

School Performance Evaluation of Chinese International Language Education Institutions

-- Taking the Confucius Institute at XX University in Spain as an example

Wenyi Wang^{1, a}

¹University of Melbourne Melbourne Graduate School of Education, Parkville VIC 3010, Australia

^awenyiw3@student.unimelb.edu.au

Abstract: As an institution of international Chinese language teaching and cultural dissemination, the scientific evaluation of Chinese international language education institutions is conducive to sustainable high-quality development. This paper designs the performance evaluation indicators of Chinese international language education institutions from the four dimensions of input, process, output and benefit. Taking the Confucius Institute at XX University in Spain as an example, this paper evaluates its school running performance with the help of the Analytic Network Process-Fuzzy Comprehensive Evaluation model. Research has found that the Confucius Institute at XX University in Spain has a good performance rating and a relatively optimistic performance situation. However, the scores of input performance and output performance are relatively low, and there are problems such as unstable funding sources, unreasonable use of funds, and non-standard financial management.

Keywords: Chinese international language education institutions, School performance evaluation, Analytic Network Process (ANP), Fuzzy Comprehensive Evaluation.

1. Introduction

In recent years, Chinese international language education institutions have flourished around the world and are playing an important role in spreading Chinese language and culture. However, with the continuous expansion of organizational scale and influence, issues related to internal management and external evaluation have attracted more and more attention from domestic and foreign scholars [1]. Especially for Chinese international language education institution, a non-profit educational institution, how to evaluate its school performance evaluation has always been a controversial issue in the academic community.

From an educational perspective, the performance evaluation of public education institutions has always been an important field of education research both domestically and internationally [2]. Different from profitable business organizations and international Language education institutions, their operational goals and objectives are often complex, diversified and multi-level, and most of them are difficult to express with simple quantitative indicators [3]. At present, the common approach to conducting performance evaluation is to form an overall indicator system through the construction of mind maps and models, and scientifically calculate this indicator system to draw evaluation conclusions [4]. However, as such an institution that considers language teaching and cultural communication, it is difficult for the Chinese international language education institute to develop an evaluation system for it. Today, with the rapid expansion and development of international Chinese language education institutions, it is of great theoretical and practical value to develop a school performance evaluation system for international Chinese language education institutions to help them improve their school running quality and efficiency.

Therefore, this paper designs the indicator system of school performance evaluation of Chinese international language

education institutions from the four dimensions of input, process, output and benefit, and takes the Confucius Institute at XX University in Spain as an example to carry out empirical research with the help of Analytic Network Process-Fuzzy Comprehensive Evaluation model. The research of this paper will help improve the institutional construction of international Chinese language education institutions and improve the scientific and refined management efficiency of them.

2. Design of the Indicator System of School Performance Evaluation of Chinese International Language Education Institutions

According to the literature retrieval and the interview survey of the Confucius Institute at XX University in Spain and other Chinese international language education institutions, the indicator system of school performance evaluation of Chinese international language education institutions is designed from the four dimensions of input, process, output and benefit (see Table 1). The entire indicator system includes 4 primary indicators, 9 secondary indicators, and 33 tertiary indicators. The specific indicators are explained as follows:

2.1. Input (Primary indicators)

The secondary indicator for input evaluation is the total growth rate of annual input. This indicator is used to evaluate the annual investment growth of Chinese international language education institutions [5]. The total growth rate of annual input should include: (1) The growth rate of personnel salary expenses is to investigate the growth of the annual input of Chinese international language education institutions to personnel salary expenses, the calculation formula is: (personnel salary expenses of this year - personnel salary expenses of last year)/personnel salary expenses of last year

[6]; (2) The growth rate of office travel expenses is to investigate the annual investment growth of the Chinese international language education institutions in office travel expenses, the calculation formula is: (office travel expenses of this year - office travel expenses of last year)/ office travel expenses of last year [7]; (3) The growth rate of equipment costs is to investigate the annual investment growth of Chinese international language education institutions in school equipment and basic equipment, the calculation formula is: (equipment costs of this year - equipment costs of last year)/ equipment costs of last year [6]; (4) The growth rate of activity project costs is to investigate the growth of the annual investment of Chinese international language education institutions in organizing cultural activities. The calculation formula is: (activity project cost of this year - activity project cost of last year)/activity project cost of last year [8].

2.2. Process (Primary indicators)

Process is an important aspect of performance evaluation of Chinese international language education institutions, including the following three aspects:

First, fund management situation mainly investigates the use of funds in Chinese international language education institutions [9], mainly including: (1) The timely availability rate of funds is to determine whether the funds have been delivered in a timely manner as planned. The formula is: annual actual investment/annual planned investment [10]; (2) Soundness of financial system to check whether there is a sound and detailed financial management system [11]; (3) Funds earmarking rate is determined by examining the degree of standardization in the use of special funds and whether they are fully used for designated activities as planned. The calculation formula is: actual usage of special funds/planned usage of special funds [12]; (4) Compliance and rationality of fund use is to inspect the standardized operation of budget funds, and comply with relevant financial management systems [13].

Second, project management situation mainly investigates the operation of Chinese international language education institutions [14], mainly including: (1) Standardization of project funding application is to examine whether the management department organizes project application, coaching, evaluation, and publicity to ensure the smooth implementation and progress of the project [10]; (2) Target achievement rate of project funding, the relationship between the expected number of projects achieved and the actual number of projects achieved, is calculated as follows: the actual number of project funding goals achieved/the planned number of project funding goals achieved [15]; (3) Compliance with the use of project funds is to inspect the standardized operation of project activity funds, and comply with relevant financial management systems [16].

Third, risk management situation mainly investigates whether Chinese international language education institutions have relevant emergency measures for risk management [17], mainly including: (1) Soundness of risk control mechanism, mainly examines whether there are reasonable regulations for risk control mechanisms, and whether they are sound and complete [18]; (2) Establishment of key risk control points is to examine whether risk key control points are established and whether strict supervision and implementation are carried out [19]; (3) Emergency management measures is to examine whether the organization's activities have emergency plans,

stop loss measures, and whether the internal control system is complete [20].

2.3. Output (Primary indicators)

Output is an important reflection of the school performance level of Chinese international language education institutions, including the following three aspects:

First, teaching achievements are to investigate what kind of achievements Chinese international language education institutions have brought in teaching [21], mainly including: (1) The pass rate of Chinese proficiency test, which mainly examines the percentage of students who take the basic Chinese language certificates and junior certificates and intermediate certificates and advanced certificates every year in Chinese international language education institutions, is calculated as: the number of people who pass the Chinese language proficiency test/the number of people who take the Chinese language proficiency test [22]; (2) The annual growth rate of cultural activities mainly examines the growth of cultural, educational and recreational activities of Chinese international language education institutions compared with the previous year. The calculation formula is: (the number of cultural activities of this year - the number of cultural activities of last year)/the number of cultural activities of last year [23]; (3) International exchange rate, mainly examines the ratio of students in Chinese international language education institutions to participate in international Chinese exchanges. The calculation formula is: the number of students participating in Chinese exchanges/the number of students in Chinese international language education institutions that year; (4) The growth rate of new curriculum opening mainly examines the growth of the number of new curriculums offered by Chinese international language education institutions every year [25].

Second, innovative achievements mainly investigate the number of awards of Chinese international language education institutions [26-27], mainly including: (1) Number of world-class awards mainly investigate the number of world-class awards won by Chinese international language education institutions every year [28]; (2) Number of regional awards mainly investigate the number of annual regional awards won by Chinese international language education institutions [29]; (3) Number of national awards mainly investigate the number of national awards won by Chinese international language education institutions every year [30]; (4) Number of school level awards investigate the number of annual school level awards won by Chinese international language education institutions [31].

Third, personnel training is mainly to investigate what kind of achievements the educational activities of Chinese international language education institutions bring [32], mainly including: (1) Completion rate of enrollment plan is to investigate the situation of the planned enrollment and actual enrollment of Chinese international language education institutions. The calculation formula is: the completion rate of enrollment plan = the actual enrollment check-in number/planned enrollment number [33-34]; (2) Percentage of timely completing school is to the relationship between the total number of students in Chinese international language education institutions and the number of students who can complete their graduation on time, the calculation formula is: the number of students who complete their studies on time/the total number of students [35]; (3) Ratio of outstanding graduates is to examine the relationship between the total

number of students in Chinese international language education institutions and the number of outstanding graduates, the calculation formula is: the number of students with outstanding graduation scores/the total number of students [36].

2.4. Benefit (Primary indicators)

The benefit is the value embodiment of the performance evaluation of Chinese international language education institutions, which mainly includes two aspects:

First, economic benefits. It mainly examines how the activities of Chinese international language education institutions generate benefits [3], mainly including: (1) Breakeven rate examines the relationship between income and expenditure generated by all activities of Chinese international language education institutions. The calculation formula is: the income/expenditure of Chinese international language education institutions. The ratio is more than 1, which is more than balance, equal to 1 is balance of payments, and less than 1 is loss [37]; (2) Cost control rate examines the relationship between profits and expenses of Chinese international language education institutions. The calculation formula is: total profits/total costs of Chinese international language education institutions. The ratio above 1 is profit, equal to 1 is balance, and less than 1 is loss [38]; (3) Growth rate of student tuition income. To investigate the annual growth of students' tuition income of Chinese international language education institutions, the calculation formula is: (students' tuition income of this year - students' tuition income of last year)/students' tuition income of last year [39]; (4)

Growth rate of donation income of social institutions, examining the annual income growth of donations by social institutions and individuals to Confucius Institute, is calculated as follows: (social institutions donation income of this year - social institutions donation income of last year)/social institutions donation income of last year [40]; (5) Growth rate of activity training fee revenue, investigating the annual income growth of training fees charged by Chinese international language education institutions for organizing activities, is calculated as: (activity training fee income of this year - activity training fee income of last year)/activity training fee income of last year [41].

Second, social benefits mainly investigate what benefits the activities of Chinese international language education institutions have brought to the society [42], mainly including: (1) Growth rate of financial impact on cultural exchange. To investigate the impact of the continuous growth of financial funds of Chinese international language education institutions on cultural exchanges, the calculation formula is: the growth rate of financial investment/the growth rate of cultural activities [43]; (2) Output rate of significant landmark achievements investigate whether Chinese international language education institutions have landmark achievements or major awards in the process of cultural exchanges [44]; (3) Student and social satisfaction is to investigate the satisfaction of the school students and graduates of Chinese international language education institutions, and the evaluation of society reporting on Chinese international language education institutions [45].

Table 1. The index system of school performance evaluation of Chinese international language education institutions

Primary indicators	Secondary indicators	Tertiary indicators
Input (A ₁)	Total growth rate of annual input (B ₁)	Growth rate of personnel salary expenses (C ₁₁)
		Growth rate of office travel expenses (C ₁₂)
		Growth rate of equipment and equipment costs (C ₁₃)
		Growth rate of activity project costs (C ₁₄)
Process (A ₂)	Fund management situation (B ₂)	Timely availability rate of funds (C ₂₁)
		Soundness of financial system (C ₂₂)
		Funds earmarking rate (C ₂₃)
	Project management situation (B ₃)	Compliance and rationality of fund use (C ₂₄)
		Standardization of project funding application (C ₃₁)
		Target achievement rate of project funding (C ₃₂)
	Risk management situation (B ₄)	Compliance with the use of project funds (C ₃₃)
		Soundness of risk control mechanism (C ₄₁)
		Establishment of key risk control points (C ₄₂)
Output (A ₃)	Teaching Achievements (B ₅)	Emergency management measures (C ₄₃)
		Pass rate of Chinese proficiency test (C ₅₁)
		Annual growth rate of cultural activities (C ₅₂)
		International exchange rate (C ₅₃)
	Innovation achievements (B ₆)	Growth rate of new curriculum opening (C ₅₄)
		Number of world-class awards (C ₆₁)
		Number of regional awards (C ₆₂)
		Number of national awards (C ₆₃)
	Personnel training (B ₇)	Number of school level awards (C ₆₄)
		Completion rate of enrollment plan (C ₇₁)
Percentage of timely completing school (C ₇₂)		
Benefit (A ₄)	Economic benefits (B ₈)	Ratio of outstanding graduates (C ₇₃)
		Breakeven rate (C ₈₁)
		Cost control rate (C ₈₂)
		Growth rate of student tuition income (C ₈₃)
	Social benefits (B ₉)	Growth rate of donation income of social institutions (C ₈₄)
		Growth rate of activity training fee revenue (C ₈₅)
		Growth rate of financial impact on cultural exchange (C ₉₁)
		Output rate of significant landmark achievements (C ₉₂)
		Student and social satisfaction (C ₉₃)

3. Analytic Network Process - Fuzzy Comprehensive Evaluation Model

3.1. Brief introduction

Analytic Network Process - Fuzzy Comprehensive Evaluation Model is a fusion of Analytic Network Process and Fuzzy Comprehensive Evaluation. The Analytic Network Process can compensate for the shortcomings of the Analytic Hierarchy Process in evaluating indicator systems, which makes it difficult to measure the interaction between indicators and between layers [46]. However, the Fuzzy Comprehensive Evaluation Method, based on the membership theory of fuzzy mathematics, can effectively achieve quantitative evaluation of qualitative indicators [47]. The Analytic Network Process - Fuzzy Comprehensive Evaluation Model has many advantages in evaluation analysis and is widely used in food and drug safety regulatory evaluation [48], green building supply chain elasticity evaluation [49] and many other aspects.

3.2. Model construction steps

Firstly, construct an analytic network process structure. The Analytic Network Process structure consists of a control layer and a network layer, and a control layer consists of a target layer and a criterion layer. It requires all internal criteria to be independent and not affect each other, while the elements in the network layer are not completely independent.

Secondly, construct a metamatrix and a weighted metamatrix. Let the control layer criteria have P_1, P_2, \dots, P_n , the network layer has an element set of C_1, C_2, \dots, C_n , where C_i has an element $C_{i1}, C_{i2}, \dots, C_{im}$, $i = 1, 2, \dots, n$. Using control layer element P_s as the criterion and element C_{j1} in C_j as the secondary criterion. Based on the comparison between scaling methods, a judgment matrix is constructed, and the normalized feature vector $(w_{i1}, w_{i2}, \dots, w_{im})^T$ is obtained as the network element sorting vector, and consistency testing is performed. Similarly, a sorting vector relative to other elements is obtained and a metamatrix is obtained, denoted as W_{ij} . Here, the column vector of W_{ij} is the element $C_{i1}, C_{i2}, \dots, C_{im}$ in C_i . If the element in C_i is not affected by the element in C_j , then $W_{ij} = 0$. Therefore, under the P_s criterion, the hypermatrix W can be obtained and the hypermatrices of other control elements can be obtained. Under the P_s criterion, compare the importance of $C_j (j = 1, 2, \dots, n)$ elements under P_s criterion, a normalized ranking vector of $(a_{1j}, a_{2j}, \dots, a_{nj})$ is obtained, and a weighted matrix A is obtained. So a weighted hypermatrix

$\bar{W} = \bar{W}_{ij} = A \times W = (a_{ij} \times W_{ij}) (i = 1, 2, \dots, n; j = 1, 2, \dots, n)$ is constructed.

Afterwards, calculate the limit hypermatrix. Stabilize the weighted hypermatrix \bar{W} . If the limit converges and is unique, then the j -th column is the relative ranking of the limits of each element in the network layer for element j . Therefore, local and global weights of indicators at all levels are obtained.

Finally, construct an evaluation matrix. Assume that the evaluation index level's evaluation set is $V = (v_1, v_2, \dots, v_m)$ and the quantitative evaluation result's numerical set is $V = (N_1, N_2, \dots, N_m)$, and a membership matrix $R = (r_{ij})_{n \times m}$ is established, where

$r_{ij} = \frac{\text{Select the number of } v_i \text{ levels for the } i\text{-th indicator}}{\text{Number of participants in evaluation}}$ is

used to derive the final evaluation index F using the fuzzy evaluation matrix S and the numerical set N .

4. Empirical Research

4.1. Sample selection

This paper selects the Confucius Institute at XX University in Spain as a case to study the school performance of Chinese international language education institutions. At the same time, based on the constructed indicators, corresponding scoring standards are designed, divided into five grades: "good", "fairly good", "average", "relatively poor", and "poor". Each indicator corresponds to its scoring criteria one by one. In addition, in order to ensure the objectivity of the research, the research team conducted professional knowledge and skills training for each investigator, enabling them to accurately understand the various indicators and corresponding scoring criteria in the sampling table, and to independently handle unexpected situations in the research. In the pre-survey phase, the problems in the sampling table are timely found and changed, and finally the sampling table and scoring criteria for the school performance survey of Chinese international language education institutions are determined.

4.2. Determination of index weight of school performance of Chinese international language education institutions

According to the above Analytic Network Process - Fuzzy Comprehensive Evaluation Model, the goal in the target layer is the school performance of Chinese international language education institutions S . The criteria are input A_1 , process A_2 , output A_3 , and benefit A_4 . There are 9 sets of elements in the network layer, namely total growth rate of annual input B_1 , fund management situation B_2 , project management situation B_3 , risk management situation B_4 , teaching achievements B_5 , innovation achievements B_6 , personnel training B_7 , economic benefits B_8 , and social benefits B_9 . Each element set corresponds to its own element. Moreover, there are interdependent relationships within these sets of elements and between different sets of elements. The process of determining indicator weights is shown in Figure 1.

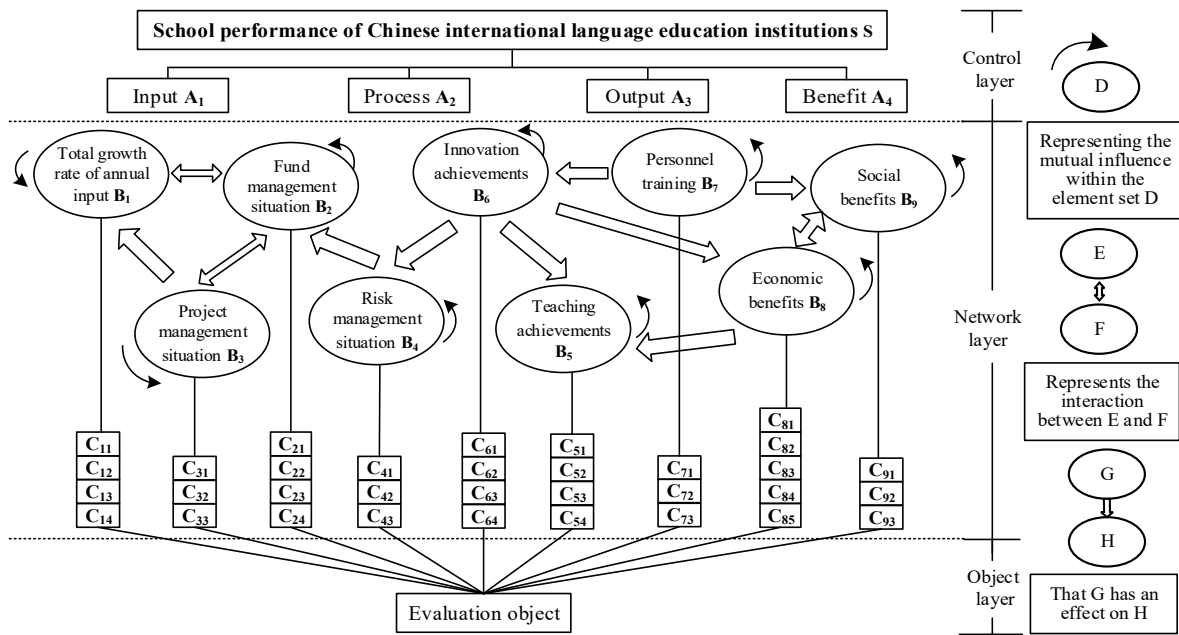


Figure 1. School performance evaluation model of Chinese international language education institutions

The process of determining the weight of indicators through the ANP method is similar to that of AHP, which requires experts to evaluate the importance of each indicator, construct a judgment matrix, and then calculate the weight of each indicator. In order to ensure the rationality of the index weight, 11 experts (Among them, there are 3 professors engaged in the research of school performance evaluation in colleges and universities, 5 heads of Chinese international

language education institutions, and 3 professors from overseas education institute.) in the field of school performance evaluation of Chinese international language education institutions were selected to evaluate the importance of each index. Finally, using the data from the collected Delphi expert questionnaire and the principle of ANP, the local and global weights of each indicator were calculated using Super Decision software (Table 2).

Table 2. Local and global weights of school performance indicators of Chinese international language education institutions

Primary indicators	Weight	Secondary indicators	Local weight	Global weight	Tertiary indicators	Local weight	Global weight
A ₁	0.2	B ₁	1.00	0.20	C ₁₁	0.231	0.046
					C ₁₂	0.120	0.024
					C ₁₃	0.066	0.013
					C ₁₄	0.582	0.116
A ₂	0.2	B ₂	0.50	0.10	C ₂₁	0.250	0.025
					C ₂₂	0.250	0.025
					C ₂₃	0.250	0.025
					C ₂₄	0.250	0.025
		B ₃	0.25	0.05	C ₃₁	0.200	0.010
					C ₃₂	0.400	0.020
					C ₃₃	0.400	0.020
					C ₄₁	0.400	0.020
B ₄	0.25	0.05	C ₄₂	0.400	0.020		
			C ₄₃	0.200	0.010		
			C ₅₁	0.351	0.056		
			C ₅₂	0.351	0.056		
A ₃	0.4	B ₅	0.40	0.16	C ₅₃	0.189	0.030
					C ₅₄	0.109	0.017
					C ₆₁	0.326	0.026
					C ₆₂	0.163	0.013
		B ₆	0.20	0.08	C ₆₃	0.363	0.029
					C ₆₄	0.148	0.012
					C ₇₁	0.400	0.064
					C ₇₂	0.400	0.064
B ₇	0.40	0.16	C ₇₃	0.200	0.032		
			C ₈₁	0.333	0.008		
			C ₈₂	0.333	0.008		
			C ₈₃	0.111	0.003		
A ₄	0.2	B ₈	0.13	0.03	C ₈₄	0.111	0.003
					C ₈₅	0.111	0.003
					C ₉₁	0.193	0.034
					C ₉₂	0.106	0.019
					C ₉₃	0.701	0.123

It can be seen from Table 2 that output is the most important of the four primary indicators used to evaluate the school performance of Chinese international language education institutions, and $A1=A2=A4$, so the weight is the same when evaluating the school performance of Chinese international language education institutions. In addition, from the overall weight of the secondary indicators, the total growth rate of annual input B1 is the highest, indicating that it has the greatest impact on the school performance of Chinese international language education institutions, and the impact of social benefits, teaching achievements and personnel training on the school performance of Chinese international language education institutions is also significant. Finally, from the weight of the tertiary indicators, the growth rate of activity project costs and the weight of student and social satisfaction are the highest, 11.6% and 12.3% respectively, which is enough to reflect that the growth rate of activity project costs and the weight of student and social satisfaction in the process of running Chinese international language education institutions have the most significant impact on the school performance of Chinese international language education institutions.

4.3. Determination and analysis of school performance evaluation results of Chinese international language education institutions

4.3.1. Determination of evaluation results

The evaluation set selected in this section is $V=\{\text{good, fairly good, average, relatively poor, poor}\}$, and the numerical set $N=\{100, 75, 50, 25, 0\}$ is obtained by quantifying it. The Fuzzy Comprehensive Evaluation method is used to obtain the school performance of the Confucius Institute at XX University in Spain. The specific process is as follows:

According to Table 2, the weight of primary indicators is: $W_A=(0.200, 0.200, 0.400, 0.200)$; The weights of secondary indicators are: $W_{B1}=(1.000)$, $W_{B2}=(0.500, 0.250, 0.250)$, $W_{B3}=(0.400, 0.200, 0.400)$, $W_{B4}=(0.130, 0.880)$; The weights of tertiary indicators are: $W_1=(0.231, 0.120, 0.066, 0.582)$, $W_2=(0.250, 0.250, 0.250, 0.250)$, $W_3=(0.200, 0.400, 0.400)$, $W_4=(0.400, 0.400, 0.200)$, $W_5=(0.351, 0.351, 0.189, 0.109)$, $W_6=(0.326, 0.163, 0.363, 0.148)$, $W_7=(0.400, 0.400, 0.200)$, $W_8=(0.333, 0.333, 0.111, 0.111, 0.111)$, $W_9=(0.193, 0.106, 0.701)$.

Due to the tertiary indicators evaluation matrix of the school performance of the Confucius Institute at XX

University in Spain, it is: $R_1 = \begin{pmatrix} 1 & 0 & 0 & 0 & 0 \\ C & C & C & C & C \\ 0 & 0 & 1 & 0 & 0 \end{pmatrix}$, the

evaluation vector for the school performance of the Confucius Institute at XX University in Spain is: $C_1=W_1 \cdot R_1=(0.297, 0.000, 0.702, 0.000, 0.000)$. Similarly, the evaluation vectors for fund management situation, project management situation, risk management situation, teaching

achievements, innovation achievements, personnel training, economic benefits, and social benefits are:

$$\begin{aligned} C_2 &= (0.500, 0.250, 0.250, 0.000, 0.000); \\ C_3 &= (0.600, 0.400, 0.000, 0.000, 0.000); \\ C_4 &= (0.000, 1.000, 0.000, 0.000, 0.000); \\ C_5 &= (0.109, 0.540, 0.351, 0.000, 0.000); \\ C_6 &= (0.000, 0.148, 0.526, 0.000, 0.326); \\ C_7 &= (0.200, 0.400, 0.400, 0.000, 0.000); \\ C_8 &= (0.222, 0.000, 0.777, 0.000, 0.000); \\ C_9 &= (0.701, 0.106, 0.193, 0.000, 0.000). \end{aligned}$$

According to the evaluation vector of the school performance of the Confucius Institute at XX University in Spain, the evaluation matrix for the investment in school performance of the Confucius Institute at XX University in Spain is:

$$\begin{aligned} B_1 &= (C_1) = (0.297, 0.000, 0.702, 0.000, 0.000). \text{ The} \\ \text{evaluation vector for the performance investment of the} \\ \text{Confucius Institute at XX University in Spain is: } U_1 &= W_{B1} \cdot \\ B_1 &= (0.148, 0.341, 0.319, 0.192, 0.000). \text{ As above,} \\ \text{the evaluation vectors for process, output, and benefit are:} \\ U_2 &= W_{B2} \cdot B_2 = (0.400, 0.475, 0.125, 0.000, 0.000); \\ U_3 &= W_{B3} \cdot B_3 = (0.124, 0.406, 0.406, 0.000, 0.065); \\ U_4 &= W_{B4} \cdot B_4 = (0.646, 0.093, 0.271, 0.000, 0.000). \end{aligned}$$

According to the evaluation vector of the input, process, output, and benefits of the Confucius Institute at XX University in Spain, the evaluation matrix for the school performance of the Confucius Institute at XX University in

$$\text{Spain is: } U = \begin{bmatrix} 0.297 & 0.000 & 0.702 & 0.000 & 0.000 \\ 0.400 & 0.475 & 0.125 & 0.000 & 0.000 \\ 0.124 & 0.406 & 0.406 & 0.000 & 0.065 \\ 0.646 & 0.093 & 0.271 & 0.000 & 0.000 \end{bmatrix}.$$

The evaluation vector for the school performance of the Confucius Institute at XX University in Spain is obtained as follows:

$$\begin{aligned} S_1 &= W_A \\ U &= (0.383, 0.285, 0.409, 0.000, 0.026). \text{ Therefore,} \\ \text{the performance level of the Confucius Institute at XX} \\ \text{University in Spain is: } F &= 0.383 \times 100 + 0.285 \times 75 + 0.409 \times 50 + 0.000 \times 25 + 0.026 \times 0 = 84.182. \end{aligned}$$

Similarly, the comprehensive performance of the Confucius Institute at XX University in Spain at different stages can be obtained, as shown in Table 3.

Table 3. Performance Levels of Confucius Institutes of XX University in Spain

Evaluation objectives	Level
Input performance	71.820
Process performance	83.125
Output performance	67.116
Benefit performance	87.821
Total performance score	84.182

4.3.2. Analysis of evaluation results

From Table 3, it can be seen that the overall score of the Confucius Institute at XX University in Spain is 84.182, which falls within the range of [75, 90]. According to the established evaluation criteria, the Confucius Institute at XX University in Spain has a good school performance score, and the project funding performance is relatively optimistic.

However, the scores of input performance and output performance are relatively low, especially the output performance score is only 67.116, mainly due to: (1) Lack of laws and regulations. In recent years, although governments at all levels in China have further formulated laws, regulations, and normative documents related to financial investment, such as the "Regulations on Sino foreign Cooperative Education", the corresponding provisions on input and output are extremely scarce, directly reflecting that the current legal and regulatory system has not given sufficient attention to project investment and output. (2) The funding structure is single. The funding for the Confucius Institute at XX University in Spain is generally borne by both domestic and foreign hosting universities. On the one hand, the funding source for the Confucius Institute at XX University in Spain is extremely unstable. On the other hand, government investment is the main channel for the Confucius Institute at XX University in Spain, with relatively limited fundraising channels and severely insufficient financial support. (3) Lack of management collaboration mechanism. The management collaboration of the Confucius Institute at XX University in Spain not only involves multiple institutions at home and abroad, but also includes coordination and cooperation among various departments, and there is currently no clear management collaboration mechanism. (4) The participation of civil forces is low. As a non-profit educational institution, the Confucius Institute at XX University in Spain operates mainly through private forces, a model with the assistance of national funding policies yet to form.

4.3.3. Further analysis of problems in school performance of Chinese international language education institutions

According to the results in Table 2 and Table 3, the problems in the performance of Chinese international language education institution are as follows:

(1) The source of funding is unstable. The funding sources of Chinese international language education institutions include tuition fees, institutional sponsorship, investment from foreign partner universities, and project funds provided by Office of the National Leading Group for International Promotion of Chinese language of the China (Hanban for short). These funding sources are not fixed and highly variable, and unstable funding sources are likely to lead to a shortage of funds for Chinese international language education institutions, which will affect the construction of infrastructure and other aspects. Chinese international language education institutions have been facing the problem of how to expand their funding channels and seek relatively stable funding sources to ensure sustainable development. Lack of funds is a common problem for many cultural institutions stationed abroad. This problem largely stems from the nature of its cultural institutions. Due to the fact that many cultural institutions are non-profit organizations, not aiming for profit has promoted the further dissemination and development of culture, but objectively added a financial burden to the government. And as the organization continues to expand, this issue will become increasingly apparent, and in the long run, it will inevitably affect the long-term development of various cultural institutions.

(2) Unreasonable use of funds. Most of the operating expenses of Chinese international language education institutions are managed by their respective universities, and the use of funds is very strict. The reimbursement process is very cumbersome, and the reimbursement time is extremely

long. There is a lack of independence in the use of funds. In addition, all funds must be approved by the foreign dean. The Chinese dean does not have the right to use the funds, and even lacks the power to use and supervise the funds allocated by the headquarters, which leads to a lack of resources available for the Chinese dean in management and inevitably affects the progress of related work. Moreover, due to the nature of the projects implemented by Hanban's funding for personnel only accounts for 50% of the funding provided by Hanban, seriously affecting the effectiveness of project implementation. For the financial management work of Chinese international language education institutions, the participation of domestic cooperative universities is relatively low, mainly through the council and the Chinese dean. There is a certain degree of formality in the financial budget review at the council, lacking substantive in-depth research and review. The above situation has led to poor management of funds related to the construction of Chinese international language education institutions in some cooperative universities, resulting in unreasonable and ineffective use of funds. Some universities have formed a large surplus.

(3) Financial management is not standardized. The financial management systems, time accounts for budget and final settlement, and fund management in different countries and regions are different from those in China. The financial management of Chinese international language education institutions should not only comply with Chinese regulations, but also adapt to the financial system of the country where they are located. It is very difficult to consider both. Moreover, due to time differences, the allocation of funds for the headquarters project will be disconnected from the implementation of the project. In addition, the settlement of project funds is calculated in US dollars, which poses certain difficulties for the use of funds in non-US dollar usage areas. The construction of financial rules and regulations still needs to strengthen the overall planning, and timely revise and update according to the needs of career development and relevant national laws and regulations. Some need to carry out system innovation according to the actual work of Chinese international language education institutions. Moreover, the management process is not designed according to the flow of funds, but is more divided by business segments, which is not conducive to achieving unified financial supervision. In addition, different activities are carried out. A Chinese international language education institution may need to apply for funds from multiple Hanban offices at the same time, and a Chinese funded institution may also need to face multiple Hanban functional departments at the same time, resulting in low efficiency, lagging information connection and dislocation.

(4) The construction of financial infrastructure is relatively weak. The number of personnel in various aspects of financial management is insufficient, and financial related knowledge and business capabilities urgently need to be strengthened. The problem of weak awareness of budget constraints and low emphasis on budget management is quite common. The survey results show that only 18% of Chinese international language education institutions employ full-time or part-time financial personnel, 64% of Chinese international language education institutions are part-time university financial personnel, and some Chinese international language education institutions do not have full-time or part-time financial personnel at all. Moreover, the construction of financial management information systems lacks unified

planning and effective integration, lacks good connection with various business management systems. Low collaboration between systems and lacking standardization of basic data make it impossible to achieve effective connection and sharing of financial and business data. Business departments find it difficult to utilize relevant financial data to improve their work, and the finance department also finds it difficult to conduct in-depth analysis of relevant data, identify deep-seated problems in management, and assist decision-making through in-depth analysis.

5. Conclusion

Based on the framework of "input, process, output and benefit", this paper designs indicators for the school performance of Chinese international language education institutions. Through collecting relevant data on the fund management of the Confucius Institute at XX University in Spain, this paper evaluates its school performance with the help of Analytic Network Process - Fuzzy Comprehensive Evaluation model. The main conclusions obtained from empirical research include: The Confucius Institute at XX University in Spain has a good school performance score and a relatively optimistic performance situation. But the scores of input performance and output performance are relatively low, especially the output performance score is only 67.116. The main reasons for this are: Lack of laws and regulations, single funding structure, lack of management collaboration mechanisms, and low participation of private forces. In addition, empirical research has also found that the performance of Chinese international language education institutions still faces problems such as unstable funding sources, unreasonable use of funds, non-standard financial management, and relatively weak financial infrastructure construction.

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