.42	0.58	Average
The terms of the employment contract signed between the university and the faculty and staff are clear and comply with national regulations	4.00	0.56	Good
The management of the probation period complies with relevant regulations and is scientific and reasonable	4.03	0.51	Good
The university exit mechanism can be adjusted according to the needs of teachers and university to ensure its adaptability	4.10	0.54	Good
The university strictly performs all rights and obligations in accordance with the contract	4.13	0.56	Good
The university resolves teachers' labor disputes through a reasonable dispute resolution mechanism	3.87	0.63	Good
The university guarantees the right of faculty and staff to appeal against unfair assessment or disciplinary results	3.93	0.59	Good

In Table 4 , in terms of human resource planning, the average value of more than 4.0 shows that teachers generally recognize the rationality and standardization of university job settings. However, the degree of adoption of teachers' opinions in the revision of the personnel system is relatively low , with an average value of only 3.45. In addition, the rationality score of job classification and grade setting is average, with an average of only 3.46, reflecting that the job system still needs to be optimized.

In terms of recruitment and placement, the recruitment management is generally standardized, with an average of 4.14 for openness and transparency in the recruitment process, and a high average of 4.28 for the strictness of the qualification review, which shows that the standardized management of the recruitment process has been recognized by most teachers. However, the fairness score of internal job adjustments is low ( $\bar{x} = 3.42$ , S.D = 0.65), indicating that the mechanism for teacher promotion and job mobility is not yet perfect.

In terms of training and development, teachers are relatively satisfied with the pre-job training provided by the university, with an average of 4.21. However , in terms of the matching degree between the content of teacher training and actual needs, the average value drops to 3.46, and the effectiveness of special training is not high ( $\bar{x} = 3.46$ , S.D=0.65), reflecting that the training system still has shortcomings in terms of targeting and practicality.

In terms of performance management, although the assessment system is generally clear ( $\bar{x} = 4.13$ , S.D=0.61), it is generally reflected that the assessment fails to balance the teaching and scientific research load , with an average value of 3.45, because the assessment was more focused on scientific research rather than teaching ability. Furthermore, the service recipients' participation in the evaluation is not high, with an average value of only 3.41. The performance system still needs to be improved in terms of fairness and scientificity.

In terms of salary and welfare management, teachers have a positive evaluation of vacation and welfare protection , with an average of 4.08 . Secondly, the understanding of the salary structure is relatively high , with an average of 3.96, but the standard deviation of 0.71 shows that some teachers are still unclear about their salary structure. In addition, the incentive score of the salary distribution system is low ( $\bar{x} = 3.48$ , S.D=0.56) and the welfare benefits fail to meet the basic needs of teachers ( $\bar{x} = 3.46$ , S.D=0.58), indicating that the incentive and protection mechanism needs to be strengthened.

In terms of labor relations management, the university strictly fulfilled all rights and obligations in accordance with the contract, with an average score of 4.13. In addition, the university strictly implemented the employment contract ( $\bar{x} = 4.00$  , S.D=0.56 ) and the probation management ( $\bar{x} = 4.03$  , S.D=0.51) , ensuring the standardization of the system. However, the score of humanistic care was relatively low , with an average of only 3.42, reflecting that the university still needs to strengthen its efforts in enhancing teachers' sense of professional belonging and emotional support.

Overall, the human resources management system performs well in terms of recruitment norms, assessment transparency, and rational job setting. However, there is still room for improvement in terms of teacher participation, fairness of job adjustments , targeted training, rationality of performance appraisals, salary incentive mechanisms, and humanistic care.

## Conclusions and Discussions

Based on questionnaire survey and data analysis, this study systematically evaluated the human resource management system of the faculty of Mechanical Engineering of Sichuan University of Science and Engineering. It was found that the management of the recruitment process, job setting and assessment system was relatively standardized, but there were still several key problems. In terms of human resource planning, the participation of teachers in the decision-making process was low, reflecting the lack of democracy in personnel decision-making, which is consistent with the view that the individual demands of teachers are ignored and the administrative dominance tendency in university management (Li, Z.F., Gao C.H. , & Liao Z.Q.. 2012: 63). In terms of recruitment and allocation, the fairness of internal job adjustments needs to be improved, resulting in teachers' dissatisfaction with the internal promotion mechanism , which is consistent with the internal promotion mechanism should be fair and transparent to improve satisfaction (Ñañez-Silva, M., Quispe-Calderón, J., & Santos-Jiménez, O.. 2023: 156). In terms of training and development, the training content does not match the actual needs, and fails to effectively improve the professional ability of teachers, which confirms view that training needs to meet actual needs in order to improve effectiveness, indicating that the training system is still insufficient in terms of pertinence and practicality (Rahyasih, Y., & Rasto, R..2019: 401). In terms of performance management, the structure of the assessment system is relatively clear, but there is an imbalance in the weight distribution of teaching and scientific research workload, which is consistent with some people proposal that universities should pay more attention to classification and personalized assessment during the assessment process (Wang, J.Y., Pu, S.L., &Wang, H.M.. 2014: 129). In terms of salary and welfare management, the incentive and fairness of salary distribution are still insufficient, and welfare benefits have not effectively met basic needs, echoing Wang, X.P's (2021: 59) claim that the incentive function of the university salary system needs to be strengthened. In terms of labor relations management, there is insufficient professional support and emotional care for teachers, which is also consistent with Wei, K.H.'s (2021: 97) research conclusion that western universities should pay attention to humanistic care and enhance teachers' professional identity.

To sum up, the current status of the human resource management system performs well in terms of recruitment, assessment and job setting, but there are still problems such as low teacher participation, uneven job adjustment , lack of targeted training , imperfect assessment mechanism, insufficient incentives for salary and benefits , and weak humanistic care.

## Suggestions

Based on the investigation and analysis of the human resource management system of teachers in the faculty of Mechanical Engineering of Sichuan University of Science and Engineering, this study puts forward the following optimization suggestions for existing problems.

1. Human resource planning: Improve teacher participation and democratize decision-making. universities should establish a regular mechanism for teachers to participate in the formulation and adjustment of personnel systems, such as regular discussions, opinion collection and feedback channels, etc., to improve policy transparency and institutional recognition, and enhance teachers' participation and satisfaction in the management process .

2. Recruitment and placement: Optimize the job setting and adjustment mechanism. Further refine the job classification and grade setting to ensure that it matches the teacher development needs and the discipline construction goals. At the same time, improve the internal promotion and job mobility mechanism, strengthen fairness and openness, and enhance teachers' confidence in career development and organizational recognition.

3. Training and development: Enhance the pertinence and effectiveness of teacher training. According to the teacher's professional title level, research direction and development stage, formulate a hierarchical and classified training plan to enhance the practicality and effectiveness of training. In addition, encourage teachers to actively participate in off-campus training and academic exchanges to improve their comprehensive quality and professional ability.

4. Performance management: Improve the performance appraisal system and balance the evaluation of teaching and scientific research. Construct a classification appraisal standard based on the type of teachers, scientifically allocate the weight of teaching and scientific research, and avoid "one size fits all". In addition, multiple evaluation methods such as peer review and student feedback can be introduced to improve the objectivity and incentive function of the appraisal .

5. Salary and benefits management: Strengthen the salary incentive mechanism and welfare guarantee. The university should establish a more flexible salary system, adjust the salary structure to make it more incentive, and ensure that the performance salary can fully reflect the work performance of teachers. At the same time, by improving welfare benefits such as housing and scientific research funds , their work enthusiasm and sense of belonging can be enhanced.

6. Labor relations management: Strengthen humanistic care and enhance teachers' sense of professional belonging. universities should uphold the concept of "people-oriented" and build a supportive organizational culture by establishing teacher care programs and career guidance services to enhance teachers' work happiness and loyalty .

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