Research on Teachers’ Performance Management Problems in Yulin Vocational and Technical College and Solutions

Jiani Li
Endicott College, Woosong University, Daejeon, South Korea.

How to cite this paper: Jiani Li. (2023). Research on Teachers’ Performance Management Problems in Yulin Vocational and Technical College and Solutions. The Educational Review, USA, 7(2), 195-198. DOI: 10.26855/er.2023.02.010

Received: January 28, 2023
Accepted: February 26, 2023
Published: March 31, 2023

Corresponding author: Jiani Li, Endicott College, Woosong University, Daejeon, South Korea.

Abstract
With the development of knowledge economy, the competition for talents among enterprises is becoming more and more fierce, and talents have become one of the most valuable resources nowadays. Currently, the forms of enterprises in China are diversifying, and the demands for various types of excellent talents are increasing. Higher vocational education shoulders the responsibility of cultivating senior skilled talents for the whole country. In order to achieve faster social-economic transformation, it is very necessary to vigorously develop vocational education. In recent years, the government have paid more and more attention to higher vocational education. To a large extent, the teachers’ competence determines the ability and skills of the students they teach. Therefore, it is worthwhile to pay great attention to explore the performance management in vocational and technical colleges. This paper applies the basic theory of performance management, analyzes the current situation and problems of teachers’ performance management in Yulin Vocational and Technical College through questionnaires, and proposes corresponding optimization strategies.

Keywords
Vocational and Technical College, Teachers’ Performance Management, Performance Appraisal

1. Introduction
The National Medium and Long-term Education Reform and Development Plan (2010-2020) points out that vocational and technical colleges should “Implement the talent training mode of combining learning with working, enhancing school-enterprise cooperation and emphasizing internship. Strengthen the constructions of dual-professional teachers and training bases so as to improve the basic capacity of higher vocational education” (Wang Xuemei, 2015). The special positioning of vocational and technical colleges determines that they are different from ordinary universities.

However, due to the fact that the development of vocational and technical colleges in China began in 1980s, the foundation in all aspects is relatively weak. Although some vocational and technical colleges have carried out performance management work, most of them simply copy the performance models of ordinary universities or enterprises in terms of the content and form of performance appraisal, which fails to highlight the characteristics of vocational education (Sun Yongjin, 2019). Besides, concerning domestic related studies, there are abundant researches about teachers’ performance management in universities, but seldom did scholars explore teachers’ performance management in vocational and technical colleges.
Therefore, this paper applies the basic theory of performance management, analyzes the current situation and problems of teachers’ performance management in Yulin Vocational and Technical College through questionnaires, and proposes corresponding optimization strategies. On the one hand, it proves the effectiveness of performance management theory for teachers’ assessment in China’s vocational and technical colleges and further enriches the relevant theories of performance management in domestic vocational and technical colleges. On the other hand, this paper discusses how to manage the performance of Yulin Vocational and Technical College scientifically, rationally and effectively, which helps to promote the further development of its human resource management and teaching staff construction to a certain extent. In addition, this study also provides implications for the construction of performance management systems in other vocational and technical colleges.

2. Literature Review

In 1983, Darling-Hammond et al. presented the basic objectives regarding teacher performance appraisal as teacher career development, personnel decisions, school development and school status judgments. Calderon and Green (1997) examined whether multiple types of information are used in assessing faculty teaching performance and claimed that nine types of information should be employed to assess faculty teaching performance. In addition, Weistroffer et al. (2001) proposed a structured model for evaluating faculty performance in the areas of teaching, scholarship, and service, and for translating these evaluations into merit raises. Laura Langbein (2008) implied that when performance is hard to measure, using piece-rate systems may have unintended adverse consequences.

In China, Yu Bo (2006) proposed the applications of 360-degree evaluation method and key performance indicator method in the evaluation of knowledgeable employees. Yu Junyi (2014) transplanted the balanced scorecard model in corporations to vocational and technical colleges and discussed the reform of the management system of vocational and technical colleges from different perspectives. Bao et al. (2017) elaborated the connotation and advantages of the “three-dimensional” management model of teachers’ positions and introduced the corresponding dynamic assessment and evaluation system. It solves the problems like lacking overall design of assessment and evaluation, emphasizing on quantity rather than quality of teaching and research works, and unscientific evaluation of assessment results.

3. Case Study

3.1 Current Situation

Teacher’s performance appraisal in Yulin Vocational and Technical College is divided into two categories: full-time teachers and administrative staff. The content of the appraisal is mainly the comprehensive performance of teachers in terms of personal morality, competence, attendance, performance and integrity, as well as the completion of key work undertaken and other work assigned by the department directors. The appraisal is mainly conducted by the assessment team in combination with the departments. All relevant departments should participate in the appraisal and implement the assessment separately. The appraisal is divided into two levels: qualitative evaluation and quantitative evaluation, with a total score of 100 points, of which qualitative evaluation accounts for 30% and quantitative evaluation accounts for 70%.

The qualitative evaluation is divided into two parts: democratic evaluation and director evaluation, of which the democratic evaluation accounts for 20% and the leadership evaluation accounts for 10%. The quantitative evaluation mainly includes the comprehensive performance assessment of teachers’ morality, competence, attendance, performance and incorruptibility. Morality accounts for 10%, and it is mainly assessed by teachers’ political stance, social morality, professional morality and personal morality. Competence accounts for 15%, and it is mainly assessed by teachers’ working abilities and the exertion of their abilities. Attendance refers to teachers’ daily attendance, meeting and duty attendance, accounting for 10%. Performance accounts for 25%, and it is mainly assessed by the teachers’ completion status of their teaching, scientific research, management, party building, publicity, enrollment, recruitment, competition, and other kinds of tasks in terms of the quantity, quality and efficiency. Incorruptibility accounts for 10%. The Discipline Inspection Committee of the college is responsible for assessing this indicator. Teachers’ conducts of complying with the law, teaching with integrity, and being reported by complaints should all be taken into consideration.

3.2 Results of the Questionnaire

In order to find out the problems of teachers’ performance management in Yulin Vocational and Technical College, the author designed a questionnaire by using WJX and posted it through a mini program in WeChat. The questionnaire was anonymous to ensure the authenticity and validity of the survey results. Finally, 139 valid questionnaires were col-
According to the results of the questionnaires, 35.25% of the teachers have no idea or do not really know the current performance management system of the college, but over three fourth of the teachers think it is necessary for the college to conduct performance management. 28% of the teachers are very dissatisfied with their performance appraisal results and 27.34% are rather dissatisfied with their performance appraisal results. Half of the teachers show dissatisfaction with the current performance salary system. Concerning the current performance management system, 49.64% of the teachers think that it is not scientific enough, 46.76% of the teachers believe that it is not reasonable enough, and 47.48% of the teachers consider that it is not fair enough. As a result, 46% of the teachers claim that the current performance management system can not motivate them very well.

As to the question which system’s optimization would best increase teachers’ working enthusiasm, 33.81% of the teachers vote for the professional promotion system, 33.81% vote for performance salary system, 21.58% choose incentive system, while 10.07% select post promotion system. In addition, 41% of the teachers deem that the task cycle set by the current performance appraisal system is not very proper. 58.99% of the teachers disagree that the current performance management system reveal the uniqueness of vocational and technical college. For the last question, 61.87% of the teachers think performance management system equals to performance appraisal system.

3.3 Problems

Based on the above statistics, it can be concluded that there are several problems in teachers’ performance management in Yulin Vocational and Technical College.

First, the concepts of performance appraisal and performance management have been confused. Performance appraisal is not equal to performance management, and it is only a crucial part of performance management. The performance management system currently implemented in Yulin Vocational and Technical College is actually the year-end performance appraisal system, which almost puts entire focus of performance management on the performance appraisal, and only compares and evaluates the actual work of teachers with the performance plan.

Second, the performance management system is imperfect and lacks performance coaching and performance communication. Performance communication runs through all aspects of performance management, including goal setting, plan making, performance coaching and performance feedback, and plays a vital role in performance management. However, Yulin Vocational and Technical College lacks two-way communication between cadres and teachers, and also lacks joint participation of them while setting performance goals and performance plans.

Third, the performance appraisal system does not well reflect the special characteristics of vocational education. Compared to teachers in ordinary universities, teachers in vocational and technical colleges should not only have rich theoretical knowledge, but also master superb operation skills. Nevertheless, when assessing teachers’ performance, Yulin Vocational and Technical College basically formulates the assessment performance system according to the comprehensive evaluation system of teachers, which does not highlight the “bi-professional” characteristics of vocational teachers. Thus it wouldn’t be very effective to motivate the teachers.

Fourth, the performance appraisal index is not perfect. The performance evaluation indexes of Yulin Vocational Technical College are relatively single, focusing on quantity rather than quality of lecture hours and scientific researches. Besides, it lacks fairness and objectivity in teaching assessment in terms of self-evaluation, teachers’ peer evaluation and students’ evaluation. In addition, the college adopts the same evaluation standard, the same assessment method, and sets the same assessment period to evaluate teachers of different departments and majors, which apparently reveals that the current performance management system is far from scientific, reasonable and fair.

3.4 Solutions

First, the college should establish a complete performance management system. In the stage of performance planning, it should consider its own development strategy and development direction. In the stage of performance implementation, it should select professional appraisers to conduct appraisal and try best to be fair and just. At the same time, performance feedback should also be done. Through employing various forms to improve the establishment of two-way communication, understand the teachers’ attitudes towards the performance appraisal results and possible problems, and finally improve the performance appraisal system according to the actual situation.

Second, the college should establish multi-dimensional performance appraisal indexes. The performance appraisal indexes should have close relationship with the works of the teachers. While deciding the indexes, the decision maker should focus on the combination of teachers’ personal morality and work competence, the combination of scientific research ability and application ability, and the combination of teaching quality and teaching hours. In addition, the appraisal indexes should not be fixed. They can be moderately adjusted according to the different development strategies.
and specific conditions of the college and the departments in different development stages.

Third, the college should adopt scientific performance appraisal methods. To be more specific, according to the standards of each post and the determined performance appraisal indexes, the college should adopts different appraisal methods for teachers of different posts and different majors, differentiates the subdivision of the indexes according to their characteristics, and establishes a combined short, medium and long-term appraisal time system.

References


