

# The Impact of Educational Resources Investment on Performance Management: A Case Study of Off-Campus Music Training Institutions in Guangxi Province, China.

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## Abstract

The performance management research of this paper was based on the multi-dimensional perspective of educational resources investment for the study of Guangxi off-campus music training institutions. With research objectives were to find out and put forward the problem of educational resource investment, explore the deep essence behind the phenomenon, and investigate the current situation, with analyze the influencing factors of performance management in off-school music training institutions. Through a systematic and comprehensive exploration of the status quo of performance management of off-campus music training institutions, this paper collects, collates and researches relevant literature materials, and conducts a typical survey of teachers of representative off-campus music training institutions in Guangxi through interviews and questionnaires. The survey was showed that there were still some problems in the performance management of off-campus music training institutions in Guangxi Province, including: low salary of teachers in off-campus music training institutions, weak teacher resources, improved quality of music teaching activities, and backward software and hardware facilities. Institutional culture and brand influence are insufficient, the institutional environment is not ideal, and the venue lacks innovation awareness. The main reason for these problems is the weak investment in educational resources. The indicators for measuring the off-campus music training institutions in Guangxi should be considered in four aspects: institutional security, institutional environment, institutional facilities, institutional culture and brand, and institutional leadership. All educational resource input factors have a certain effect on the performance management of training institutions.

**Keywords:** Educational Resources Investment; Performance Management;  
Off-campus Music Training Institutions

## Introduction

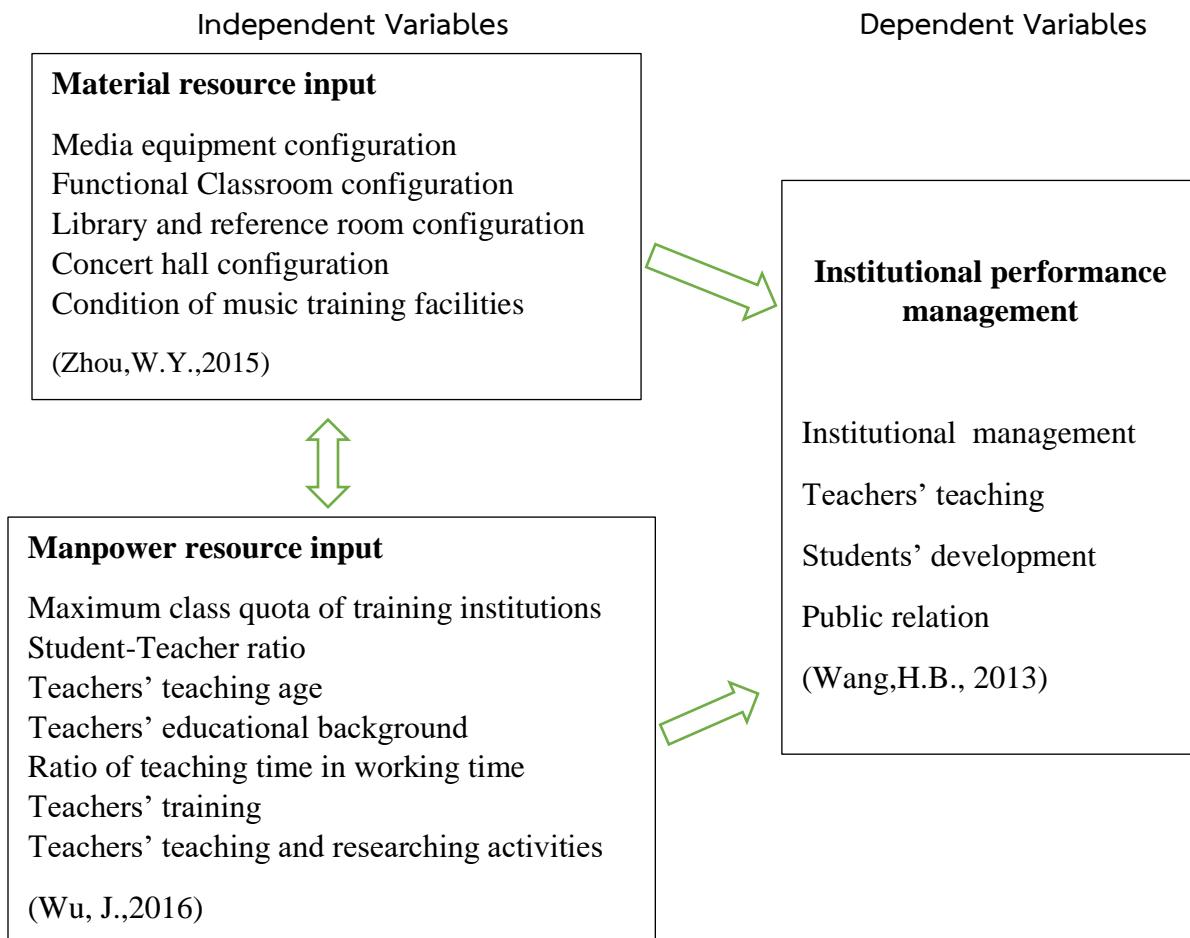
With the great attention paid to the comprehensive quality education of students by the education departments in China, in the face of the diversified development of society, school art education can't meet the needs of all learners (Lu,Q.Q.,2016). Music education outside school has become the supplement to school music education and the overall scale will be further developed (Cai,Y.,2013). A large number of off-campus music training institutions are distributed in large, medium and small cities and towns in China, which ensure sufficient teaching resources and provide convenient ways for students to choose off-campus music education (Feng,F.,2014).

The economic development level, educational level and regional characteristics in different regions are diverse, which directly affects the development level and scale of off-campus music training institutions. There are more and more competitions to be faced, and the quality of education has become the topic of common concern to the society, and the core value element to measure the level of running a school (Zhang,K.F.2016). Performance management of off-campus education, as the topic of educational quality research, has also become the focus of global attention (Li,X.W.,2014). In many developed countries, performance evaluation is seen as an important means to formulate educational policies, allocate educational resources, and promote the improvement of teachers' quality and school efficiency (Xi,F.,2013).

## Research Objectives

1. to find out and put forward the problem of educational resource investment in Guangxi off-campus music training institutions
2. To explore the deep essence behind the phenomenon of school performance management
3. To investigate the current situation of performance management in many music education and training institutions.
4. To analyze the influencing factors of performance management in off-school music training institutions.

## Conceptual framework.



**Figure 1** Material and Manpower resources input, developed from original research

## Research Methodology

### 1. Research Design

#### 1.1 Research framework

According to the viewpoint of school performance management is an open social system model of school, including the links of input, transformation and output. In particular, the input elements are environment restriction, manpower resource and capital resource, mission and policy, material and method, and equipment, the process of environmental transformation are institutional system, political system, personal system and cultural system, which react in pairs by learning and teaching, and the output elements are academic performance, work satisfaction, absence rate, drop-out rate, and comprehensive quality (Hong,Z.Z.,2014). The input elements

affect the output by environmental transformation, and the gap between the actual performance which is finally produced and the ideal performance provides feedback on the input elements the process of environmental transformation (Dai,N.,2013). In consideration of the feasibility of information acquisition, this research will mainly discuss the relation between input elements and output elements, and conduct operationalized measurement from three aspects of finance, material and manpower (Liu,Z.T.,2013). In regard of the output elements, which is the institutional performance level, this paper will carry out measurement from four dimensions, namely institutional management, teachers' teaching, student development and public relation.

## 1.2 Research control variables

The control variables of this research are the variables of teachers' personal background, including gender and age.

- (1) Gender is divided into “male” and “female”, with the specific value of 1 and 2 respectively.
- (2) Age: For the convenience of data processing, no option is given to this question.

## 1.3 Research variables

The research variables of this research include two parts, which are respectively “educational resource input” and “institutional performance management” with the statement as follows:

**1.3.1 Educational resource input.** Referring to the variables of domestic and foreign educational resource input, the discussion is made from three levels, which are financial resource input, material resource input and manpower resource input. All the data come from the result of questionnaire survey.

**1.3.2 Institutional performance management.** The questionnaire of the current situation of the institutional performance management concludes the common indicators of school performance management into four levels of institutional management, teachers' teaching, student development and public relation, and represent the degree of performance on every level with the score of every level as well as the degree of practice of institutional performance management with the total score on every level.

## 1.4 Literature research

In the preparation of the writing, the author had read a great deal of literatures related to school performance management, reviewed and collected the advanced information related to school performance management research, and then the writer had sorted them out. There are relevant documents and policies for school performance management in the paper. In the

process of writing, the writer had summarized and analyzed the relevant information, and constructed the macro framework of the theme.

### **1.5 Survey research**

This study is based on the performance management of Guangxi off-campus music training institutions. Therefore, the research is another major research method in this paper. According to the schedules of research questions, the writer has investigated some off-campus music training institutions in Guangxi. After that, relevant questionnaires were designed for them, and then the writer had distributed them to the teachers of the music training institutions in Guangxi, conducted research and collected the opinions of teachers of the music training institutions, so as to understand the different levels of educational input of the institutions, as well as to provide beneficial and complete data for the performance management of these institutions.

At the same time, in order to understand the current development and basic situation of music training institutions in Guangxi, the author has selected some representative teachers to conduct interviews to obtain first-hand information. Furthermore, the writer has analyzed the real situation of the factors affecting teachers' performance based on the case study. In combination with good results of practice, and inspiration of relevant schools, and results of surveys have been adopted in the paper.

### **1.6 Statistic analysis**

The classification and qualitative analysis of data obtained from the survey will provide comprehensive and complete information resource for the development of performance management of music training institutions in Guangxi.

## **2. Population and Samples**

### **2.1 Basic information of research objects**

This research adopts the method of questionnaire survey to discuss the influence of educational resource input on the performance management in Guangxi off-campus music training institutions. The interviewees in this research are mainly teachers from several off-campus music training institutions in Guangxi of China. Teachers from different cities, different stages and different specialties are selected as the sampling objects, and data are collected by questionnaire survey. From the questionnaire distributed, a total of 480 questionnaires are distributed for comprehensive survey and collection of the factors affecting the performance in music teaching and training institutions and the current situation of performance management according to interviewees' gender, age, professional learning experience, teaching age and teaching.

## 2.2 Sampling method

This research collects data based on music training institutions with off-campus school qualification, and questionnaires are distributed to teachers of these off-campus music training institutions in Guangxi. This survey covers teachers from different cities (including Nanning, Liuzhou, Guilin etc.), different scales (including small, medium and large) and different specialties (including instrumental music and vocal music), and has good representativeness and typicalness. From the quantity of questionnaires distributed, a total of 480 questionnaires are distributed, 458 of them are recovered, with a recovery rate of 95.4%. After researchers screen and eliminate invalid questionnaires, 420 valid questionnaires are left, with a validity rate of 87.5%.

## 3. Data Collection Methods

### 3.1 Qualitative research

The researchers took teachers of off-campus music training institutions in Guangxi as the research object, using historical review, literature analysis, and interview methods to obtain the current information of the educational resources input of Guangxi off-campus music training institutions, as well as the analysis of non-quantitative analysis methods to obtain research conclusions. Qualitative research emphasizes more on meaning, experience (usually verbal description), description, etc.

### 3.2 Quantitative research

Researchers use two elaborately constructed questionnaires to collect the data of samples, including basic personal information, factors affecting the performance management of music educational training institutions and the current situation of performance management of music educational training institutions. Measurement is conducted to off-campus music training institutions from three aspects of educational resource input, namely finance, manpower and material.

This research measures the institutional management performance of Guangxi off-campus music educational training institutions from four dimensions. With “Likert scale”, the survey divided the institutional management performance into four levels, and assigns the values of 1, 2, 3 and 4 to them. Performance management indicators are concluded as four levels of school management, teachers’ teaching, student development and public relation. Methods of one-way regression and multiple regression are used to test these relations and hypotheses.

### 3.3 Data collection

This paper collects the major data of participants through literature research, questionnaires and field interviews, and uses descriptive statistical data (including frequency, percentage, mean value and standard deviation) to describe the background of teachers, performance factors and the current performance management in off-campus music training

institutions. Inferential statistics are used to examine the relationship between variables and hypotheses.

### 3.4 Data analysis

This research is qualitative and quantitative study. Firstly, statistics on the resources and data of educational resources of the off-campus music training institutions in Guangxi are carried out. Secondly, the educational resources and data of performance management are compared and analyzed. Therefore, we have adopted descriptive statistics, including frequency, percentage, mean value and standard deviation, to analyze and interpret the personal data of respondents. In addition, the reversion of one-dimension and pluralism are adopted to examine variables and hypotheses at a significance level.

## Research Results and Discussion

In the qualitative research, the researchers conducted in-depth interviews with 15 experts and scholars, including members of the music professional academic committee, leaders of college music schools, leaders of music training institutions, and some professional teachers. During the interviews, they had a detailed understanding and communication with the experts, and they were serious heard their opinions and suggestions, and summarized the results of the interview.

### 1. Descriptive Analysis

#### 1.1 Descriptive analysis of independent variables.

**1.1.1 Descriptive analysis of financial resource input.** The result is the descriptive analysis of monthly income that 23 people's monthly income is below 3,000 Yuan, occupying 5.5%; 137 people's monthly income is 5,000-8,000 Yuan, occupying 32.6%; 165 people's monthly income is 8,000-10,000 Yuan, occupying 39.3%; 95 people's monthly income is above 10,000 Yuan, occupying 22.6%. The number of people with the monthly income of 8,000-10,000 Yuan among the respondents is the largest, and that that number of people with the monthly income below 3,000 Yuan is the smallest.

**1.1.2 Descriptive analysis of manpower resource input.** The result is the descriptive analysis of the maximum class quota in training institutions that the minimum of the maximum class quota in training institutions is 11, the maximum is 50, and the average is 32.121.

The descriptive analysis of the student-teacher ratio that the minimum of student-teacher ratio is 6.35, the maximum is 28.57, and the average is 16.604.

The frequency analysis of teachers' teaching age that there are 84 teachers whose teaching age is within 1 year, occupying 20%; there are 167 teachers whose teaching age is 2-4 years, occupying 39.8%; there are 96 teachers whose teaching age is 5-7 years, occupying 22.9%; there are 96 teachers whose teaching age is 5-7 years, occupying 22.9%; there are 55 teachers whose teaching age is 8-10 years, occupying 13.1%; there are 18 teachers whose teaching age is above 11 years, occupying 4.3%. It means that, among the respondents, the number of teachers with the teaching age of 2-4 years is the largest and the number of teachers with the teaching age above 11 years is the smallest.

The descriptive analysis of teachers' educational background that there are 31 teachers with the educational background of junior college and below, occupying 7.4%; there are 259 teachers with the educational background of undergraduate, occupying 61.7%; there are 130 teachers with the educational background of postgraduate and above, occupying 31%. It means that, among the respondents, the number of undergraduates is the largest, and the number of teachers with the educational background of junior college and below is the smallest.

The descriptive analysis of the ratio of teaching time in working time that the minimum is 0.120, the maximum is 0.880, and the average is 0.457.

The descriptive analysis of the number of times of teachers' training that the minimum is 1.000, the maximum is 6.000, and the average is 3.281.

The descriptive analysis of the number of times of teachers' teaching and researching activities that the minimum is 0.000, the maximum is 4.000, and the average is 2.512.

The descriptive analysis of participation proportion that the minimum is 0.320, the maximum is 0.910, and the average is 0.648.

### 1.1.3 Descriptive analysis of material resource input.

The descriptive analysis of multimedia equipment configuration that 151 people have no multimedia equipment, occupying 36%; 269 people have multimedia equipment, occupying 64%. It means that, among the respondents, more people have multimedia equipment.

The descriptive analysis of functional classroom configuration that 164 people have no functional classroom, occupying 39%; 256 people have functional classroom, occupying 61%. It means that, among the respondents, more people have functional classroom.

The descriptive analysis of library and reference room configuration that 140 people have no library and reference room configuration, occupying 33.3%; 280 people have library and reference room configuration, occupying 66.7%. It means that, among the respondents, more people have library and reference room configuration.

The descriptive analysis of concert hall configuration that 221 people have no concert hall configuration, occupying 52.6%; 199 people have concert hall configuration, occupying 47.4%. It means that, among the respondents, more people have no concert hall configuration.

### 1.2 Descriptive analysis of control variables.

The descriptive analysis of gender that 184 people are male, occupying 43.8%; 236 people are female, occupying 56.2%. It means that, among the respondents, there are more female.

The descriptive analysis of age that the minimum is 2, the maximum is 4, and the average is 3.081.

## Research Conclusions

### 1. Main conclusions for educational resources input made by off-campus music training institutions.

That part mainly introduces the basic information of the schools where the teachers of off-campus music training schools surveyed this time are and the educational resources input. The author draws the following conclusions through analysis to 420 effective questionnaires:

Firstly, in respect of the financial resources input made by off-campus music training institutions, the general level is not high widely though the salary of the teachers in such training institutions has increased by a small amount in comparison with that in the past. On May 15, 2020, State Statistical Bureau released the annual average salary of 2019. Among the average salaries of the people working in the city and town units over the country, the annual average salary of the educational industry was RMB 97,681 yuan with an average monthly income of RMB 8,140.03 yuan, ranking 7th in the industries and lagging behind other industries. As the social consumption level is becoming higher and higher currently, the financial status of teacher families is not ideal. This indicates that in the off-campus training institutions in Guangxi, the personnel fund input is in a circumstance of waiting for improvement.

Secondly, in respect of the material resources input made by the off-campus music training institutions, the researchers have mainly examined the multi-media equipment, functional classrooms, teaching and training equipment, the provision of concert halls, etc.

In general, most of the institutions, in respect of the teaching and training equipment configuration, are not perfect in teaching equipment configuration. Nearly 40% of the off-campus music training institutions cannot guarantee the provision of multimedia equipment. At the same time, nearly half of the off-campus music training institutions are not equipped with functional classrooms to be unable to offer comprehensive music courses. In respect of the library and reference room opening, 33.3% of the off-campus music training institutions fail to open a library in such a manner that would affect students' academic performance and overall development to a certain extent. The configuration of concert halls is even more worrying as more than half of

the music training institutions are not equipped with concert halls in such a manner that would seriously affect students' stage practical experience. That students lack stage performance experience and teachers' teaching achievements cannot be displayed leads to the low performance of the institutions in running schools.

Thirdly, from the perspective of the human resource input made by off-campus music training institutions, this research mainly measures from the quantity and quality of teachers. The maximum class size data shows that the average maximum class size is 32 students. Such class size setting is not conducive to students' music learning, and also increases the workloads of teachers and seriously affects teachers' initiative. In respect of the student-teacher ratio, the average is basically consistent with the national school average level, but in future, with the aesthetic education to be incorporated in the high school entrance examination, the music education will be promoted comprehensively and the student-teacher ratio will inevitably rise. In respect of teachers' teaching age, most of the interviewed teachers have a teaching age of 2-4 years and belong to young teachers being lack of teaching experience.

There is a slight lack of subsequent power of teacher resources. In respect of the education level of the interviewed teachers, the proportion of undergraduates is the highest, followed by postgraduates. This educational structure is roughly in line with the educational structure of teachers in China. To improve the attractiveness of the music teacher industry and encourage more excellent talents to engage in the music education industry should become a trend of future music education development. As a form of compensation education, teacher training plays an important role in improving teachers' quality.

According to the survey data, the number of teacher training attended by teachers is about 2 times per year, which is far from meeting the actual work needs and may reduce the effectiveness of teacher training. In respect of the proportion of teachers' daily teaching time to working time, the average value of the interviewed teachers is between 0.4 and 0.5. Overloading teachers with excessive teaching tasks may enhance their sense of tiredness and weaken their work performance. According to the survey on the average number of teaching and research activities that teachers participate in each month, the teaching and research activity is obviously not enough, and the participation degree of teachers also needs to be improved for being unable to meet the actual needs of education and teaching.

In general, the educational resources input made by the off-campus music training institutions in Guangxi is still insufficient, there is a shortage of supporting teaching equipment and teaching resources, there is a tight shortage of highly educated teachers and the workloads of teachers are heavy. Most teachers cannot get the material conditions and supports necessary for teaching work and students are lack of educational opportunities.

## 2. Conclusions for impact of educational resources input on performance management of off-campus music training institutions.

Through an analysis to the survey to the teachers interviewed, it is found that the overall level of the status-quo of school performance management is middle or below, and the educational resources input correlates with off-campus music training institutions, all the four hypotheses are valid, that is, the more the educational resources input is, the better the school management performance, teachers' teaching performance, student development performance and public relation performance level will be. Here is a specific analysis:

### Research Suggestions and Outlook

The development hierarchy and level of off-campus music training institutions can represent the health and quality standard of the whole art education system in an area to a considerable extent. Based on a survey and research on the performance management of off-campus music training institutions, this research puts forward relevant suggestions from the perspectives of the financial resources input, material resources input and human resources input for reference.

**1. Establish a guarantee mechanism, increase teachers' salary.** Improving the educational investment income of the laborers in the teaching industry is the key to improving the attractiveness of the teaching profession and encouraging excellent talents to invest in the teacher education. From the perspective of planning, the requirement that the teachers' salary is not lower than the salary level of the national teachers should be further emphasized with a certain salary growth rate to be maintained, which should be appropriately higher than the annual salary growth rate of other industries.

**2. Enhance financial support, develop construction standard.** In respect of students learning music art appreciation, China started late, which is now still in a preliminary stage. According to the existing problems, in addition to the need to increase the fund investment, the cultivation of teachers for music appreciation should be strengthened, with a unified cultivation standard to be developed, a 3-dimensional network for students, parents and teachers to be established to improve the participation of teachers and parents.

**3. Perfect music infrastructure equipment and facility input, improve educational function of institutions.** The equipping of various hardware and software facilities, such as multifunctional classrooms and concert halls, in off-campus music training institutions plays an important role in the cultivation of student ability and a key role especially in the verification and improvement of the teachers' teaching quality and students' learning results. The music facilities and equipment in the off-campus music training institutions in Guangxi are relatively lack, and the

music facility sites relatively lag behind. It is suggested that the off-campus music training institutions should broaden the channels to strengthen the fund guarantee, and give more inclination to the music infrastructure facility and equipment construction. Exploring a diversified management mode is a correct choice to solve the problem of tight deficiency of music facilities and equipment in the off-campus music training institutions in Guangxi.

**4. Attract social resources to participate, build a network for interaction by institutions.** From the perspective of social capitals, the essence of absorbing social resources to participate in running a school lies in integrating the internal resources of institutions and the external social resources in order to improve the performance of the off-campus music training institutions. The continuous accumulation and generation of the internal resources of institutions provides favorable conditions for the same to absorb more external social resources. As an economically and culturally backward province in China, it can refer to the 118 “Education Action Zone” plan approved by the British government in 1998 to introduce off-campus forces to get involved in music training institution improvement by taking advantage of community co-building and parent participation institutionalization. In terms of the specific measures to improve the school performance management level of the off-campus music training institutions in Guangxi, the operation mechanism of entrusted management marketization should be adopted to build a school-running mode of public-private cooperation to promote the optimization and configuration of public education resources. A cooperation relationship should be formed among competent education authorities, schools, parents, enterprises, communities, etc. to fully mobilize the enthusiasm of the society to participate in education for a multi-force participation organization and operation mechanism to take shape. In addition, the off-campus music training institutions should change the independent state of music art, strengthen inter-disciplining, school-school communication, obtain the support of high-quality schools through school network, promote the efficient use of high-quality educational resources and improve the performance of institution management.

## Research Contributions

This research takes the performance management of the local off-campus music training institutions as the research object. On basis of comprehensive investigation, interview and practice, it discusses the factors that affect the performance management of the off-campus music training institutions in Guangxi, with a distinct theoretical and practical significance.

Firstly, through the combination of qualitative and quantitative research methods, the results of this research have a new understanding about the concept and theory of the performance management of the current local off-campus music training institutions, and play a

certain role in promoting the future performance management of the off-campus music training institutions in Guangxi.

Secondly, the results of this topic research will help managerial personnel better perfect the performance management system of the off-campus music training institutions. The aim is, with the educational resources input being the core of management activities, to explore the inherent law, including the basic target of national music orchestra, standard management, goals, implementation, operation mode and teaching method, for direct reflection of and application in practice.

The core is to establish a scientific performance management mechanism, enrich and perfect the performance management mode of the local off-campus training institutions so as to promote the local off-campus music training institutions to improve the overall performance management level.

## Research Innovation and Deficiencies

**1. Innovative points of research.** As the country attaches great importance to aesthetic education, China's music education has also begun to pay more attention to the education quality and the educational performance related thereto, just like some European and American countries. This research is made based on the practice of performance management of the off-campus music training institutions in Guangxi. Here are the innovative points of this research:

(1) This research selects institutional performance management as the cutting point thereof to explain the origin and change of school performance management by making a historical research to school performance management and making a try from the perspective of new public management.

(2) In combination with the existing international school performance index system and the dimensions and factors of China's education supervision index, survey questionnaires were designed for questionnaire survey orienting to the teachers in Guangxi's off-campus music training institutions.

(3) Explore the relationship with the performance management of Guangxi's off-campus music training institutions from the perspective of educational resources input, and provide suggestions for promotion from the theoretical level.

**2. Research deficiencies.** In the era of educational performance, this research, starting from the four dimensions of educational resources input, made a survey to the performance management problems existing in Guangxi's off-campus music training institutions. Due to the

limitation of time, personal ability of the researchers and various other reasons, this research has the following limitations:

(1) The scope of research still needs to be broadened. In this research, surveys were made to such three cities as Nanning, Liuzhou and Guilin, Guangxi.

However, as far as all the off-campus music training institutions in Guangxi are concerned, the sample size is still small.

(2) The level of problem analysis needs to be improved. Due to the lack of a unified understanding about school performance management in Chinese academic circles, this research draws on the school performance evaluation index system of European and American countries to lead to possible insufficient grasping of situation and locality in understanding and practical operation. Therefore, it is hoped to have the opportunity to further perfect relevant research in future.

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