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A Development of a Discipline Inspection and Supervision System Model for Public Universities at Anshan Normal University, Anshan City, China

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Abstract: *This study draws on the literature results of discipline inspection and supervision in colleges and universities, follows the discipline inspection and supervision theory, mechanism design theory and Parkinson's Law, takes empirical research as the main method to conduct a questionnaire survey on 300 administrators and teachers in case colleges and universities, and uses statistical analysis methods such as variance analysis and multiple regression analysis. It is constructed the development model of discipline inspection and supervision system in China's public colleges and universities from the perspective of performance mode elements. The conclusion of the research is that following the existing discipline inspection and supervision system of colleges and universities and adhering to the punishment and supervision mode, the integration and coordination of prevention, restriction, incentive and education mode complement the innovation of performance mode, can build the development mode of discipline inspection and supervision system of Chinese public colleges and universities, and effectively improve the target performance of discipline inspection and supervision work of public colleges and universities.*

Keywords: *Development Model, Discipline Inspection and Supervision System, Public Universities*

1. Introduction

1.1 Research Background

Public colleges and universities are relatively independent, involve many management links, rich resources, concentrated power, and complicated affairs, and are prone to power rent-seeking, interest transfer, academic misconduct, poor ethics and other risks. The discipline inspection and supervision work in colleges and universities is the necessary meaning of strengthening the uprightness and discipline in the field of higher education. The overall efficiency of the discipline inspection and supervision work in colleges and universities has been significantly improved. [1]The discipline inspection and supervision system of Chinese universities is an important part of ensuring the healthy development of colleges and universities. Based on the characteristics of discipline inspection and supervision corresponding to specific fields of public colleges and universities, the existing way of performing duties cannot solve all the problems of the objectives and tasks of discipline inspection and supervision in public colleges and universities. In the practice of performing their duties, the discipline inspection commission of colleges and universities should constantly summarize the objective laws of the development of discipline inspection and supervision, explore a scientific and effective working mechanism for discipline inspection and supervision that conforms to the development of the university in practice, and identify the focus of discipline inspection and supervision work. [2]This study relies on the existing model of discipline inspection and supervision system in China's public colleges and universities, explores the innovation of elements of the construction of discipline inspection and supervision performance mode, and builds a scientific and long-term development model of discipline inspection and supervision system in public colleges and universities.

1.2 Research hypothesis

If the development model of discipline inspection and supervision system in public colleges and universities is formed through innovation in the way of discipline inspection and supervision performing duties, it can help college administrators and teachers to improve the subjective and objective factors of continuous compliance with discipline and law, and better achieve the target performance of discipline

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inspection and supervision in colleges and universities. The dependent variable is the target performance of the discipline inspection and supervision work in colleges and universities, that is, the compliance and legal governance effectiveness of the managers and teachers in performing their duties. The independent variable is the way of performing the work of discipline inspection and supervision in public universities. Figure 1 Research hypothesis design 8 independent variables and establish 3 hypothesis models. Model 1 includes 6 independent variables, which are respectively the impact analysis of the independent dimensions of performance mode elements: punishment, supervision, prevention, restriction, incentive and education on target performance. Model 2 is an independent variable, which is independently set and comprehensively used to analyze the impact of punishment, supervision, prevention, restriction, incentive and education performance methods on target performance (hereinafter referred to as synthesis). Model 3 is an independent variable. The integration variables of the 6 sub-dimension variables in Model 1 are coordinated by statistical analysis, and the analysis of the impact of comprehensive application on target performance is tested together with model 2.

The following hypotheses are specifically proposed in this study:

The effective punishment mechanism of H1 has a significant positive impact on target performance.

H2 effective supervision mechanism has a significant positive impact on target performance.

H3 effective prevention mechanism has a significant positive impact on target performance.

The effective restriction mechanism of H4 has a significant positive effect on target performance.

The effective incentive mechanism of H5 has a significant positive effect on target performance.

H6 effective education mechanism has a significant positive impact on target performance.

The comprehensive application of H7 independent test has a significant positive effect on target performance.

The comprehensive application of H8 overall variables has a significant positive impact on target performance.

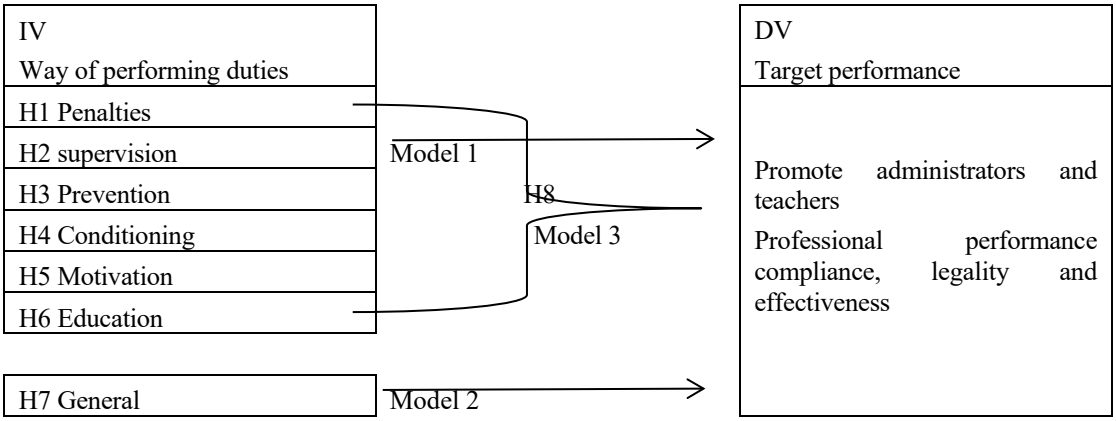

Figure 1: Research hypothesis and model frame diagram

2. Research methods

2.1 Population and sample size

The case university in this study, Anshan Normal University, has the complete characteristics of public universities in China, its scale and level are representative, and the discipline inspection and supervision work can show the characteristics of the discipline inspection and supervision work of public universities in China. The total number of teaching staff in the university of the case is 1200, and the teaching staff population is generally divided into administrators and teachers. The sample group will be divided into two groups. According to the quantity distribution of 300 administrators and 900 teachers and the sampling calculation rules, the sample group 1 consists of 75 managers and the sample group 2 consists of 225 teachers, and the total sample number is 300. The sample size in the sample group was calculated according to the Yamane, Taro.1973 formula.

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2.2 Research Tools

The analysis tool SPSS20 and the literature tool of this study were CNKI, the data collection was conducted by structured questionnaire, and the questionnaire recovery tool was questionnaire Star. The title of the questionnaire is a survey on the identification and demand of the performance mode of discipline inspection and supervision in public universities, and the content is divided into two parts: general information and main content. General information includes introduction and basic population information. The main content consists of 21 questions, which are divided into 7 dimensions: punishment, supervision, prevention, restriction, incentive, education and comprehensive application. The questionnaire content design focuses on two aspects: supply and demand. Supply statement focuses on the design of the effect of discipline inspection and supervision in colleges and universities and satisfaction degree, while demand statement focuses on the design of the respondents' demand and attitude towards the hypothesis. Three experts were invited to strictly carry out expert review of the questionnaire content, and the experts evaluated the consistency IOC score of the questionnaire. Each question in the questionnaire was assessed on an IOC scale of 0.66 to 1.00. 300 questionnaires were sent out and 300 were returned, with a complete recovery rate of 100% and no loss of sample size.

This study uses scale reliability analysis to verify whether the results of sample responses are reliable. All 300 people in the research sample filled in the measurement scale containing 21 items, and the respondents' answers to the 21 items were very similar. As shown in Table 1, Cronbach's α coefficient test was adopted in this study. All the results showed that Cronbach's≥0.80, indicating high reliability.

Table 1: Questionnaire reliability table

Scale	Variable names	Cronbach's α coefficient	Reliability rating
Performance style Change and innovation recognition	Punishment	0.917	high
	Supervision	0.925	high
	prevent	0.935	high
	Conditioning	0.918	high
	Motivated	0.931	high
	Education	0.897	high
	General	0.857	high

Table 2: Table of factor load coefficients

	Ingredients	
	Model 1	Model 2
1QP1	0.751	
2QP2	0.823	
3QP3	0.821	
4QS1	0.766	
5QS2	0.785	
6QS3	0.843	
7QP1	0.910	
8QP2	0.811	
9QP3	0.844	
10QR1	0.755	
11QR2	0.876	
12QR3	0.782	
13QI1	0.786	
14QI2	0799	
15QI3	0.677	
16QE1	0.831	
17QE2	0.797	
18QE3	0.710	
19QE1		0.845
20QE2		0.866
21QE3		0.879

In this study, SPSS validity analysis was used and KMO and Barrlett spherical test coefficients were used. When the simple correlation coefficient among all variables is much greater than the sum of squares of partial correlation coefficients, the closer the KMO value is to 1, the stronger the correlation between variables, the KMO test coefficient >0.5, and the significance probability P value of the X^2statistical value of the Bartlett sphere test <0.05, the validity is considered reasonable, and the questionnaire is suitable for factor analysis. When the KMO value is 0.890, greater than 0.6, Sig.<0.05, it indicates that the standard is met, the data is spherical distribution, each variable is independent to a certain extent, and the data has validity. When common factors with initial eigenvalue greater than 1 are extracted by the principal component method and the cumulative contribution rate of explanatory variance is >60%, it

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indicates that the extracted common factors can better explain the original variables. When the factor load coefficient of corresponding items is greater than 0.5 in the matrix rotated by the maximum variance method, and when the same principal component is used, it indicates that the items of this class are divided into one dimension. The explanation rate of cumulative variance after rotation is 71.609%>60%, indicating that the information of the research item can be effectively extracted. As shown in Table 2, the correspondence between items and factors is analyzed, and it can be seen that the common degree of all items is greater than 0.5, and the items are consistent with the expected correspondence, and the items have met the expected correspondence, indicating good validity.

3. Data analysis and results

3.1 Sample Description

As shown in Table 3, among the sample group of 75 managers who participated in the questionnaire survey, there were more female managers than male managers, accounting for 53.3% and 46.7% respectively. Master's degree is the largest, accounting for 85.3%, followed by doctor's degree, accounting for 9.3%, and bachelor's degree is only 5.3%. Managers aged 36-45 had the largest proportion at 40 percent, followed by 36 percent for those over 46 and 24 percent for those under 35. 74.7 percent were at or below the chief section level, and 25.3 percent were at or above the deputy department level. Those with intermediate or lower titles were 80 percent, and those with deputy senior or higher titles were 20 percent. In terms of the familiarity with the discipline inspection and supervision work in colleges and universities, 100% understood it, indicating that the sampled managers had a certain understanding of the discipline inspection and supervision work in schools.

Table 3: Descriptive statistics of manager sample

Statistical Items	Item layering	Number of people	Percentage
Gender	male	35	46.7
	female	40	53.3
Education	Bachelor's degree	4	5.3
	Master's	64	85.3
	Dr.	7	9.3
Age	Under 35 years old	18	24
	Ages 36-45	30	40
	Age 46 +	27	36
Ranks	Deputy director or above	19	25.3
	Below the major level	56	74.7
Titles	Associate senior or above	15	20
	Below intermediate	60	80
Job cognition	understand	75	100
	Incomprehension	0	0

As shown in Table 4, among the sample group of 225 teachers who participated in the questionnaire survey, there were more female teachers than male teachers, accounting for 62.2% and 37.8% respectively. The number of women with doctor's degree is 53.3%, the number of women with master's degree is 46.7% and the number of women with bachelor's degree is 0. The largest proportion of teachers were over 46 at 44.4 percent, followed by 34.7 percent for those aged 36-45 and 20.9 percent for those under 35. 50.2 percent of teachers with associate senior or higher titles and 49.8 percent with intermediate or lower titles. In terms of the familiarity with the discipline inspection and supervision work in colleges and universities, 100% understood it, indicating that the sampled teachers had a certain understanding of the discipline inspection and supervision work in schools.

Table 4: Descriptive statistics of teacher sample

Statistical Items	Item layering	Number of people	Percentage
Gender	male	85	37.8
	female	140	62.2
Education	Bachelor's degree	0	0
	Master's	105	46.7
	Dr.	120	53.3
Age	Under 35 years old	47	20.9
	Ages 36-45	78	34.7
	Over 46 years old	100	44.4
Titles	Associate senior or above	113	50.2
	Below intermediate	112	49.8
Job cognition	Understanding	225	100
	Incomprehension	0	0

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3.2 Difference analysis

The analysis of sample demographic differences shows that demographic characteristics are the existing control variable. The results show that the overall level of performance mode elements is high, but there are significant differences in the recognition of performance mode elements among different categories, ranks and positions of teaching staff. Teachers were significantly higher than managers, senior managers were significantly higher than ordinary managers, senior titles were significantly higher than intermediate titles, but gender, age and educational background had no significant differences in the identification of performance mode elements.

Table 5: Significant difference between managers and teachers in demand for performance mode

	Punishment M.SD	Supervisor M.SD	Prevention M.SD	Conditioning M.SD	stimulate M.SD	Education M.SD	General M.SD
Manager	4.04 / 0.62	4.15 / 0.63	4.11 / 0.65	4.09 / 0.59	3.89 / 0.62	3.77 / 0.66	4.10 / 0.62
Teachers	4.31 / 0.63	4.16 / 0.61	4.15 / 0.62	4.11 / 0.62	4.25 / 0.60	4.17 / 0.62	4.30 / 0.63
F	0.214**	0.228**	0.089*	0.277**	1.052*	0.189*	0.259**
Scheffe	2 > 1	2 > 1	2 > 1	2 > 1	2 > 1	2 > 1	2 > 1

Note:* P<0.05,** P<0.01

The analysis in Table 5 shows that there are significant differences in the recognition degree of the teaching staff on the performance mode. In terms of punishment, supervision, prevention, restriction, incentive, education and comprehensive methods, teachers are significantly higher than managers. From the average level of the dimension of performance mode, managers agree that supervision, prevention, synthesis and restriction are higher than punishment, incentive and education, while teachers agree that punishment, synthesis, incentive and education are higher than supervision, prevention and restriction. On the whole, the comprehensive approach has the highest degree of recognition, indicating that the realistic interests and demands of managers and teachers have deviations from the recognition of the performance approach, and the comprehensive approach can best satisfy the differences in demands.

Table 6: Significant differences in job level requirements for performance model

	Punish M.SC	Supervision M.SD	Prevention M.SD	Conditioning M.SD	Motivate M.SD	education M.SD	General M.SD
Deputy Director level Above	4.20 / 0.63	4.24 / 0.55	4.08 / 0.58	4.07 / 0.51	4.16 / 0.59	4.10 / 0.62	4.23 / 0.66
Section chief rank The following	4.10 / 0.59	4.03 / 0.57	3.97 / 0.62	3.95 / 0.61	4.15 / 0.58	4.03 / 0.63	4.14 0.61
F	3.570*	3.495*	3.985*	4.012*	3.227*	3.709*	3.188**
Scheffe	1 > 2	1 > 2	1 > 2	1 > 2	1 > 2	1 > 2	1 > 2

Note:* P<0.05,** P<0.01

The analysis in Table 6 shows that different job ranks have significant differences in their recognition of performance mode. In terms of punishment, supervision, prevention, restriction, incentive, education and comprehensive mode, senior managers above deputy department level are significantly higher than ordinary managers below department level, indicating that senior managers have more maturity in understanding and grasping the elements of performance mode. From the average level of performance mode, senior managers are more likely to recognize supervision and synthesis, while ordinary managers are more likely to recognize incentive and synthesis. This indicates that senior managers assume the responsibility of leading the department and are responsible for the work of lower-level staff. Although supervision is a common means of management at upper and lower levels, it also has a sense of identity in the field of discipline inspection and supervision. Ordinary managers are more eager to have positive incentives and other multiple ways to protect their own interests, and are more willing to accept the lack of correction of incentive methods and the promotion of discipline consciousness.

Table 7: Significant difference of job title on performance mode demand

	Punishment M.SD	Supervisor M.SD	Prevention M.SD	Conditioning M.SD	Motivate M.SD	Education M.SD	General M.SD
Associate Senior above	4.28 / 0.59	4.11 / 0.51	4.07 / 0.59	4.08 / 0.59	4.12 / 0.61	4.10 / 0.59	4.16 / 0.61
Intermediate below	4.07 / 0.57	4.10 / 0.62	3.99 / 0.58	3.95 / 0.62	4.11 / 0.59	4.05 / 0.60	4.10 0.62
F	3.756*	4.335*	3.188*	5.122**	3.449*	4.757*	6.098**
Scheffe	1 > 2	1 > 2	1 > 2	1 > 2	1 > 2	1 > 2	1 > 2

Note:* P<0.05,** P<0.01

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The analysis of Table 7 shows that different professional titles have significant differences in their recognition of performance methods. In terms of punishment, supervision, prevention, restriction, incentive, education and comprehensive methods, associate senior titles and above are significantly higher than intermediate titles and below, which also indicates that senior titles have more maturity in understanding and grasping the elements of performance methods. From the average level of performance mode dimension, the senior title holders more agree with punishment and comprehensive, while the junior title holders more agree with incentive, supervision and comprehensive. This indicates that the senior title holders have a higher recognition of strict governance and a higher recognition of comprehensive performance mode. Those below the intermediate level are more inclined to use incentive, supervision and even synthesis to promote legal and compliant performance of their duties in a soft and buffering manner.

3.3 Description of Variables

The performance style scale includes 21 items and 7 first-order factors, including punishment, supervision, prevention, restriction, incentive, education and comprehensive application. According to the scale, all the scores are positive assigned scores. The higher the score, the better the recognition of the way of performing duties. The choices of the staff as a whole are similar to those of managers and teachers, and the median score of the 7 dimensions is close to 4. It can be seen that there is a high coincidence between the single-factor identification of performance factors and the comprehensive application of performance factors identification.

The overall recognition value of the managers and teachers participating in the survey was 4.12, and the scores of each item fluctuated between 3.49 and 4.79. When comparing the seven dimensions of performance mode, the average level of punishment is 4.39, the average level of comprehensive application is 4.25, and the average level of education is 3.89, the lowest.

3.4 Correlation Analysis

Table 8: Internal correlation coefficient of each factor of performance mode

		Punishment	Supervision	Prevention	Conditioning	Motivation	Education	General
Performing their Duties Ways	Pearson Related	0.552*	0.598*	0.674*	0.773*	0.496*	0.612*	0.711*
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Number of cases	300	300	300	300	300	300	300

Note:* P<0.05,** P<0.01

As shown in Table 8, the score of each factor is significantly correlated with the total score, and the scale has a good internal correlation.

Correlation analysis among variables, as shown in Table 9: punishment, supervision, prevention, restriction, incentive, education, synthesis and target performance have significant correlation, which provides analytical support for the construction of performance mode and its impact on target performance, and can be used for hypothesis testing.

Table 9: Correlation coefficients between study hypothesis variables

	Punishment	Supervision	Prevention	Conditioning	Motivation	Education	General	Goals Performance
Punishment	1							
SUPERVISOR	0.670*	1						
Prevention	0.733*	0.652*	1					
Conditioning	0.679*	0.599*	0.644*	1				
Motivate	0.707*	0.585*	0.622*	0.688*	1			
Education	0.647*	0.660*	0.749*	0.638*	0.671*	1		
General	0.726*	0.625*	0.628*	0.687*	0.741*	0.766*	1	
Goals Performance	0.675*	0.608*	0.634*	0.677*	0.646*	0.655*	0.699*	1

Note:* P<0.05,** P<0.01

3.5 Hypothesis testing regression analysis

Through the SPSS20 data analysis, the data basically presents the overall distribution, meeting the

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linear regression normal separation conditions. As shown in Table 10, the fit degree of this linear regression model is good, R^2 is 0.348, indicating that the six sub-dimensions of performance mode explain 34.8% of the variation in the target performance of discipline inspection and supervision, indicating that the results of this operation truly and reliably reflect the impact of punishment, supervision, prevention, restriction, incentive and education on the target performance of discipline inspection and supervision in universities. VIF values are all less than 5, there is no multicollinearity problem, DW values of 2.187, indicating that there is no sequence correlation of the samples, high reliability of independence, through the normality test, meet the conditions of regression analysis. F is 15.923, P<0.001, indicating significant regression, indicating that at least one of the 6 independent variables has a significant impact on the target performance of discipline inspection in universities.

Table 10: Analysis of the influence of each sub-dimension of performance mode on target performance

Model 1	Non-standard beta	Standard error	Standard coefficient beta	t	Salience	VIF
(Constant)	3.261	0.375		12.891	0.000	
Punishment	0.145	0.064	0.070	3.225	0.000	1.898
Supervision	0.087	0.061	0.023	1.410	0.001	2.163
Prevention	0.096	0.028	0.036	1.609	0.000	1.782
Conditioning	0.059	0.072	0.026	1.389	0.015	1.997
Motivate	0.216	0.066	0.074	2.274	0.001	2.138
Education	0.173	0.043	0.042	4.031	0.032	1.955
Durbin-Watson	2.187					
F	15.923					
R^2	0.348					
P	< 0.001					

The punishment mechanism (β =0.145, p <0.001) had a significant positive effect on target performance. Supervision (β =0.087, p <0.001) had a significant positive effect on target performance. The prevention (β=0.096, p<0.001) mechanism had a significant positive effect on goal performance. The restraining (β =0.059, p <0.05) mechanism had a significant positive effect on goal performance. Incentive (β =0.216, p<0.001) mechanism had a significant positive effect on goal performance. Education (β=0.173, p <0.05) had a significant positive effect on goal performance.

In Model 1, punishment, supervision, prevention, restriction, incentive and education have significant positive effects on goal performance, respectively. Research hypotheses H1, H2, H3, H4, H5, and H6 are supported.

Table 11: Analysis of the influence of comprehensive application of performance mode on target performance

Model 2	Non-standard beta	Standard Error	Standard coefficient beta	t	Salience	VIF
(Constant)	2.221	0.348		13.141	0.000	
Combined application	0.316	0.185	0.270	12.102	0.000	1.000
Durbin-Watson	1.983					
F	40.326					
R^2	0.288					
P	< 0.001					

As shown in Table 11, the fit degree of this linear regression model is good, R^2 is 0.288, indicating that the comprehensive application of performance mode explains 28.8% variation in the target performance of discipline inspection and supervision, indicating that the calculation results truly and reliably reflect the impact of the comprehensive application of punishment, supervision, prevention, restriction, incentive and education on the target performance of discipline inspection and supervision in colleges and universities. VIF value is less than 5, DW value is 1.983, F is 40.326, P<0.001, the regression is significant, the independent variable has a significant positive impact on the dependent variable, the comprehensive application of (β =0.316, p <0.001) mechanism has a significant positive impact on the target performance.

In Model 2, the comprehensive application of punishment, supervision, prevention, restriction, incentive and education mechanisms in the way of performing duties has a significant positive impact on goal performance. The research hypothesis H7 is supported.

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Table 12: Analysis of the influence of performance mode factor integration on target performance

Model 3	Non-standard beta	Standard error	Standard coefficient beta	t	Salience	VIF
(Constant)	1.729	0.158		10.322	0.000	
Element integration	0.385	0.062	0.499	13.217	0.000	1.000
Durbin-Watson	1.778					
F	132.675					
R^2	0.419					
P	< 0.001					

As shown in Table 12, the fit degree of this linear regression model is good, R^2 is 0.419, indicating that the comprehensive application of performance mode explains 41.9% of the variation of target performance of discipline inspection and supervision, indicating that the calculation results of this operation truly and reliably reflect the impact of the elements of performance mode of punishment, supervision, prevention, restriction, incentive and education elements on target performance of discipline inspection and supervision in universities. VIF values are all less than 5, and there is no multicollinearity. The DW value is 1.778, the samples are not related, and the confidence is high. F is 132.675, P<0.001, significant regression, independent variables have a significant positive impact on dependent variables, performance mode factor integration and comprehensive application (β =0.385, p <0.001) mechanism has a significant positive impact on goal performance. H8 and H7 also verified the hypothesis.

The results of multiple regression analysis according to model 1,2,3 show that all 8 independent variables are directly related to dependent variables. Based on the above analysis, this study believes that effective punishment mechanism has a significant positive impact on target performance. The effective supervision mechanism has a significant positive impact on target performance. Effective prevention mechanism has significant positive impact on target performance. Effective restriction mechanism has significant positive influence on target performance. Effective incentive mechanism has significant positive impact on target performance. Effective education mechanism has significant positive influence on target performance. The effective and comprehensive use of punishment, supervision, prevention, restriction, incentive and education has a significant positive impact on target performance.

4. Discussion

Research to form evaluation and demand-oriented test conclusions. The development model of this research has been tested by empirical analysis. The results show that university administrators and teachers believe that there are certain deficiencies in the existing work mode of punishment and supervision, and they agree with the existing mode but have doubts about further improving the target performance. Model 1 shows support for the prevention, restriction, incentive and education of the performance elements, and Model 2 and Model 3 comprehensively test the strong demand for the reform of the performance mode. Consensus on the development model of integrated use. The mutual support of empirical analysis and logical reasoning is more convincing. The recognition of the trend of the development model by university administrators and teachers supports the effectiveness of the development model. It is still necessary to strengthen the effectiveness evaluation, and it is urgent to establish a set of feasible effectiveness evaluation system based on the coordination of elements to evaluate the effectiveness of design and implementation, so as to better improve the performance mode system. [3] The evaluation system must be combined with practice, and it needs to be summarized and established in practice.

Research and construct the relationship between the elements oriented by goal and effectiveness. The development model does not transcend the form and nature of the original problem. The development mode makes the quality of discipline inspection continue to strengthen, the function is further powerful, and the identity of the objects of discipline inspection and supervision in colleges and universities is further enhanced. To construct a governance model of discipline inspection and supervision system in colleges and universities with the reform of performance elements as the content, it puts forward the basic principle of operational regularity, and grasp the macro theory to guide the micro design and guide the specific practice. The appropriateness of the integration and interactive application of elements needs to be combined with the specific governance environment, objects and problems of colleges and universities. If the legal functions of the organization are more than the optimal amount of functions corresponding to the theoretical equilibrium point, the internal coordination cost will be too high; if the legal functions of the organization are less than the optimal amount of functions corresponding to the

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theoretical equilibrium point, the external coordination cost will be too high. [4] It should adhere to the efficiency-oriented always according to local conditions, combined with the actual factors to achieve collaborative allocation.

This study is a supplement and expansion on the basis of the existing model of discipline inspection and supervision in universities, and the construction of the development model conforms to the basic content of the theory and practice of discipline inspection and supervision. The construction of the discipline inspection and supervision system model in colleges and universities is in line with the goal of improving the compliance and legality of the administrators and teachers in performing their duties. There are many factors that affect the target performance of discipline inspection and supervision in colleges and universities, and the role and ability of discipline inspection and supervision in colleges and universities are the key to the construction of development mode. The role positioning and survival value of discipline inspection and supervision institutions in colleges and universities need to be clarified, and the problems of institutionalization and standardization of supervision and supervision dispatch in colleges and universities need to be solved. [5]The systematic theoretical innovation of discipline inspection and supervision system in colleges and universities needs to be deepened continuously. This study follows the scientific research paradigm and basically fulfilled the research expectation. There are still some improvement problems, such as a small number of cases and sample size, simple application of research software and analysis methods.

5. Conclusion

This study takes the way of performing duties as the starting point, constructs the development model of discipline inspection and supervision system of public universities suitable for the Chinese context, and forms valuable conclusions by empirical research method through the design of the relationship model of "way of performing duties -- target performance".

1)The way of performing duties can be expanded into six elements

According to the discipline inspection and supervision theory, punishment and supervision are the essential characteristics of discipline inspection and supervision work, and the value and effect of punishment and supervision have been affirmed by the investigation objects, and they are still the means that the discipline inspection and supervision in colleges and universities should persist in applying. According to mechanism design theory and Parkinson's Law, the measurement scale of performance mode elements designed and verified in this study has a total of 21 items, which cover punishment and supervision of performance mode, and supplement the elements of prevention, restriction, incentive and education. The scale has good reliability and validity. The research data indicators show that the research model has good structural validity, and the proposal and comprehensive application of the factors of performance mode are scientific and reasonable. At the same time, it lays a good foundation for the in-depth study of the discipline inspection and supervision performance mode in Chinese public universities.

2) The comprehensive application of performance mode has significant positive influence on target performance

The empirical results show that the discipline inspection and supervision work of Chinese public universities takes the construction of the performance mode as the path, and the comprehensive application of punishment, supervision, prevention, restriction, incentive and education methods has a significant positive impact on the target performance of discipline inspection and supervision. The research finds that all the six sub-dimensions have significant positive impact on target performance, indicating that each dimension element has a high practical space on the basis of the disciplinary and supervision dimension elements. It is necessary to scientifically design the implementation measures of each performance element, and to focus on specific goals, interactive integration, element coordination, and comprehensive policies in order to better meet the needs of college administrators and teachers, help college administrators and teachers to improve the subjective and objective factors of continuous compliance with discipline and law, effectively improve target performance, and form a comprehensive and long-term management of good governance and development model.

3) Some demographic characteristics have an impact on the variables

The empirical results show that some demographic characteristics have a significant impact on the independent variables, reflecting that personal characteristics affect the preferences of factors in the way of performing duties. Modern governance practices should pay special attention to the individual concepts and group characteristics of work objects, and analyze and judge their behavior choices and

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interest demands. The research finds that teachers are more active in the all-factor innovation of performance mode. Compared with teachers, managers are slightly cautious about the reform of the way of performing their duties. Whether it can show that the public power or interests of universities are relatively concentrated in managers needs further study. The selection of performance factors of different ranks and professional titles reflects their own cognition, and the interest environment and demand tendency change with the change of roles and levels.

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