



Design of Performance Evaluation Index System for Higher Vocational Teachers Based on Human Resource Informatization

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Abstract: This paper designs the index system of human resources performance evaluation. In the evaluation method, the analytic hierarchy process (AHP) is used to determine the index weight coefficient, and the fuzzy evaluation model of evaluation is established according to the fuzziness of the evaluation index, and the application example is verified. The results show that the established performance evaluation system is practical and operable. Secondly, it analyzes the current situation of the implementation of the teacher performance appraisal index system in higher vocational colleges, identifies several problems that need to be optimized, and finally analyzes the system construction from five aspects: the basic principles of the system construction, the construction procedure of the performance appraisal index system, the determination of the teacher key performance indicators, the weight of the teacher key performance indicators, and the teacher performance appraisal index standard, with the purpose of giving play to the role of the performance appraisal index, Drive the enthusiasm of teachers with performance.

Keywords: Performance Evaluation, Index System, Higher Vocational Teachers, Human Resource Informatization

I. INTRODUCTION

In 2008, the telecom industry experienced a large-scale split and reorganization. After a year of operation, the new corporate structure has been basically completed. However, the successful operation of the enterprise depends on the enthusiasm and initiative of the personnel of both sides of the reorganization. How to give a fair and impartial performance evaluation system is the most important in the process of human resources integration. At present, the teacher assessment system built by higher vocational colleges is very similar to that of ordinary undergraduate colleges, but there are still some gaps between the two, mainly reflected in the characteristics of college assessment.

In terms of teaching, higher vocational colleges mainly focus on both theoretical and practical courses, demonstrate theory by practice, and are committed to cultivating skilled talents in line with social requirements, which determines that practical teaching accounts for a large proportion of teaching methods in higher vocational colleges. In higher vocational colleges, most teachers are highly educated and have professional quality and ability, and the source of teachers' team in higher vocational colleges is diversified, such as excellent talents graduated from colleges and universities, skilled personnel with low educational background but strong strength, professional teachers graduated from normal schools, etc. The complexity of the teacher team in higher vocational colleges makes the performance evaluation object more complex.

Design of key performance indicators (KPIs) for teachers' performance assessment in Zhuzhou Vocational College: based on the reference to the performance assessment system examples of relevant vocational colleges, the actual situation of Zhuzhou Vocational College and the full listening to the opinions and suggestions of experts and scholars, the primary, secondary and tertiary key performance indicators are initially established, and the key indicators of teaching, scientific research and comprehensive quality are set as the primary performance indicators of teachers. The current assessment system of higher vocational colleges in China has the old remnants of the past. The previous assessment system and assessment methods can no longer meet the requirements of the current unified strategy of the school, and the strategic objectives of the work of all departments of the school can not be combined, which will reduce the work efficiency of all departments of the school.

At the same time, there are many deficiencies and drawbacks in the performance appraisal system of some higher vocational colleges, which have brought many obstacles to the authenticity of the performance appraisal of our higher vocational colleges. After the reorganization of the telecommunications company, the local provincial company transferred 1880 people from the original Unicom company, and 520 people from the original company, a total of 2400 people, more than four times the size of the original company's human resources. The company's development strategic objectives have also changed from those before the restructuring. Before the reorganization, the company took innovation as its strategy and took the initiative to seize the communication market. The requirements for personnel were evaluated based on the completion of rigid task indicators. First, at present, the standards of teachers' performance evaluation system in higher vocational colleges are not uniform, and each college formulates the evaluation standards based on its own teaching situation.

The Proposed Methodology

In terms of staff assessment, many higher vocational colleges are based on the Provisional Regulations on Staff Assessment of Public Institutions jointly issued by the Ministry of Education and the Ministry of Personnel, in which the requirements for teacher performance assessment are mainly reflected in the four points of "morality, diligence, ability and performance". At present, most schools lack professional performance assessment system, and when carrying out performance assessment, it is mainly based on semester and annual summary. This kind of performance appraisal method lacks rationality, can not truly show the work situation and performance of teachers, and can not scientifically evaluate the work performance of teachers. According to the survey, most of the teachers in higher vocational colleges are dissatisfied with the performance assessment system of



teachers, and generally believe that the existing assessment cannot fully and accurately reflect their work and ability.

Because the performance appraisal is not accurate enough, most schools develop their own performance appraisal system without listening to the opinions of teachers. The system establishment is relatively random, which affects the performance appraisal results. Application of performance appraisal results. A comprehensive, scientific, systematic and practical assessment index system can objectively and fairly assess the work performance of a teacher in a higher vocational college. The assessment results can be used as the basis for the assessment decision of teachers. The assessment results of teachers' performance can be applied to the following aspects: post appointment. According to the actual situation of the college, due to the shortage of senior professional titles, teachers with senior professional titles, especially professors, have been provided with very favorable treatment, which leads to very different working attitudes of some teachers before and after the evaluation of professional titles.

The country attaches more and more importance to higher vocational colleges, and the body of higher vocational colleges is also constantly changing the development mode of teaching. At the same time, in the work between departments and departments, it is also constantly innovating. Most of China's higher vocational colleges have implemented the two-level management mode of colleges and departments. Introducing this assessment technology into higher vocational colleges can further meet the requirements of two-level management of colleges and departments. After the reorganization, due to the expansion of the company's business and the increase of its personnel, the internal stability of the company is the main factor, and the evaluation should reflect more fairness and transparency. On this basis, I collected the eight indicators determined into a table and sent them to all the competent deputy general managers, department heads and deputy heads of the company, a total of 46 people, who were judged by their importance to all indicators; Finally, 36 questionnaires were collected.

After summary and simple weighted average, the following five pairwise comparison lists are obtained and the corresponding weight values are obtained. For the construction of performance evaluation index system, it mainly includes the following processes: first, clear the strategic development objectives of higher vocational colleges; Second, organize the investigation and analysis of teachers' work, and make the job description of teachers in higher vocational education; Third, make clear the key performance indicators of teachers; Fourth, clarify the weight and standard of indicators. The indicator system of teacher performance assessment should cover teacher ethics, work attitude, teaching quality, teaching and research quality, etc. Among them, the quality of teaching and research are the key performance indicators. As for the performance evaluation indicators of teachers' ethics and style, through the description of teachers' behavior and the investigation of whether teachers violate the basic requirements of the state in daily educational activities and educational research activities, schools can regard teachers' ethics and style as a veto indicator

Performance assessment is linked to position promotion. The school currently implements a competitive recruitment system for middle-level cadres. In order to select truly excellent talents to take the leadership positions, the competitive recruitment can be linked to the year-end assessment. Those who fail to achieve excellent results are not allowed to

participate in the competitive recruitment; For teachers whose year-end assessment results are basically qualified or unqualified and who are taking administrative part-time jobs, their administrative positions shall be cancelled. If the assessment result of the general teacher is unqualified, consider transferring from the teacher's position as appropriate. Before promoting the technical coordination of school performance assessment, a unified indicator system should be established. In China, most of the indicator systems in higher vocational colleges are mainly composed of assessment indicators and evaluation standards.

The assessment indicators are mainly analyzed from the perspective and general direction, and constantly coordinate the work output of the department. Various factors affecting performance evaluation can be comprehensively considered, and qualitative and quantitative analysis can be organically combined, which can fully reflect the fuzziness of evaluation factors and evaluation process, and can greatly reduce the subjectivity of the original telecom company's performance evaluation, so that various evaluation indicators can be quantitatively displayed and compared with the evaluated. In the construction of teacher performance evaluation index system, the weight coefficient distribution is very important. If the weight distribution is different, the final evaluation results will also have a great difference, which directly affects the work of teachers.

After the construction and design of the teacher assessment indicator system is completed, the importance of each indicator to the teacher's own work can be analyzed next. The weight of each indicator will be defined according to the importance, and the weight of the more important indicators will be greater. The qualitative assessment operation is relatively simple, but it is easily affected by subjective factors, and the assessment results are not objective. The quantitative assessment results are accurate and objective, but the analysis process is difficult. In a word, there is no perfect evaluation model. Only under the function of performance evaluation tools, can the total performance evaluation results be objective and true through mutual check between tools, and form a complete performance evaluation system to ensure the smooth completion of teachers' performance evaluation objectives. In order to give full play to the incentive effect of assessment, the assessment results should be linked to the salary. For those with excellent assessment results, the salary will rise by 10%; If the assessment result is qualified or basically qualified, maintain the status quo; The work with unqualified assessment result will be 10% - 20% lower.

In this way, we can avoid making assessment become a mere formality and give full play to the incentive role of assessment to mobilize the enthusiasm of teachers. It is a very complex process for KPI to assist higher vocational colleges to carry out the assessment work, and it is not achieved overnight. The improvement of the system also needs a long process. After the assessment of KPI work for the school is completed, we will further carry out a strict review of the relevant assessment standards and evaluation standards, and make timely modifications in case of any situation. The second is that this method can be used to evaluate the human resource performance of an enterprise or a department in the enterprise, and can also be used for evaluation and comparison among enterprises in the group as reference data for self-inspection, superior inspection or peer inspection.



This method can be made into a template, intuitive and easy to understand, with strong operability, and the indicators can also be adjusted appropriately according to the adjustment of the enterprise strategy. According to the above analysis, if the final effect of teacher performance assessment does not meet the expectations, the reason that cannot be ignored is that the assessment indicators do not have the corresponding assessment standards as support. Therefore, in the process of constructing the teacher performance indicator system of higher vocational colleges, it is necessary to apply the methods required by the indicator standards, According to the work objectives of higher vocational colleges and various requirements issued by the education department, as an important basis for the setting of performance standards, the indicators and assessment standards consistent with the development needs of higher vocational colleges are formulated.

CONCLUSION

To sum up, the construction of teacher performance evaluation index system can, on the one hand, strengthen teachers' awareness of their own work and actively participate in teaching, on the other hand, improve the management level of higher vocational colleges, improve the deficiencies in performance management, and fully reflect the work situation and research progress of teachers. In addition, as an extremely important part of the management of higher vocational colleges, some higher vocational colleges still have some problems in the construction of teacher performance evaluation index system. Schools should start with teachers' professional quality, education quality and other aspects, determine performance evaluation indicators, improve performance evaluation index system, strengthen performance evaluation, improve teacher performance evaluation level, correct teachers' work attitude, and improve teachers' professional quality, that successfully complete the education work and promote the better development of higher vocational colleges.

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