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Challenges and Countermeasures in Post-Pandemic Teacher Performance Management: Insights from Public Universities in Hong Kong, China

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Abstract: This study focuses on the impact of the blended teaching model on higher education management in the post-pandemic era. Taking eight public universities in Hong Kong, China as cases, it deeply explores the challenges and optimization paths faced by teacher performance management through qualitative research methods. The research adopted a multi-case design and conducted semi-structured interviews with 32 interdisciplinary teachers and 8 administrative managers. Combined with the thematic analysis method, three core issues were identified: The deficiency of the incentive mechanism was manifested as 70% of the respondents pointed out that the rigid senior-salary system was difficult to reflect the value of teaching innovation, and the interdisciplinary achievements had insufficient weight in the promotion evaluation; The imbalance in resource allocation was manifested in 80% of the participants confirming that there was a severe disciplinary bias (for example, business monopolized 70% of the digital teaching budget, and the internship opportunities in science and engineering were eight times that of humanities), resulting in a satisfaction rate of humanities teachers as low as 2.3/5. The insufficiency of professional development support is prominently reflected in the fact that 77.5% of teachers lack training in blended teaching skills (such as asynchronous interaction and LMS data analysis), and 55% believe that mental health support is absent. Based on the emergent theory, the transformational leadership theory and the framework of the TPACK model, a systematic countermeasure is studied and proposed: reconstructing dynamic performance indicators and adopting the Analytic Hierarchy Process (AHP) to integrate dimensions such as the flexibility of online teaching and the application of technology; Establish a performance-oriented resource allocation mechanism and promote fairness through interdisciplinary special funds; Build a teacher learning community to provide customized technical training and psychological support; Innovate diverse incentives such as linking salary with teaching innovation achievements and establishing social impact awards. These measures have been initially verified for effectiveness through practices such as the development of AI courses at the University of Hong Kong, China and the resource pooling at the Hong Kong University of Science and Technology, and can provide a paradigm reference for global higher education institutions to build a resilient performance management system. Future research needs to expand cross-cultural comparisons and long-term tracking to deepen the applicability of the theory.

Keywords: teacher performance management; post-pandemic era; blended teaching; resource allocation; incentive mechanisms

1. Introduction

1.1. Research Background

1.1.1. The Changes in the Educational Environment in the Post-pandemic Era

At the beginning of 2020, the COVID-19 pandemic swept through the global education sector like a surging tide. Data from UNESCO shows that over 1.5 billion students worldwide have been forced to suspend their studies due to school closures, and educational equity and accessibility have been severely hit (UNESCO, COVID-19: Implications for the Education Sector, 2020). The Hong Kong region responded promptly. Eight public universities fully shifted to remote teaching in the early stage of the epidemic. More than 150,000 students embarked on the online learning mode [1]. This transformation led to a sharp increase in the users of online teaching platforms such as Zoom and Microsoft Teams, making them important carriers of educational activities.

Teachers are confronted with unprecedented challenges and need to complete the role transition from traditional classroom teaching to online teaching within a short period of time [2]. Professor once stated that to adapt to online teaching, it is not only necessary to redesign the course content but also to learn techniques such as video editing and live interaction, which has nearly doubled the time spent on lesson preparation compared to before [3]. For students, autonomous learning ability and time management ability have become key factors for learning outcomes, and the demand for online learning resources has also changed significantly [4]. According to a survey by the Hong Kong Institute of Education, during the epidemic, students' usage frequency of MOOCs, teaching videos and other resources increased by 60% [5].

In the post-pandemic era, blended teaching has become the new normal in education. The teaching practice in Hong Kong, China shows that under the blended teaching mode, teachers need to balance online and offline teaching and flexibly apply various teaching tools and methods, which puts forward higher requirements for teachers' teaching ability, teaching design ability and technical application ability [6]. Meanwhile, educational management is also confronted with new problems such as how to evaluate the effect of blended teaching and how to coordinate online and offline teaching resources [7].

1.1.2. The Significance of the Eight Public Universities in Hong Kong, China in the Education System

The eight public universities in Hong Kong, China (the Group of Eight), namely the University of Hong Kong, The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, City University of Hong Kong, The Hong Kong Polytechnic University, Hong Kong Baptist University, Lingnan University and The Education University of Hong Kong, are the mainstays of higher education in Hong Kong, China. In the 2024 QS World University Rankings, the University of Hong Kong ranked 26th, the Hong Kong University of Science and Technology ranked 68th, and The Chinese University of Hong Kong ranked 75th, fully demonstrating their outstanding status in the field of international higher education.

The Eight universities of Hong Kong have achieved remarkable results in academic research, talent cultivation and social services. Take scientific research as an example. The nanotechnology research and medical research of the Hong Kong University of Science and Technology are both at the leading level internationally [8]. In terms of talent cultivation, a large number of professional talents are sent to Hong Kong and the world every year. Graduates are widely active in various fields such as finance, technology and education [9]. In terms of social services, the School of Media of Hong Kong Baptist University works closely with local media to provide intellectual support for the development of the industry [10]. The Hong Kong Institute of Education is committed to promoting the reform of basic education in Hong Kong, China and exerts significant social influence. Its

unique educational model and management experience are not only crucial to the development of local education in Hong Kong, China, but also provide valuable references for higher education in other regions [11].

1.1.3. The Key Role of Teacher Performance Management in Improving Educational Quality

Teachers are the core of educational activities. Their teaching level, work enthusiasm and professional quality directly determine the quality of education. Teacher performance management, as an important link of educational management, conducts a comprehensive, objective and fair evaluation of teachers' teaching, scientific research, social services and other work by formulating scientific and reasonable assessment indicators and methods [12].

In the traditional teacher performance management system of the eight major universities in Hong Kong, China, teaching assessment mainly relies on methods such as student evaluation of teaching and peer classroom observation, research assessment focuses on indicators such as the quantity and quality of published papers and research project funds, and social service assessment covers student counseling, community services and other contents. This system has played a positive role in improving the quality of education and promoting the development of teachers in the past. However, in the post-pandemic era, the dramatic changes in the educational environment have brought about significant transformations in the content and methods of teachers' work. For example, the popularity of online teaching makes it difficult for traditional student evaluation indicators to accurately measure the teaching effect. Scientific research activities are facing new challenges due to restricted international exchanges. The social service work such as online student psychological counseling and community online training undertaken by teachers has not been fully reflected in the original performance system. The traditional teacher performance management model has been difficult to adapt to the new educational situation and urgently needs to be adjusted and optimized to ensure the stability and improvement of educational quality [13].

1.2. Research Purpose

This study focuses on the post-pandemic era, deeply analyzes the challenges faced by the performance management of teachers in eight public universities in Hong Kong, China and proposes targeted optimization countermeasures. Specifically, through the research and analysis of the current situation of teacher performance management in the Eight universities of Hong Kong, accurately identify the existing problems and obstacles, and combine educational management theories and practical experience to build a feasible optimization plan for the performance management system, so as to help the eight universities of Hong Kong better cope with educational changes, improve the level of teacher performance management, ensure and improve educational quality, and promote the sustainable development of universities.

1.3. Research Questions

What specific challenges does the performance management of teachers at the eight universities of Hong Kong face in the post-pandemic era?

How to deal with these challenges to enhance the performance management level of teachers?

1.4. Research Significance

1.4.1. Contributions to Educational Management Theory

This research will enrich and improve the theoretical system of teacher performance management in the field of educational management. Through an in-depth exploration of the performance management issues of teachers in the eight universities of Hong Kong in

the post-pandemic era, this paper explores the new characteristics, new problems and new mechanisms presented by teacher performance management during the special period, providing a brand-new perspective and empirical basis for the development of educational management theory [13]. Promote the innovation and expansion of teacher performance management theory in a dynamic environment, deepen the understanding and recognition of educational management laws, and fill the research gap in this field under the special circumstances after the epidemic.

1.4.2. The Suggestions for the Practices of the Eight Universities of Hong Kong and Other Educational Institutions

From a practical perspective, the research results of this study will provide highly targeted and operational countermeasures and suggestions for the Eight universities of Hong Kong and other similar educational institutions. By optimizing the performance management system for teachers, it is possible to effectively stimulate teachers' work enthusiasm and creativity, improve teaching quality and scientific research level, promote teachers' professional growth and career development, and thereby enhance the overall competitiveness of educational institutions [14]. The research results have significant reference value for the teacher performance management practices of higher education institutions in Hong Kong, China and even around the world under similar circumstances, helping them better adapt to changes in the educational environment and achieve sustainable development.

2. Literature Review

2.1. Current Status of Teacher Performance Management

In the era with unknown opportunities and challenges, the authority deeply examines the teaching performance of teachers by analyzing the collected teaching data. The Hong Kong Education Bureau commends teachers with good teaching performance. On the one hand, it dismisses teachers with substandard teaching performance; on the other hand, it ensures that the overall education level meets the basic requirements of society [15].

To adapt to the changing educational landscape, these universities have adjusted their performance evaluation indicators and methods. They have implemented a flexible evaluation mechanism, combined with online teaching and scientific research results, and emphasized teaching quality and student feedback. This diversified approach aims to meet the evolving needs of education, such as enhancing organizational skills and student support.

However, these changes also present challenges for teachers. With stricter performance appraisals, many teachers in Hong Kong, China are anxious about their future job security. The primary sources of stress for teachers include school administration (84.8%), teaching responsibilities (59.9%), and new policy requirements (59.7%). More than half of the teachers report feeling pressured by these factors (Hong Kong Federation of Education Workers, 2023 Teachers' Physical and Mental Health Questionnaire Survey Press Conference). As universities strive to improve performance management, it is vital to address these concerns to support teachers effectively.

2.2. The Major Challenges

There are several issues which hinder the upgrade of teacher performance. Firstly, the teacher's motivation mechanism is still insufficient. The current teacher incentive mechanism often fails to effectively stimulate teachers' enthusiasm and creativity. For one thing, according to the principle of linking salary with length of service, some teachers can feel relaxed if they make few mistakes [16]. For another thing, the Hong Kong teacher incentive mechanism lacks various training and subject competency competitions, thus

some teachers lack a sense of lifelong learning, which is not beneficial to their creativity and motivation.

Secondly，there is often an imbalance in the allocation of performance management resources. Some popular disciplines and departments receive more support since they are in rising industries [17]. For instance, as an international financial center, business majors have received better faculty and offered broad internship opportunities, attracting a large number of outstanding students. This imbalance in resource allocation has reduced the satisfaction of teachers from disadvantaged departments like Arts subjects, which in turn affects the overall teaching quality and teachers activeness.

Additionally, the professional development support system for teachers is not yet perfect. Many HEIs lack systematic training and development opportunities. Insufficient training for teachers in new technologies and teaching methods limits their ability to keep pace with the new environment. As Girvan et al. addressed, systematic support can be a great factor for pedagogical innovation, fostering teachers to achieve advancement in teaching [18].

2.3. Analysis of Reasons behind Challenges

Based on the context of HK, the causes are apparent in several aspects. On the one hand, there are limitations at the policy and institutional level. The current standard are mostly based on the traditional academic model, which is to pursue results, but lack a detailed understanding of the entire process of student learning. In addition, the lack of transparency and flexibility in the policy-making process makes it difficult for universities to implement performance management.

On the other hand, the organizational culture is a bit distorted. Hong Kong universities usually values academic achievements and tends to evaluate research output rather than multiple evaluation factors such as workmate cooperation. This culture may lead to a utilitarian and conservative mentality among teachers. When these kinds of value become the orientation of evaluation, it will have an impact on diversified performance management [19]. At the same time, poor communication in management practice and an imperfect feedback mechanism between teachers and management have affected the effectiveness of performance management and teachers' job satisfaction.

3. Methodology

3.1. Research Design

This study adopts a qualitative exploratory approach to investigate the challenges and optimization strategies of teacher performance management in Hong Kong's eight public universities during the post-pandemic era. Given the complexity of institutional practices and the need for contextual depth, a multiple-case study design was employed. Each university served as a distinct case, enabling cross-institutional comparison while capturing unique organizational dynamics.

3.2. Sampling Strategy

Purposive sampling was utilized to ensure representation across disciplines, academic ranks, and administrative roles. For participants, there are 32 faculty members (4 per university), from Lecturers to Professors, spanning STEM, Humanities, Business, and Education. And there are 8 administrative managers (1 per university), from Heads of Human Resources or Academic Development Units. The inclusion criteria involves minimum 3 years of employment (covering pre-/post-pandemic transitions), and direct involvement in performance evaluation (as evaluators or evaluatees).

3.3. Data Collection Methods

Semi-structured Interviews was executed. Conducted 40 individual interviews (20-30 mins each) via Zoom, recorded and transcribed verbatim. Interview protocols covered,

first, perceived flaws in existing performance metrics, second, resource allocation fairness and professional development barriers, and third, suggestions for incentive mechanism reform.

3.4. Data Analysis

Data were analyzed using thematic analysis in NVivo 14 (Table 1). Thematic analysis of 40 interview transcripts revealed three interconnected challenges in teacher performance management across all eight universities. Motivational deficits emerged as a systemic issue, with 28 participants (70%) criticizing rigid salary structures tied solely to seniority rather than teaching innovation. A HKUST professor noted, "Our online course redesign efforts aren't reflected in pay increments", while a CUHK lecturer highlighted how "interdisciplinary research receives minimal weight in promotions". Concurrently, 24 respondents (60%) reported insufficient professional development opportunities, particularly impacting humanities faculty. Lingnan University and HKBU academics described institutional support for lifelong learning as "tokenistic", with STEM colleagues receiving 2.1× more annual training.

Table 1. Thematic Analysis of Teacher Performance Management Challenges across Eight Hong Kong Public Universities.

Core Theme	Sub-Theme	Representative Quote
Motivational Deficits	Rigid Salary Structure	"Salary rises only with seniority, not teaching innovation"
	Lack of PD Opportunities	"Humanities staff get zero EdTech training"
Resource Imbalance	Disciplinary Bias	"Business receives 70% of tech funds versus 5% for arts"
	Uneven Tech Support	"Only new hires receive platform training"
PD Gaps	Hybrid Teaching Skills	"No training exists for blending physical/digital pedagogy"
	Mental Support Absence	"Leadership ignores online teaching's psychological toll"

Resource allocation imbalances further exacerbated inequities. 32 interviewees (80%) observed severe disciplinary biases, exemplified by a CityU administrator's disclosure that "business programs secured 70% of our digital teaching budget". Polytechnics University data showed STEM internship placements outnumbered humanities opportunities 8:1. This disparity manifested technologically through uneven support distribution-19 participants (47.5%) reported tech-training exclusivity for junior staff, leaving senior faculty (e.g., a 20-year HKU veteran) to "self-train on Zoom". All eight universities exhibited this STEM-humanities dichotomy, with arts faculty reporting the lowest job satisfaction (mean 2.3/5).

Professional development gaps were most acute in hybrid teaching competencies. Thirty-one teachers (77.5%) emphasized the absence of training for critical blended-learning skills like asynchronous-student engagement or LMS analytics. As an HKBU assistant professor stressed, "Evaluations still use face-to-face metrics for online classes." Simultaneously, 22 respondents (55%) cited inadequate mental health support despite pandemic-induced anxiety spikes. A PolyU lecturer lamented management's dismissal of "the invisible workload of remote teaching", while CUHK's counseling staff confirmed institutional unpreparedness for 37% rising stress levels.

4. Recommendations with Resource Implications

4.1. Specific Countermeasures for Challenges

In the rapidly developing environment of higher education, especially in the context of the increasing popularity of online courses and distance learning after the epidemic, the performance management of universities is facing significant challenges. These challenges are particularly prominent in the eight public universities in Hong Kong, China, as they strive to maintain high standards of teaching quality and resource allocation while also adapting to the new normal of digital education. Addressing these issues is not only crucial for improving the overall performance of universities, but also for ensuring that they remain competitive and can provide effective and innovative educational experiences for students. Therefore, based on a comprehensive analysis of the current situation and drawing on relevant theoretical frameworks, the authors propose a series of targeted suggestions aimed at optimizing the performance management and resource allocation of these universities, as well as addressing specific challenges, improving resource utilization, ultimately enhancing the overall performance and teaching quality of the eight public universities in Hong Kong, China.

4.2. Optimizing University Performance Evaluation Indicators

Universities need to optimize performance evaluation indicators, and introduce new standards for remote teaching performance evaluation with the prevalence of online courses. Contingency theory emphasizes that the effectiveness of leadership depends on the matching of leadership style, follower needs, and context [20]. Optimizing university performance evaluation indicators is based on the specific context of remote teaching, taking into account students' needs for online learning and teachers' behavioral characteristics in remote teaching, to develop an evaluation system that matches it. In terms of evaluating the characteristics of indicators, more emphasis is placed on the flexibility of online teaching, the effectiveness of learning support services, and the availability of technology platforms. Regarding data collection methods, online questionnaires, electronic feedback, and learning management systems are often used for data analysis, highlighting digitization and remote interaction.

Meanwhile, the frequency and dynamic changes of evaluations are also crucial, often requiring more continual assessments to adapt to the rapidly changing online education environment and technological developments [21]. In addition, new models can also be adopted to replace traditional evaluation methods. For example, a study proposed that the Analytic Hierarchy Process (AHP) is used to construct a more detailed indicator system, including student behavior, teacher behavior, and teacher-student interaction, which can comprehensively consider multiple factors and provide scientifically reasonable evaluation results [22]. Therefore, these measures will help the eight public universities in Hong Kong, China build a scientific, comprehensive, and dynamic performance evaluation system for remote education, better monitoring and improving teaching quality.

4.3. Enhancing Resource Allocation for Performance Management and Improving Uneven Resource Distribution

Firstly, transformational leadership enhances the overall performance of the team by stimulating employees' potentiality and creativity [23]. In resource allocation, it represents leaders need to stimulate the motivation of various disciplines and departments through innovative resource allocation methods. Yang mentioned the concept of "allocating a portion of public funds as a special project based on the performance indicators of higher education institutions" [24]. Therefore, universities can allocate resources reasonably according to performance of each department, such as teaching achievements and scientific research innovation, to ensure that resources are tilted towards departments with excellent attainment, while incentivizing other departments to achieve a balanced distribution of resources.

Secondly, the critical paradigm stresses the central role of power in leadership, focusing on the dynamics of power and inequality in leadership practices [25]. Yang suggested that universities should focus on the actual achievements of disciplines and departments when allocating funding, rather than relying solely on traditional investment indicators such as the use of funds and resources [24]. Through this approach, universities can motivate various disciplines and departments to improve efficiency, thereby achieving more rational resource allocation. Respecting subject resource allocation, by expanding career development channels, specialized promotion opportunities are provided for teachers who have outstanding performance in interdisciplinary integration fields. This method not only motivates teachers to actively participate in interdisciplinary activities, but also promotes the rational flow and balanced distribution of subject resources.

4.4. Increasing Technical Support and Training Resources for Teachers

The TPACK (Technological Pedagogical Content Knowledge) model includes technical knowledge (TK), content knowledge (CK), and pedagogical knowledge (PK), which are intertwined to promote teachers' professional development and increase technical support and training resources for teachers [26]. These elements are closely intertwined and collectively contribute to promoting teachers' professional development. A study shows the development of "teacher autonomy in learning" and "practical knowledge" [27]. Firstly, a network-based teacher learning community should be established to promote cooperation and communication among teachers, allowing them to share experiences and form a positive learning community. Secondly, providing personalized online training courses to meet the actual needs of teachers to ensure that the training content is closely integrated with teaching practice. This approach not only enhances their technical skills but also helps them apply new knowledge directly in the classrooms.

Next, through case studies and observational learning, teachers can enhance their practical abilities and effectively transform theoretical knowledge into classroom teaching. Besides, increasing psychological support and career development support for teachers also plays an essential role. It has been suggested that the relationship and development dimensions of psychological contract also have a significant effect on teacher motivation [28]. Accordingly, universities should pay attention to the needs of teachers, providing psychological counseling services, organizing interdisciplinary training and exchanges, and developing personalized career plans, which can help further enhance their satisfaction and loyalty. Through these strategies, not only can teachers' autonomous learning motivation be stimulated, but they can also promote their professional growth, thereby overall improving the teaching performance of universities.

4.5. Providing Diverse Incentive Mechanisms to Support Teacher Development

The humanistic theory underlines the uniqueness of the entire person, focusing on the needs and development of the individual [29]. Strengthening the teacher incentive mechanism, providing diversified incentive measures, and focusing on the psychological state and career development of teachers are precisely based on the emphasis on the needs of teachers. Universities stimulate teachers' enthusiasm by meeting their material and psychological demands, promoting their personal growth and professional development. Firstly, it has been pointed out that the transactional dimension of psychological contract has the most significant effect on teacher motivation [28]. Therefore, optimizing the salary system can effectively meet the material needs of teachers and enhance their work enthusiasm, which encourages universities to establish specialized allowances for interdisciplinary work, adjust the structure of performance bonuses, and increase the weight of interdisciplinary integration achievements.

Research has highlighted the importance of providing comprehensive resource support to foster teachers' professional development and innovation [30]. Universities are encouraged to offer adequate support for teachers, including establishing interdisciplinary

work allowances, adjusting performance bonus structures, and enhancing the recognition of interdisciplinary achievements. Additionally, universities should create policies to incentivize innovative research, establish specialized interdisciplinary research funds, and provide financial assistance for collaborative projects, enabling teachers to work across departments.

In summary, the new evaluation criteria system for distance learning enables universities to comprehensively evaluate course quality and teacher performance, thereby improving teaching effectiveness. The incentive mechanism for teachers can enhance their enthusiasm, promote personal development and scientific research output. Rationalizing resource allocation helps departments and teachers with excellent performance receive more assistance. Support and trainings for teachers can directly enhance their teaching abilities. Therefore, by implementing these series of targeted strategies, universities can create a more dynamic, efficient, and supportive educational environment, which will not only promote teacher development, but also significantly improve the overall teaching level, ultimately benefiting students and helping these institutions achieve long-term success in the fiercely competitive higher education environment, thus improving the performance management of the Hong Kong Eight major universities

5. Conclusion

This research explores the challenges and countermeasures of teacher performance management in eight public universities of Hong Kong during the post-pandemic era. Due to the transition to hybrid and online teaching has reshaped educational practices, requiring a reevaluation of traditional performance management systems that cannot address new realities.

5.1. Key Challenges in Teacher Performance Management

The transition to hybrid education after the outbreak revealed a serious flaw in the traditional performance management system of eight public universities in Hong Kong, China. One of the main obstacles is an inefficient incentive structure, where seniority takes precedence over performance, and the lack of educational opportunities and career programs discourages many teachers. In fields such as technology integration and education, teachers often rely on traditional methods of teaching, especially in rapidly changing fields, to teach specific disciplines. Whether it's a competition or an independent interdisciplinary collaboration platform.

Another urgent problem is the uneven distribution of resources. Areas rated as "valuable", such as economics and technology, receive more funding and institutional support than humanities and arts. Availability of these resources is dependent on leading professors and renowned institutions offering attractive internships. This imbalance is increasing. This imbalance not only demoralizes underfunded teachers, but also undermines the fairness and quality of general education.

In addition, the career framework is still not enough. Some universities already have online training modules, but these modules are not customized enough for the needs of each learning militia. Teachers report gaps in training on technical skills, such as determining management systems and data analysis tools, and lack of appropriate psychological support to cope with pandemic stress. The growing isolation of teachers is exacerbated by the absence of mentor-based and co-worker-based learning networks.

5.2. Proposed Countermeasures and Potential Impacts

To solve the lack of incentives, universities must implement a series of incentives. A strategy that combines increased compensation with dynamic performance indicators (such as student participation ratings and interdisciplinary research) provides a better understanding of changing teacher roles. The development of independent interdisciplinary projects and the development of innovations on technology integration could lead to new

support for participation. For example, we encourage the University of Hong Kong to make efforts to develop auxiliary programs and promote cooperation and cooperation between participants at the end of the year.

Balanced resource allocation requires a system. Demand-based allocation can help close this gap by prioritizing funding for resource-scarce disciplines and innovative projects. The university of Hong Kong has successfully tested a resource pooling strategy that distributes revenue from high-demand projects to smaller departments in the form of community project donations. These initiatives not only promote the public interest, but also the synergies between traditionally isolated disciplines, proving that the collaboration between the arts and the sciences increases student employment.

It is necessary to improve the requirements of the construction of ecological capacity and the development of adaptability specialty. Universities and other educational institutions need to build hybrid learning centers that function in the form of digital education, psychological support, educational micro certification institutions, or data support teachers. For example, the University of Hong Kong's flexible education program combines online seminars and training with their peers. In addition, the AI-controlled diagnostic tool can be integrated into performance assessment to provide useful knowledge for teachers to create strategies that combine mixing or mixing methods.

Variety of incentives is important for long-term sustainability. Economic incentives also include non-traditional contributions. Examples include volunteering in crisis situations and the provision of open educational resources and materials. Yeungnam university's "impact positioning" program honors not only the social contributions and academic achievements of faculty members, but also the cohesiveness and open participation of faculty members. Strategy such as a program or withdrawal program can compensate for flexible career opportunities to attract young talent and retain experienced teachers.

The common goal of these efforts is to build a flexible performance management ecosystem. By combining the incentives of a hybrid curriculum that allocates resources fairly and promotes sustainable career development, universities can improve quality, recover from fatigue, and remain global competitive after an outbreak.

5.3. Limitations and Future

Despite the valuable contributions made by this research, several constraints are identified, which open up avenues for future investigations. To start with, the exclusive focus on the eight public universities in Hong Kong, China hinders the generalizability of the findings to other educational settings. These settings may include private educational institutions or regions characterized by diverse cultural and policy frameworks. Future research could expand to comparative studies, including cross-cultural analyses of teacher performance management in regions like Chinese mainland or Southeast Asia, to identify both universal and context-specific challenges. Such comparative research would help to distinguish between universal and context-dependent challenges, thereby enhancing the practical relevance of the results and deepening the comprehension of how various environments influence teacher performance management.

Secondly, while the qualitative research approach offers rich, in-depth perspectives, it lacks the support of quantitative data, which is crucial for identifying trends applicable to larger populations. For instance, although the study highlights teachers' concerns about resource allocation, statistical validation through survey data on funding disparities across disciplines or other quantitative metrics would strengthen the findings. Future research adopting mixed-methods strategies could combine quantitative data, such as teacher satisfaction survey results or publication productivity statistics, with qualitative insights. This integrated approach would enable a more comprehensive analysis, providing a more solid basis for drawing valid conclusions and formulating effective policies.

Thirdly, the study was centered on the immediate post-pandemic period (2020–2023), and thus may fail to fully capture the long-term effects of hybrid teaching models on

teacher performance. Longitudinal research tracking changes over 5–10 years in discussions of adaptive institutional strategies, could assess whether the proposed interventions lead to sustainable improvements in educational quality. Long-term studies of this nature are indispensable for understanding the long-lasting effectiveness of the recommended measures and their adaptability to the continuously evolving educational scenarios.

Lastly, the research did not delve into the interplay of gender and age disparities within the experiences of teachers. Gender differences in motivation under traditional reward systems, and post-pandemic dynamics may exacerbate such inequalities. Additional research exploring how different demographic groups encounter performance management challenges could reveal overlooked issues and guide the development of more inclusive policies. Addressing these research gaps would contribute to a more detailed and nuanced understanding of teacher performance management, ensuring that the formulated strategies are fair and effective for all educators.

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