

Critical Review of Factors Affecting Self-Evaluation on Training Management Among Mentors in Higher Institutions in Guangdong, China



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ABSTRACTS: Academics with professional skills and training are more likely to be motivated and committed to their research and teaching work. Training and management of mentors in higher institutions is an important part of the training of teachers in Chinese universities, and their ability to improve and grow professionally lays the foundation for the transformation of mentors into excellent professional and specialized university teachers (Feng Gang, 2021). Factors such as individual mentor factors, perceived trainer personality traits, training motivation, perceived mentors' leadership styles and organisational rewards, could affect training effectiveness, all of which have an impact on their post-training job performance evaluations. The purpose of this paper is to discuss the training management factors affecting mentors' self-evaluated job performance in Guangdong universities in China and to analyse the existing research findings through a literature review to summarize the limitations of the current study and provide directions for subsequent research.

KEYWORDS: Mentors' Individual Factors, Perceived Trainer Personality Traits, Training Motivation, Organisational Rewards, Organisational Culture

INTRODUCTION

In the context of globalization, the development of higher education has placed new demands on education practitioners, requiring an international outlook, digital literacy (Alenezi, Wardat & Akour, 2023), lifelong learning concepts, as well as innovative and practical skills in order to better adapt to the new trends in the development of higher education (Burns, 2020). As a strategic force, training management has become a key factor in Organisational success by developing individual talents and enhancing competitiveness through changing individual behaviors (Khoso & Akaraborworn, 2022). Training and management of mentors is an important part of teacher training in Chinese Higher Education Teachers, and the enhancement of mentors' competence and professional growth lays the foundation for them to become excellent professional and specialized HEI academics (Feng Gang, 2021). However, despite mentors' dual roles as teachers and administrators in Chinese universities, their post-training performance is generally unsatisfactory. Globally and professionally, they are faced with the impact of the world's education and industry trends; within the higher education system, they are faced with the realities of educational development; and their professional development and the student population they are dealing with are constantly changing, requiring them to make changes and enhancements in order to better engage in educational work and life.

Teacher literacy plays a major role in improving student learning outcomes, and the development and effectiveness of teacher training systems determines the quality of training, but the lack of qualified teacher resources has become an international problem. Most Asia-Pacific developing countries often face major challenges in recruiting the best candidates for permanent teaching positions'. Globally, there is a growing emphasis on the quality of higher education talent development (Xiong, Yang, & Shen W, 2022; Hannum & Walk, 2023). According to UNESCO, good TVET systems help countries invest in youth skills and employment and address challenges such as climate change, demographic, and technological change (UNESCO, 2023). China has

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also issued a series of policy documents to emphasise the importance of tutor training in higher education and to set higher requirements for tutors' professionalism and vocational competence.

With the strong demand for talent in the society that exposes organisations from different industries to complex challenges and trends that increase the need for a competitive workforce, generating a strong need to manage human capital to gain a competitive advantage and survive in the marketplace, this rapid change requires resilient and talented employees (Mitchell, & Pallister-Wilkins, 2023). In most colleges and universities, performance appraisal is not linked to performance management. Faculty promotions and performance appraisals are largely dependent on the seniority of the employee rather than the quality of their performance. As higher education advances from elitism to the mass and popularisation stage, the number of students in colleges and universities is increasing, and the diversity and complexity of student groups are becoming more and more prominent (Bie & Yi, 2024). Mentors need to have a more comprehensive knowledge structure, stronger communication skills, and problem-solving abilities to meet the needs of students in various aspects such as academic guidance, career planning, and mental health. Mentors' career development faces problems such as limited promotion channels and burnout. Through training, it can not only improve the work ability and performance of mentors, but also provide support for their career promotion, alleviate burnout, and enhance the sense of professional identity and sense of belonging (Nunan, Ebrahim & Stander, 2023).

MENTORS' WORK PERFORMANCE IN CHINA'S HIGHER INSTITUTIONS

Teacher training is characterised by different features in different countries or different educational categories in the same country (Ostinelli & Crescentini, 2024). The United States and the United Kingdom are highly developed in economic development and higher education. The higher education system and training mechanism tend to be perfect, teacher training in the construction of disciplines and specialties, resource investment, and other aspects of the strength, while some countries, due to economic development, policies, and concepts of the limitations of the training of higher education teachers, started late; the system and the mechanism are not yet perfect. The training content of Chinese tutors often lacks systematicity and relevance; the training method is relatively single, lacking interactivity and practicability; the training effect evaluation mechanism is not sound enough; and there is a lack of tracking and evaluation on the change of tutors' working behaviours and improvement of their working performance after the training. This makes it difficult to effectively guarantee the quality and effect of training. At present, the performance of mentors in Chinese universities shows different levels of performance depending on the region and the level of the university; the performance appraisal indexes are diversified and imperfect; the intensity of work is not proportional to the performance; and the reward mechanism needs to be improved (Yu Qi, 2022), which needs to be changed at different levels of the macroscopic and microscopic levels.

MENTORS' TRAINING MANAGEMENT IN CHINA'S HIGHER INSTITUTIONS

According to the UNESCO report, the world needs to recruit 69 million new teachers by 2030 in order to achieve UNESCO's Sustainable Development Goals. The worldwide demand for academics and teacher training is huge, but some estimates suggest that almost half of all new staff leave the profession within five years (Jerrim, 2021). Replacing teaching staff not only has significant financial consequences but also negatively affects students' academic progress (Sorensen & Ladd, 2020). Attaching importance to the training of college academics, strengthening the training management of college staff, and improving the comprehensive quality and management level of college teachers has become an inevitable trend in the development of higher education and a responsibility that higher education must assume to serve society. Training management has been identified as a strategic force that develops individual talents and improves competitiveness by permanently changing the behaviour of individuals, becoming a key issue for organisational success (Khosro & Akaraborworn, 2022).

China's higher education stresses the cultivation of young people with all-round development in morality, intelligence, physicality, sports and aesthetics, and mentors, as the backbone of university students leading and guiding students' learning and growth, have a direct relationship with the quality and ability of their educational tasks (Hu & Zhou, 2023). Therefore, the need to improve the level of tutors' parenting through training management so that they can better guide students' growth has been to meet the requirements of the strategic development of education, the need to meet the changes and challenges of the social

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environment, the need to adapt to the changes in the characteristics and needs of students in higher education, the need to satisfy the career development of tutors and the need to learn from international experience and the trend of the internationalization of education (De Wit & Altbach, 2021). Internationalization in higher education is entering a new phase. A shift from internationalization abroad with its strong focus on a small elite of mobile students, faculty, administrators, and programs toward internationalization at home for all members of the academic community has become more urgent than ever. Increasing the contribution of internationalization to society (Brandenburg et al., 2020) and linking the global to the local, are imperative.

This paper systematically reviews the existing variables on mentor training influencing factors and different research perspectives. Various training programs are offered to tutors in higher education, which have been analysed from several perspectives by researchers. Individual mentor factors, perceived trainer personality traits, and training motivation are the main determinants of mentor training success in relation to the following factors. Perceived leadership style, Organisational culture, and Organisational rewards affect the performance of mentors after training.

MENTORS' INDIVIDUAL FACTORS ON SELF-EVALUATION PERFORMANCE

Individual characteristics are the differences between individuals and other individuals. The most important resource in an organization is human resources that provide the organization with energy, talent, creativity, and hard-working people that enable the organization to continue to exist (Peoni, H., 2014). Individual characteristics are traits or special qualities possessed by employees that can give them the ability to be different from other employees in order to maintain and improve their performance (Sari & Ali, 2022). According to Ardana, personal characteristics are interests, attitudes towards oneself, work and work situations, personal needs, competencies, knowledge about work and emotions, moods, feelings, beliefs, and values (Sari & Ali, 2022). Robbins stated that personal characteristics such as age, tenure, and marital status can influence individual performance (Robbins & Judge, 2009; Widodo, 2022). According to the indicators of individual characteristics are as follows: 1) Competence. The ability of a person as a whole consists of two types of abilities, namely intellectual ability and physical ability. Intellectual capacity is the ability of a person to perform certain mental activities related to reasoning (inductive/deductive), expressive fluency, verbal comprehension, etc. 2) Attitude. A person's attitude can also be understood as a tendency to react positively or negatively to someone or something in his environment; in other words, a person's attitude will be reflected in his tendency to behave in dealing with the relevant environment, such as other people, subordinates, superiors, or circumstances. 3) Skills. Expertise is compensation related to performing tasks such as filing documents, and physically related skills include physical coordination, endurance, and physical agility. Studies related to traits have been studied by many previous researchers, including: (Hasanah, 2018; Rostina, F. et al., 2024; Prihartono & Ali, 2020; Ahakwa, et al., 2021; Katebi, A., et al., 2022; Pusparani, & Ali, H., 2021).

Competency is an ability that exists in a person that enables that person to perform what is required for the organisation's work, thus enabling the organisation to achieve what is expected of it. In competency management, performance plays a greater role in individual behavioural dimensions for adjusting well to the job. While, performance competence can be explained as the behaviours exhibited by employees with perfect, consistent, and effective performance compared to those with average performance (Ansori & Ali, 2017). In addition, Trotter revealed that a competent person will do his job easily, quickly, and intuitively with few or no mistakes (Ridwan et al., 2020). Competence and performance have been studied by many previous researchers including (Prihartono & Ali, 2020; Riyanto & Herlisha, 2021; Harini et al, 2020; Waworuntu, et al., 2022; Purwanto, et al., 2021; Sulaeman, et al., 2019; Prayetno & Ali, 2020; Ridwan, et al., 2020; Susanto, et al., 2022).

Personality traits are defined as relatively enduring patterns of thought, feeling, effort, and behaviour that distinguish individuals from one another. It pervades the entire human psyche and is an overall picture of the uniqueness of the person. Personality is important to managers, and it permeates all of their behavioural activities, influencing how they operate, their style, and their performance. The power of personality traits in predicting outcomes has been demonstrated. In a wide variety of life domains, people who score high on traits such as responsibility and emotional stability tend to perform better than those who score low on these traits. Traditionally, the domain has emphasised stability of traits. Part of this emphasis on stability can be traced back to the claim that personality traits are of little use in predicting behaviour, and that stable situational pressures can

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better explain this. In response to these arguments, the field of personality psychology has focused considerable effort on demonstrating that personality traits are stable and powerful predictors of a range of important life outcomes. Personality traits and performance have been extensively studied by previous researchers, including: (Zell, E. & Lesick, TL, 2022; John, R. & ZR Rao, 2020; Yang & Hua, N., 2020; Pletzer, & Vries, 2021; Li & Chen, 2020; Beuren & Theiss, 2022; Awwad & Al-Aseer, 2021; Spagnoli, et al., 2020; Fawver et al., 2020; Memar, & Tajikesmaeili, 2021; Abood & Gazo, 2020; Virgiawan & Endri, 2021).

Companies motivate their employees to be passionate about their work and to do their best work according to the company's expectations. It is important to instill high values in human resource relationships in order to build a sense of unity and trust and avoid mutual suspicion; therefore, conflict can be reduced. This organisational culture plays an important role in supporting organisational success factors. Organisational motivation is divided into intrinsic and extrinsic motivation, i.e., financial and non-financial incentives, and compensation has an important role as a form of financial incentive. Compensation is an important factor in the effort to improve employee performance, and the size of the compensation affects the level of employee performance. The larger the compensation received, the more motivated the employee will be. Remuneration is any payment that an employee receives for his or her work, and remuneration itself can be categorised into direct and indirect compensation. Direct compensation is compensation for services received by employees directly, routinely, or regularly for helping/donating to achieve organisational goals. Direct compensation includes salary, bonuses/incentives, and commissions. In addition to direct compensation, indirect compensation has an equally important role in improving employee performance. Indirect compensation includes per diem and health benefits. (Riyanto & Herlisha, 2021; Purba et al., 2018; Prihartono, B., & Ali, H., 2020; Ridwan et al., 2020).

An empirical study of 425 Finnish science and technology firms found that intangible and tangible incentives promote both intrinsic and extrinsic motivation, but only intrinsic motivation improves organisational innovation. Testing our model on a sub-sample that includes clan, democratic, market, and hierarchical cultures, we find that the results vary widely across these cultures. First, incentives motivate organisational cultures to different degrees. In addition, intrinsic motivation leads to innovation in democratic, clan, and market cultures but not in hierarchical cultures, and extrinsic motivation does not lead to innovation in any culture. Motivation and performance have a close relationship, and they are interrelated. It is important to note, however, that various studies on the relationship between the two show that good motivation creates good performance. However, this relationship is not causal because there are other factors that shape performance than just motivation.

Motivation is what drives someone to do an activity; therefore, motivation is usually interpreted as what drives a person's behaviour. Every activity that someone performs must have a factor that drives that activity. Therefore, the driving factor for a person to carry out an activity is generally the needs and wants of the person. If he needs and wants something, then he will be encouraged to do certain activities to get what he needs. Hersey and Blanchard in Sedarmayanti stated that the strength of motivation tends to decrease if the motivation is fulfilled or hindered from being realised. Hersey and Blanchard's viewpoint suggests that if motivation is not given, the subordinate's performance outcomes will decrease, while if motivation is given, then better performance outcomes will still experience high intensity. While job motivation has a significant effect on performance. The result of this test can be explained by the fact that employees who have good job motivation will have better performance (Riyanto & Herlisha, 2021; Rivai et al., 2019; Chauhan et al., 2019; Nguyen & Mahaputra, 2020; Prihartono & Ali, 2020; Ridwan, Mulyani & Ali, H., 2020; Yudistira & Abdullah, 2024).

On the other hand, leadership style has a great impact on achieving the performance goals set. This was revealed by Rivai and Mulyadi, who argued that leadership style is a set of characteristics used by leaders to influence their subordinates in order to achieve organisational goals (Sirait, Junaedi, Purwati, & Deli, 2022). The same view was expressed by Wibowo (Kahfi, Wibowo, & Widodo, 2022), who argued that leadership is one of the factors that affects the performance of individuals. In addition, several previously conducted studies have revealed the significant role of leadership in influencing employee performance (Bastari et al., 2020; Tamsah, et al., 2020; Prihartono & Ali, 2020; Ridwan et al., 2020; Harini et al., 2020).

Besides, organisational culture is defined as a cognitive framework that encompasses attitudes, values, norms, and mutual respect shared by members of an organisation (Sari, 2021). Organisational or corporate culture is usually defined as values, understood symbols, which are demonstrated by an organisation to make members of the organisation feel that they belong to a

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family and create a condition in which members of the organisation feel different from other organisations. Patterns of beliefs, values, and approaches are learnt from experiences developed over the history of the organisation, which are manifested in the material management and behaviour of the organisation's members. Culture is an assumption that groups learn by solving problems of external adaptation and internal integration. An organised group of people who share the same goals, beliefs, and values can be measured by their impact on the organisation's cultural motivation, which has a positive effect on building motivation (Sari, & Ali, 2022). Organisational culture itself can help employee performance as it creates motivation to work and provides employees with the best ability to take advantage of the opportunities offered by the company. Organisational culture and performance have been extensively studied by previous researchers, including (Harini et al., 2020; Ridwan et al., 2020).

DISCUSSION

The main application of the current research on personality differences in post-training job performance of college teachers is to promote better job performance of training targets by carefully selecting personnel with certain personality traits to participate in training, but the reality is that for new teachers or mentors, it is based on full participation in training, resulting in a low rate of transfer of knowledge and skills after training. Therefore, the best choice is to seek the suitability of personality traits and training. Therefore, firstly, we need to detect the factors of personality traits and make individuals participate in the training under different structural methods, and then we will see what type of individuals and what type of training are more favourable to the effect after the training. In terms of the choice of subjects, a significant number of researchers chose students, which is related to the convenience of sampling, as well as practical workers. From the point of view of the applicability of the findings, it is worth advocating the use of actual workers as subjects whenever possible. By placing the hypothesised variables in a wide range of real training contexts, the generalisability of the findings can be ensured, and it is easy to reach a consensus view of their role in training management.

In terms of measurement and evaluation time, some researchers have used three time points: 1 month, 6 months, and 1 year after training; some have used immediate post-training evaluation, with some interactions between the two phases of the same training; and some scholars of research and training management have used on-the-spot measurements and tracking measurements after 1 month. It can be said that there is no general agreement on the time of measurement and evaluation. However, the more consistently recognised time points are on-the-spot measurement after training and 3 months later. If the study deals with retention, then a slightly longer period of time for performance assessment or finding a point in time at this stage for multiple tests is also necessary.

Learners are a core component of any training activity, and their attributes play a key role in the realisation and transfer of competencies. Changing teaching practices and managing new models requires tremendous drive, initiative, strength, and motivation. It also involves an investment of personal time, energy, and resources. The attributes that teacher developers consider essential for learning to transfer and produce results are their cognitive ability, motivation to learn and transfer learning, personal characteristics, and amount of experience. However, the list of learner characteristics is not limited to these attributes. Previous studies have pointed out other learner attributes such as leadership, perseverance, understanding of system limitations, openness to change, and risk-taking. These traits are often considered hallmarks of academic leadership and effective teaching. However, the current study did not examine the factors that contribute to learners' intrinsic and extrinsic motivation, which remains a gap in the literature.

This study systematically reviewed the training management factors affecting the self-assessment performance of college mentors in Guangdong Province, China, by means of a literature review. It was found that trainee characteristics, training design, perceived trainer personality traits, training motivation, organisational culture, organisational motivation, and perceived leadership were the key factors affecting training effectiveness. Future research should further explore the interactions among these factors and develop models for practical application to improve the effectiveness of training management and mentors' job performance.

1) Stephen Robbins (2008) stated that personal characteristics such as age, tenure, and marital status can influence individual performance. Performance plays a greater role in individual behavioral dimensions for adjusting well to work. The power of personality traits in predicting outcomes has been demonstrated. The field of personality psychology has focused considerable effort on demonstrating that personality traits are stable and powerful predictors of a range of important life outcomes.

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2) Compensation is an important factor in endeavoring to improve employee performance; the size of the compensation affects the level of employee performance; the larger the compensation received, the more motivated the employee will be. In addition to direct compensation, indirect compensation has an equally important role in improving employee performance. An empirical study of 425 Finnish technology firms found that intangible and tangible incentives contribute to both intrinsic and extrinsic motivation, but only intrinsic motivation improves organizational innovation.

3) Motivation and performance have a close relationship and are interrelated. However, it is important to note that various studies on the relationship between the two show that good motivation creates good performance. However, this relationship is not causal because there are other factors that shape performance than just motivation. Work motivation has a significant effect on performance. The results of this test can be explained by the fact that employees with good work motivation will have a better performance.

4) Leadership style has a great impact on the achievement of the performance goals set. This was revealed by (Rivai & Mulyadi, 2019), who argued that leadership style is a set of characteristics that leaders use to influence their subordinates to achieve organizational goals.

5) The literature on organizational culture and performance revealed that companies that know how to develop their cultures in an effective way most probably have the benefit of advancement in productivity and the quality of work life among the employees. Indeed, the study of organizational culture and performance is advantageous since cultural values are observable and measurable. Thus, in studying the effect of culture on performance, it is vital that both financial and non-financial (cultural values, norms) measures are used to get more comprehensive results. Indeed, employees must absorb the organizational culture at maximum strength, and top management should provide a precise guideline and direction to motivate the employees to leverage the organization's culture to achieve the company objectives.

CONCLUSION

As mentioned earlier, this report collects and collates literature and relevant professional books covering management, psychology, educational research, student affairs management, official government websites, and annual work reports of industry associations, financial data, and data on university faculty through the assessment of research questions related to training management and teacher human resource management and a literature search of all previous propositions. The results of these research efforts were reviewed and analysed. The core variables, influencing factors, and interrelationships on the topic of training management were clarified through the collation of existing empirical data related to the training management of company employees and higher education faculty. Current empirical research on training management shows that there are five main core factors: trainee characteristics, training design, training motivation, organisational culture, and organisational incentives, and fifteen sub-factors, with different variables selected depending on the research perspective.

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