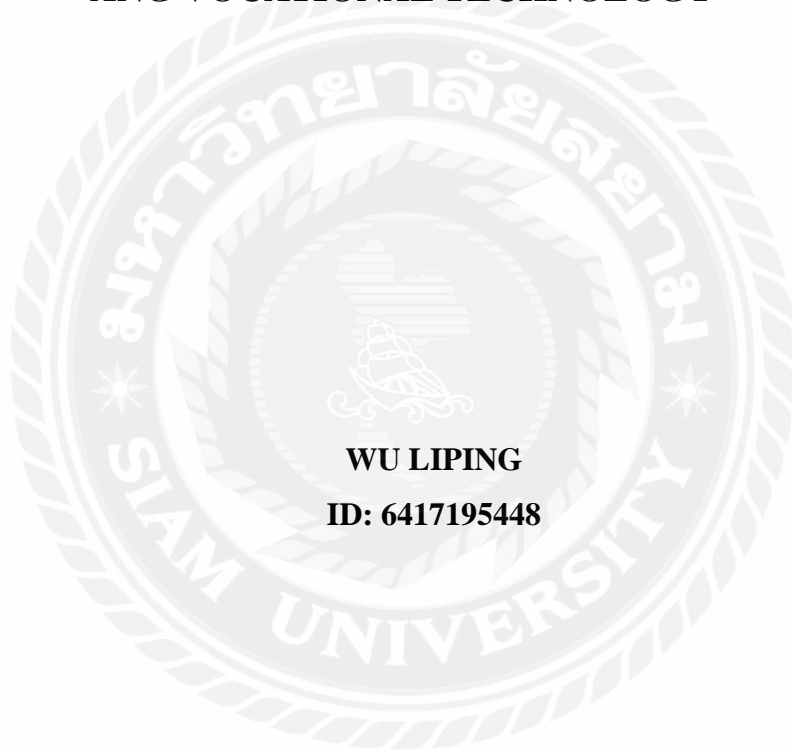




**STUDY ON OPTIMIZATION OF PERFORMANCE APPRAISAL
SYSTEM OF SHANDONG UNIVERSITY OF ENGINEERING
AND VOCATIONAL TECHNOLOGY**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS
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**STUDY ON OPTIMIZATION OF PERFORMANCE APPRAISAL
SYSTEM OF SHANDONG UNIVERSITY OF ENGINEERING
AND VOCATIONAL TECHNOLOGY**

**Thematic Certificate
To
WU LIPING**

This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration in International
Business Management

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Title: Study on Optimization of Performance Appraisal System of Shandong University of Engineering and Vocational Technology

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ABSTRACT

This paper aimed to Study on Optimization of Performance Appraisal System of Shandong University of Engineering and Vocational Technology. The research objectives of this paper were firstly to analyze and study the shortcomings of the existing performance appraisal system of Shandong University of Engineering and Vocational Technology and optimize it to meet the long-term development strategy of the University; Secondly, to construct a scientific and reasonable performance appraisal management system; and thirdly, to form a perfect performance appraisal system to guarantee the implementation system and implement it continuously to promote its function.

This paper took the performance appraisal system of Shandong University of Engineering and Vocational Technology as the research object, carefully studied the existing theoretical knowledge of relevant performance appraisal, designs a suitable questionnaire to conduct an on-campus survey, and adopted quantitative research method to analyze and study the current situation and problems of the current performance appraisal system of Shandong University of Engineering and Vocational Technology. The study found that:1) The performance appraisal scheme of Shandong University of Engineering and Vocational Technology is rigid and does not reflect the requirements of the university's medium- and long-term planning, and is unable to improve teachers' motivation to improve the quality of teaching; 2) The Personnel Office should be issued detailed quantitative standards for the assessment of the assessment of the assessment indicators to evaluate the results of the assessment of the combination of teachers with personal gains;3) It is necessary to further improve the school management's understanding of performance appraisal and update the concept with timely training; after the completion of performance appraisal work, the results should be fed back to the relevant employees in a timely manner, so that the university can understand their own strengths and shortcomings as well as how to improve, and at the same time, the most direct application of the results of the performance appraisal is

to be associated with changes in positions, remuneration, and benefits, as well as the results of the performance appraisal.

Keyword: performance appraisal, performance appraisal system, performance appraisal in higher notational institutions

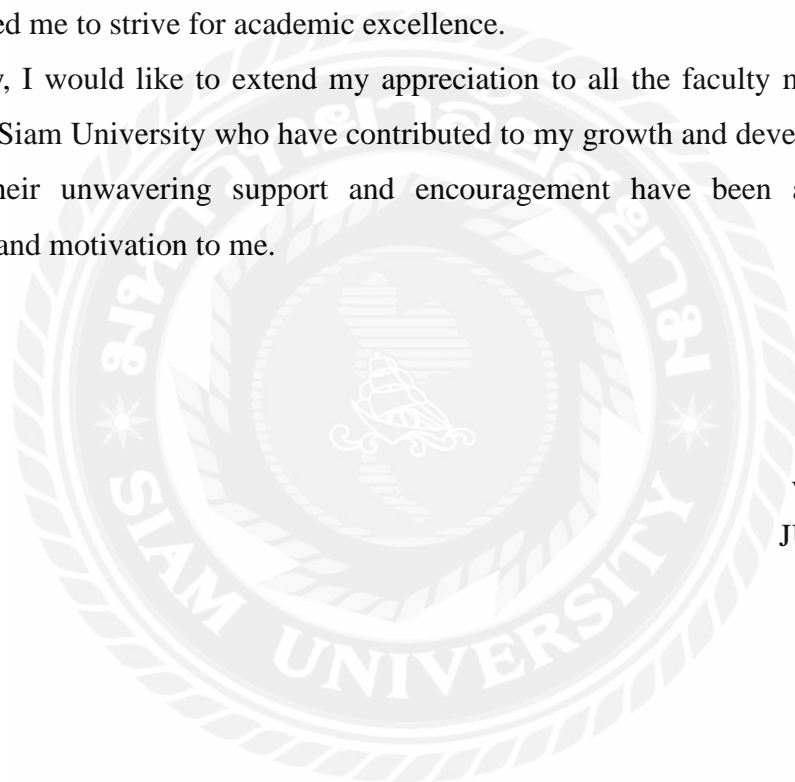


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JUN 14, 2023

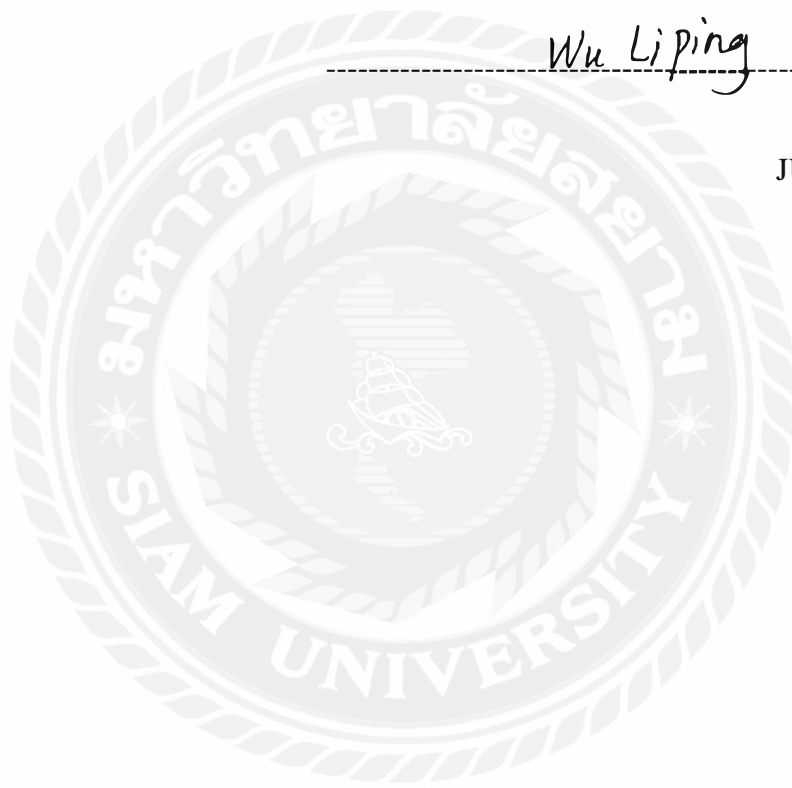
Declaration

I, *Wu Liping*, hereby certify that the work embodied in this independent study entitled “**Study on Optimization of Performance Appraisal System of Shandong University of Engineering and Vocational Technology**” is result of original research and has not been submitted for a higher degree to any other University or institution.

Wu Liping

(Wu Liping)

JUN 14, 2023



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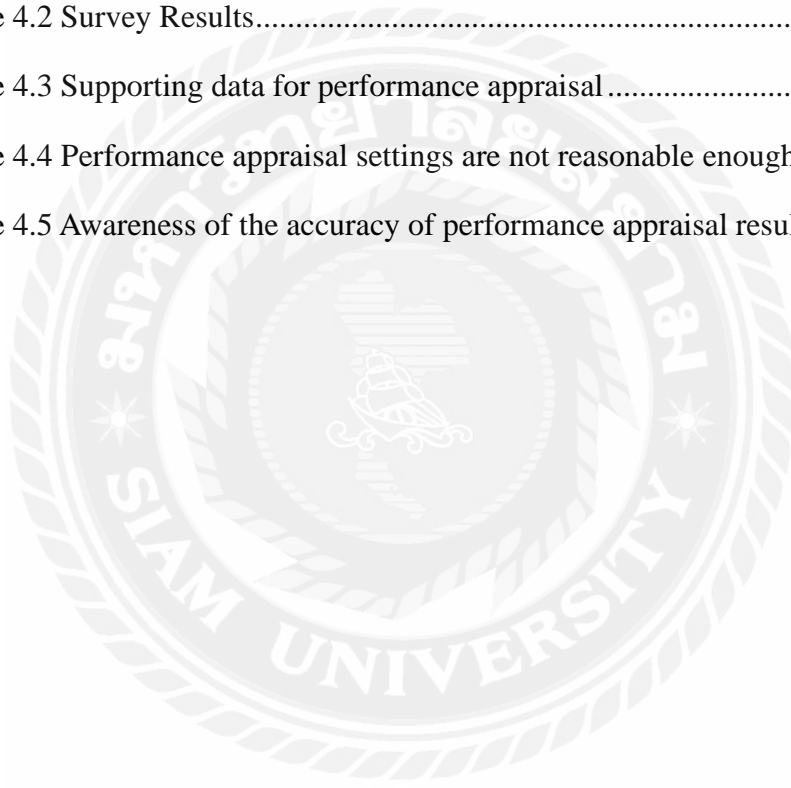
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1 Introduction

1.1 Research Background

In recent years, China's education sector has grown rapidly in line with economic and social development. Up to 2022, more than 1,000 vocational schools have been opened nationwide, with nearly 10 million students enrolled in vocational education. However, there is still a gap between higher vocational schools and traditional universities in terms of comprehensive strength and management level. The human resource management of many higher vocational schools has not been updated and followed up in time, but more often they still use the original traditional model. Under the old model system, teachers and teachers' resources are not developed and applied to the greatest extent, and they themselves feel that their future development prospects are bleak. In particular, the overall strength and management level of private vocational institutions is low, and the sense of belonging of faculty and staff is relatively weak. The performance level has a greater impact on the efficiency of the daily operation of colleges and universities. Therefore, improving the performance appraisal system of institutions can promote the sustainable development of college management team. How to do a good job of performance appraisal is a difficult problem that needs to be solved for deepening performance salary reform in colleges and universities (Chen, 2021).

At present, the competition among Chinese higher Vocational Colleges is fierce and the survival pressure is huge, which is reflected in the following aspects: Firstly, the employment pressure of higher vocational graduates is huge. Due to the low entrance score of students, the low popularity of higher vocational schools and the lack of experience in cultivating students make their employment narrow. China's higher vocational education started late and developed too fast, which led to many legacy problems in the development process, such as the lack of clarity in the objectives of schooling and students' training orientation, and the urgent need to change the training mode. Secondly, enrollment has become more and more difficult, as the first batch of only children born in the early 1980s grew up and the number of school-age students decreased. With the increase of the number of higher vocational schools and the expansion of the enrollment scale of undergraduate schools, the enrollment difficulty of higher Vocational Colleges is increasing. Thirdly, the professional development of higher Vocational Colleges and universities cannot keep up with the progress of technology and the improvement of enterprises' demand standard for employment (Wang, 2020).

The performance appraisal system can optimize the construction of teachers' teams in higher vocational institutions and promote the overall and coordinated development of teaching and management in higher vocational institutions. Through the questionnaire, the current situation of the performance appraisal system of teachers in higher vocational institutions is analysed, the main problems are pointed out, and the implementation countermeasures and suggestions for optimizing the performance appraisal system in higher vocational institutions are further discussed. It

is concluded that the implementation of the performance appraisal system of teachers in higher vocational institutions must recognize the special characteristics of teachers, focus on fairness, impartiality, openness, and should be linked to promotion rewards and punishments, so as to continuously enhance the work motivation of teachers and promote the flourishing development of the teaching force in higher education institutions (Chen, 2015). Shandong University of Engineering and Vocational Technology is located in the eastern University city of Jinan, Shandong Province, and is a vocational school approved by the Ministry of Education. Shandong University of Engineering and Vocational Technology currently has 8 secondary colleges and 2 teaching departments. Relying on the local pillar industries of Shandong Province and Jinan City, as well as the new strategic emerging industries and local service industries, the University optimizes and adjusts the structure of its majors in a timely manner according to the standards of talent demand, and actively realizes a close connection between the professional chain of the University and the industrial chain of the economic demand of the region to which it belongs.

At present, the school offers 47 senior professional majors and 20 vocational undergraduate majors. The school's philosophy on talent training is based on students' own abilities and actively develops courses in various disciplines so that students can really master the technology and use what they have learned in practice. In recent years, the University has invested a lot of money and human and material resources in the construction of practical teaching bases. The establishment of practical training practice and research bases has created good conditions for practical teaching and research work. The school now has more than 500 full-time teachers, more than half of whom have the title of associate or above, and teachers with master's degree or above account for 60%, and more than 200 teachers have double teacher qualifications. In order to achieve the fundamental task of training skilled personnel, the school also employs 180 part-time teachers from industry enterprises (Shandong University of Engineering and Vocational Technology, 2023). Moreover, there is one expert who enjoys the special allowance of the State Council. As a private vocational institution, Shandong University of Engineering and Vocational Technology has conducted some researches and explorations on the performance appraisal of teaching staff, which has achieved certain effects and made some contributions to the human resource management of the school. However, there are still some shortcomings in the school's current performance appraisal program, and there are many problems that need to be solved urgently. In this paper, we first analysis the current performance appraisal scheme of Shandong University of Engineering and Vocational Technology, and then analysis and study the application of the current performance appraisal indexes and appraisal results of Shandong University of Engineering and Vocational Technology to understand the problems in the current appraisal, find ways to solve them, and establish a more reasonable performance appraisal system.

1.2 Research Problems

The performance appraisal of Shandong Engineering Vocational Technology University has been started since 2010 for several years. Initially, it was simply a matter of assigning quotas to each department and pushing for excellence. Each department made a simple evaluation internally and voted to push the list of outstanding people. After several years of development, the performance appraisal system of Shandong University of Engineering and Vocational Technology has been reformed and improved, resulting in the current performance appraisal program (Wang, 2020). However, this program still has many defects and is still very rough, and there is no reasonable appraisal program specifically targeting full-time teachers.

1. The appraisal program cannot meet the long-term development needs of the school.

At present, the performance appraisal of Shandong University of Engineering and Vocational Technology is carried out by the Quality Control and Performance Appraisal Office under the leadership of the joint meeting of the Party and the Government, and the performance appraisal is carried out for all departments and units of the whole University with respect to the job work. At this stage, the performance appraisal of Shandong University of Engineering and Vocational Technology is conducted for all departments and units of the University except the Quality Control and Performance Appraisal Office, and the appraisal method is to conduct appraisal for job responsibilities, and each department and unit organizes appraisal teams to conduct appraisal for the staff in the department and unit (excluding the head of the department and unit). The form of performance appraisal includes year-end appraisal, hospital leadership assessment. The appraisal is based on a percentage system, and the weighting of points is 90% for index appraisal and 10% for faculty leadership appraisal.

The performance appraisal scheme of Shandong University of Engineering and Vocational Technology is simply a basic appraisal of job positions, setting up fixed appraisal indexes, and annual appraisal by special appraisers. Obviously, such an assessment program is rigid and inconsistent with these long-term development plans, and cannot reflect the requirements of the University's medium- and long-term planning.

For example, to achieve the improvement of teaching quality and take the path of high-quality development, the school should build a high-quality and highly competent teaching staff and use various ways to promote the improvement of teachers' teaching ability. However, the current performance appraisal system is a simple assessment of teachers' completion of basic job tasks, which cannot improve teachers' motivation to improve teaching quality. There is no corresponding reward for teachers who are dedicated to textbook research and committed to improving their teaching ability, and there is no corresponding disciplinary measure for teachers with insufficient motivation who are just satisfied to finish their classes because they have completed the job tasks specified in the performance appraisal. Such a performance

appraisal scheme is not in line with the long-term development plan of the school and does not promote the quality development of the school. On account of a lack of standards and a lack of understanding of performance appraisal, schools do not apply performance appraisals to their own circumstances, but simply copy them, which is counterproductive to the implementation of performance appraisals and will not be worth the cost. (Zhang, 2017)

2. The performance appraisal indexes are not set up scientifically enough, and the feedback of results is not timely.

For the performance appraisal work, the design of the appraisal index is very critical and plays a key decisive influence on the appraisal results. From the original appraisal index system, we can see that there are still many problems in the current performance appraisal index design, which cannot show the basic work results of employees very intuitively and lacks quantitative representation.

The performance appraisal results are finally concentrated in the performance appraisal office. After the appraisal is completed, the results of the appraisal will not be fed back to the departments in time, and the departments cannot notify the faculty members themselves in time. This results in the timeliness of the performance appraisal work cannot be realized and the best time is missed, which affects the incentive effect. Again, after the performance appraisal is completed, the employees cannot be informed in time about the aspects that need to be improved, so many people do not know the direction of their next efforts. This can't change in a timely manner and can't quickly promote the improvement of work quality.

3. Performance appraisal cannot be fully applied and does not play its full role.

Performance appraisal is not really practised in this vocational institution and is only scratching the surface. For the education sector, whether it is a new way of teaching or management, it is necessary to send people to learn about it before it can be implemented. (Zhang, 2017). At present, College has made some progress in performance appraisal work, but there are still some problems in the application of performance appraisal results for these two main subjects of appraisal. Each department and unit does not actively feedback the appraisal results to individuals. The feedback process of the appraisal results has the problem of lagging and not being smooth. Some of the incentives are not in place, or the incentives are less than the general employees think that the incentives are not relevant to them. Originally, the purpose of performance appraisal in schools is to recognize the advanced and motivate the advanced. Employees who perform well should be rewarded and recognized, and those who perform poorly should be punished, or put on hold. However, the performance appraisal at this stage is basically a formality. Many departmental units, taking turns to be excellent, are seriously egalitarian. There are also departmental units that use the work of performance appraisal to combat individual employees. This leads to the incentive function of the appraisal cannot be fully reflected. With the gradual development of the school, the leaders of each departmental unit initially recognized the importance of performance appraisal, but

did not know how to conduct it and how to apply this tool. For the means of motivation, the school's mastery is also relatively single, mainly in the form of more material. There is a lack of guidance for long-term planning, career goals and personal values of employees. In many cases, punitive measures are not implemented due to interpersonal or human considerations. Some employees make mistakes, but they are not punished accordingly. As a result, some people are inert and no longer actively work hard after completing some basic work.

1.3 Objective of the study

1. To analysis and study the shortcomings of the existing performance appraisal system and to optimize it to meet the long-term development strategy of the school.
2. To improve a scientific and rational performance appraisal management system in Shandong University of Engineering and Vocational Technology.
3. To form a comprehensive performance appraisal system to guarantee the implementation of the system and to continuously implement and promote its function in Shandong University of Engineering and Vocational Technology.

1.4 Scope of the study

This paper takes the performance appraisal system of Shandong University of Engineering and Vocational Technology as the research object, reviews more than one hundred literature materials related to the performance appraisal system, and systematically reads and understands the latest research results about performance appraisal, performance appraisal system, and performance appraisal of this system in higher vocational institutions. By studying and analyzing the existing research results, summarizing them and finding out the shortcomings of the current research results, thus clarifying the direction of this paper's research, forming a basic research idea and providing a theoretical basis for subsequent research. A questionnaire was designed for investigation, and a mixed research method was used to analysis and study the current situation of the current performance appraisal system of Shandong University of Engineering and Vocational Technology, the problems that exist, and to propose an optimized solution strategy for the problems.

1.5 Research Significance

The level of construction and implementation of performance appraisal system is an important symbol reflecting the level of human resource management in higher vocational institutions. Based on the analysis of the current performance appraisal scheme and appraisal indexes of Shandong University of Engineering and Vocational Technology, this paper identifies problems, analysis the reasons for the problems, and proposes solutions to further enrich and develop the theories related to performance appraisal in private vocational institutions.

- 1.Improve the comprehensive ability and level of teaching staff in Vocational Colleges and universities. To conduct performance appraisal in vocational institutions

is to evaluate the work of teaching staff, so that everyone can realize the value of their work and the problems that exist, and make clear which behaviors are in line with the development of the school and which behaviors are not conducive to the development of the school. Under such a fair and impartial assessment system, not only do the staff understand the focus and direction of their future work, but also stimulate their work motivation and potential. In recent years, the national requirements for personnel reform in Vocational Colleges and universities have become stricter and stricter. The performance appraisal work in Vocational Colleges and universities meets the national requirements and is also conducive to improving the competitiveness of teachers, breaking the system of iron rice bowls, allowing teachers to obtain the positions they want through competition, strictly selecting talents by means of social recruitment and assessment, and strictly assessing performance after hiring in, so that those who are capable can be promoted and those who are mediocre can be dismissed, which is conducive to improving the overall efficiency of the school.

In the current situation, the number of students taking the entrance exam is decreasing, and the direct consequence of the decrease in student population is a sharp increase in competitive pressure for efficient enrollment. How to improve the influence of our school and enhance the competitiveness, especially for vocational institutions, is the challenge before us. Therefore, every higher education institution needs to improve the influence of the school and establish a good reputation. For vocational institutions, faculty and staff are the core resources. The work utilization rate of faculty and staff is the core factor that affects the development of the school. Therefore, the implementation of performance appraisal in Vocational Colleges is indisputable. By assessing the performance of staff, rewarding those who perform well and urging those who perform inadequately to improve, we help them to improve their own working ability and efficiency and make greater sharing for the school to achieve a mutually beneficial and win-win result.

2. Improve the overall quality of management in vocational institutions. Performance appraisal is an important part of human resource management in Vocational Colleges and universities, which is significant in many aspects such as employees' salary, individual's long-term development and school's strategy formulation. First of all, performance appraisal results are an important reference basis for salary allocation in schools. Whether the current salary schemes and systems of Vocational Colleges are scientific, whether they can reflect the amount and value of labor, and whether they can stimulate the enthusiasm and initiative of the majority of teaching staff, all depend on performance appraisal to realize and provide the basis for the school's future human resource planning. Through regular and long-term assessment of school staff, the school's leadership can provide reasonable decisions for personnel changes, selection and evaluation of merit, and provide security for the school's long-term development. In addition, by analyzing the results of performance appraisals of staff, it is also possible to understand the daily performance of staff, identify their strengths and weaknesses, and carry out training that is conducive to

targeted training, both to improve the teachers' own abilities and to improve the school's management hierarchy and level.

3. Improve the performance management of Shandong University of Engineering and Vocational Technology. Since 2010, the state has required Vocational Colleges and universities to conduct performance appraisals and implement performance pay systems. Performance pay is fully implemented in higher education institutions. This paper takes the current situation of performance appraisal in Shandong University of Engineering and Vocational Technology as the starting point of the study, and uses the questionnaire method to find out the problems of the current performance appraisal system and develop solutions to provide theoretical support for performance appraisal in Shandong University of Engineering and Vocational Technology and improve the utilization rate of human resources.

2 Literatures Review

2.1 Performance Appraisal

Using different evaluation criteria will produce different appraisal results, so for different positions differentiated criteria should be developed for appraisal according to the different responsibilities.(Chen, 2017). 1990s, performance appraisal in Western countries began to focus more on financial indicators, performance appraisal began to be more comprehensive. The famous American scholars Robert and David proposed a new performance appraisal method, the "balanced scorecard" method, which is designed to protect the financial data and internal business processes of the company and the spirit of learning and innovation of the employees and the guidance of the company to the customers and the growth process of the customers. This approach is designed to protect the interests of the company's financial data and internal processes, as well as its employees' learning and innovation, its customer orientation and its growth process. It reflects the change in the concept of development of the company from the growth of value to the development of reasonable competitiveness of the company, which is extremely helpful for the innovation and sustainable development of the company (Luo & Wu, 2014). Subsequently, in 2000, to proposed the Performance Trigonometry business performance assessment model (Wang & Li, 2014). It is important that teachers' self-evaluation is correct, so that each teacher can understand his or her strengths and weaknesses and the areas that need to be improved for self-improvement (Gu, 2014). That it is necessary to study the daily behavioral performance of a wide range of teachers, and in some new learning organizations it is important to integrate the study of teachers' daily behavioral performance into the teacher performance appraisal process and study the intrinsic connection between the two (Sun, 2014). Students are an important evaluation criterion and object for identifying the level of daily teaching work of full-time teachers, and the results of students' evaluation reflect the level of teachers' work (Guo, 2013). The importance that school administrators give to the performance appraisal work of school teachers degree will promote the professional skills of teachers (Radnor & Barnes,

2007).Becker pointed out that a reasonable performance appraisal system is conducive to the overall development of the school and acts as a booster (Becker, 1960).

2.2 Performance appraisal System

Williams proposes that performance management refers to a management system that is set up to enable companies to achieve their strategic goals quickly and be competitive (Williams & Fletcher, 2002); Armstrong proposes that performance management refers to a management method that is used by companies to manage their employees in order to improve their work efficiency, create more value for the company and promote the common development of the company and its employees (Armstrong, 2003). Performance appraisal was first introduced in Scotland in the early 19th century, at which time the U.S. military also began to conduct performance appraisals. This was the beginning of the development of performance appraisal. There are four stages of performance appraisal in Western countries. First, the observational performance appraisal stage. This stage is mainly through tracking and observing employees' performance, and then getting conclusions based on the observation results, and then formulating reward and punishment strategies. In this period, the observed programs and results often have a large bias and subjectivity. Second, cost is used as the main basis for performance evaluation. In this period, the main evaluation criterion for performance evaluation is to take cost reduction as the main criterion. This is also a one-sided pursuit of low cost, while failing to improve efficiency as much as possible. Third, it is the stage of performance appraisal that mainly evaluates the financial statement data of the enterprise. Fourth, it is the current performance appraisal and evaluation of the enterprise mainly focuses on the employee's behavior and performance to evaluate the degree of contribution to the long-term development strategy of the enterprise.

At the end of the nineteenth century, some Western experts and scholars began to explore performance appraisal in the education industry. Taylor, a famous American management scientist, believed that the fundamental meaning of appraisal is "evaluation". He compared the initial goals set by the company and its employees with their actual understanding, and then defined appraisal as a process of comparing the goals with the actual results. In other words, appraisal is the measurement of whether the actual end result has achieved the set goal (The State Council, 2016). Bereavement is opposed to Taylor's view and is directly critical of it. He believes that the definition of appraisal should be defined as "the process of providing useful information for decision making".

Arun pointed out the important elements of performance appraisal indicators (Monappa, 2001). proposed a new type of performance appraisal theory, which consists of three parameters: theoretical support, procedure and motivation (Campbell, McCloy, Oppler, & Sager, 1993); Borman argued that job performance can be distinguished into two aspects: associative performance and task performance

(Borman & Motowidlo, 1993); studied the legal factors of performance appraisal system (Martin, Bartol, & Kehoe, 2000); Paik Y and Vance C conducted a special study on performance subjects (Paik, Vance, & Stage, 2000);

2.3 Performance evaluation of higher vocational institutions

Research on faculty performance appraisal systems first began around 1970, and Robbins noted that the performance appraisal system is a "barometer" of whether faculty members are doing their jobs, and that it can encourage faculty members to do their jobs efficiently and with high quality (Wang, 2005). Thomas and Brian pointed out that the performance appraisal system in colleges and universities takes into account a variety of indicators in addition to faculty members' individual teaching performance. Brian pointed out that the University performance appraisal system integrates a variety of indicators into the scope of consideration, in addition to faculty members' individual teaching work completion, it also attaches great importance to the feedback and evaluation of students, colleagues and alumni (Calderon & Green, 1997). Weistroffer and Michael later constructively proposed a structured performance appraisal system model on this basis. Weistroffer and Michael then constructively proposed a structured performance evaluation system model that includes multiple dimensions such as teaching quality, research productivity, output evaluation, and graded performance requirements (Weistroffer, Spinelli, Canavos, & Fuhs, 2001). Laura Langbein, based on real data collected, suggested that the current performance appraisal system has shortcomings in student evaluations of teaching, but is highly feasible in student evaluations of faculty, courses (Langbein, 2008). In addition, from the national perspective, the performance appraisal system has been found to be highly feasible. In addition, the performance appraisal system of teachers in the United States mainly includes teachers' professionalism, students' knowledge and skills, and talent needs (Cen, 2012). In Singapore, teachers are evaluated in the areas of teaching, scientific research, and student management (Liu, 2011). In Germany, teachers are evaluated in the areas of teaching attitude, professionalism, teacher-student relationship, ability to organize activities in class, and social practice skills. In Germany, teachers are evaluated on their performance in terms of teaching attitude, professionalism, student-teacher relations, organizing skills in classroom activities, and social practice skills (Zhou, 2012).

Research on performance appraisal began relatively late in China. Around 1950, when China was in the planned economy era, performance management was first introduced to state-owned enterprises and performance appraisal research began. However, the focus of performance appraisal at this time was still only on improving performance evaluation so that enterprises could better fulfilling governmental orders.

At present, China's research in performance appraisal is still mainly focused on the enterprise field, and relatively little research has been conducted on performance appraisal in Vocational Colleges, mainly in the following aspects. Firstly, the performance appraisal scheme and index system of Vocational Colleges are studied.

Second, to study the methods and ways of performance appraisal in higher Vocational Colleges, to study and analysis what are the advantages and disadvantages of different appraisal methods in different schools and what is the scope of application, so as to determine the most scientific and practical performance appraisal methods. Thirdly, it studies the shortcomings and solutions in the current performance appraisal of Vocational Colleges and concentrates on the design of appraisal indexes and appraisal methods in order to improve the efficiency of appraisal.

Sabri and Beamon conducted a study on the integrated performance management model, and the focus of their study was whether the integrated performance management model is beneficial to the improvement of the performance management level of enterprises (Sabri & Beamon, 2000). Some scholars studied the performance appraisal of the military's scientific personnel and studied the performance appraisal system for this part of the group. He assigned weights to performance appraisal indicators at all levels (Gunasekaran, Williams, & McGaughey, 2005).

In 2008, Zhang, Chen and Li analysed and studied the performance appraisal of military engineering scientific research units. She emphasized that performance appraisal is very important for military engineering research units. She evaluated the effect of performance management in three aspects: improving work ability, changing work attitude and improving effectiveness (Zhang, Chen, & Li, 2015). The KPI method of performance appraisal now has some problems in its application in vocational institutions, such as: schools cannot set clear performance appraisal objectives, cannot adopt scientific performance appraisal methods, the appraisal content is not comprehensive, lack of professional appraisal subjects, failure to develop a perfect and reasonable appraisal cycle, and lack of post-appraisal performance communication and feedback (Chen, 2014). There are some problems in the current performance appraisal of Vocational Colleges in China: the unreasonable structure of human resources and the insufficient number of dual-teacher qualified teachers and other faculty structure problems, resulting in inefficient human resource management, unfair distribution of performance and salary, and unreasonable reward and punishment mechanisms, which will affect the motivation and initiative of faculty members, and such formalities appraisal results do not have a substantial motivational effect (Cao, 2017).

In summary, the theoretical and empirical research on external performance appraisal has achieved fruitful results, which has laid a good foundation for analyzing the problems related to performance appraisal in Shandong University of Engineering and Vocational Technology and provided a strong theoretical basis for the writing of this paper. Vocational education occupies an important position in China's higher education. At present, the research related to the performance appraisal of higher education institutions in China is still at the stage of primary theoretical research, and no in-depth practical aspects of deep research has been carried out, which is far from enough for the performance appraisal of vocational institutions. The research on the content and methodology of performance appraisal in higher vocational institutions is

still an important topic of academic research. This study will take the system construction and the development of supporting measures of performance appraisal in Vocational Colleges as the basis, adopt various research methods such as questionnaire survey, analysis the problems of performance appraisal in Shandong University of Engineering and Vocational Technology, and establish the system and guarantee measures of performance appraisal in Shandong University of Engineering and Vocational Technology, in order to provide reference for human resource management, performance management and performance appraisal and other related work in higher vocational schools.

2.4 Introduction to the existing performance appraisal system of Shandong University of Engineering and Vocational Technology

The performance appraisal of research subjects has been going on for several years since 2010. Initially, it was simply a matter of assigning places to departments and pushing for excellence. A simple evaluation was carried out within each department, and a list of outstanding people was voted on. After several years of development, the performance appraisal system of the research subjects has been reformed and improved, resulting in the current performance appraisal scheme. However, this scheme still has many flaws and is still very rough, and there is no reasonable appraisal scheme specifically pinning full-time teachers.

The study site is located in the eastern University city of Jinan, Shandong Province, where there are now more than 500 full-time teachers, as shown in Table 3.1, of whom more than half have associate or higher titles, and teachers with master's degrees or higher account for 60%, and more than 200 teachers have dual teacher qualifications, accounting for more than 40%. In order to achieve the fundamental task of training skilled personnel, the school has also employed 180 part-time teachers from industry enterprises. The school has one expert who enjoys the special allowance of the State Council, five provincial teaching experts, two young and middle-aged teachers who have been awarded the title of provincial experts with outstanding contribution, a strong teaching team with five teaching teams recognized at provincial level and two provincial young master teachers of skills (Shandong University of Engineering and Vocational Technology).

Age	Specialties	Undergraduate	Masters	PhD	Total	Specific gravity (%)
Under 25 years old	0	18	24	0	42	8.47
25 - 30 years	3	46	132	0	181	36.49
31 - 40 years	4	57	66	0	127	25.60
41 - 50 years	6	35	16	2	59	11.90
51 - 55 years	25	21	8	0	54	10.89
55+ years	18	10	5	0	33	6.65
Total	56	187	251	2	496	100.00

Figure 2.1 Faculty Academic Statistics

As can be seen from the table (Figure 2.1), the school currently has over 500 full-time teachers, with an age structure and educational structure that is generally normally distributed. According to the age structure, the largest number of teachers are aged between 25 and 40 years old, accounting for over 60% of the total; teachers aged between 40- and 55-years old account for about 20% of the total; and those aged less than 25 and more than 55 years old account for nearly 20%. According to the analysis of the academic structure of the full-time teachers in the study, there are 253 teachers with master's or doctoral degrees, accounting for 51% of the total number of teachers; 440 teachers with bachelor's or master's degrees or above, accounting for more than 80% of the total number of teachers; teachers with less than bachelor's degrees account for about 10% of the total number of teachers. It can be seen that the faculty of the study is young and relatively highly educated, which is conducive to the medium and long-term development of the school. However, the number of PhDs is relatively small and needs to be introduced. In particular, the current development of the school needs a large number of talents with doctoral degrees and above to support it.

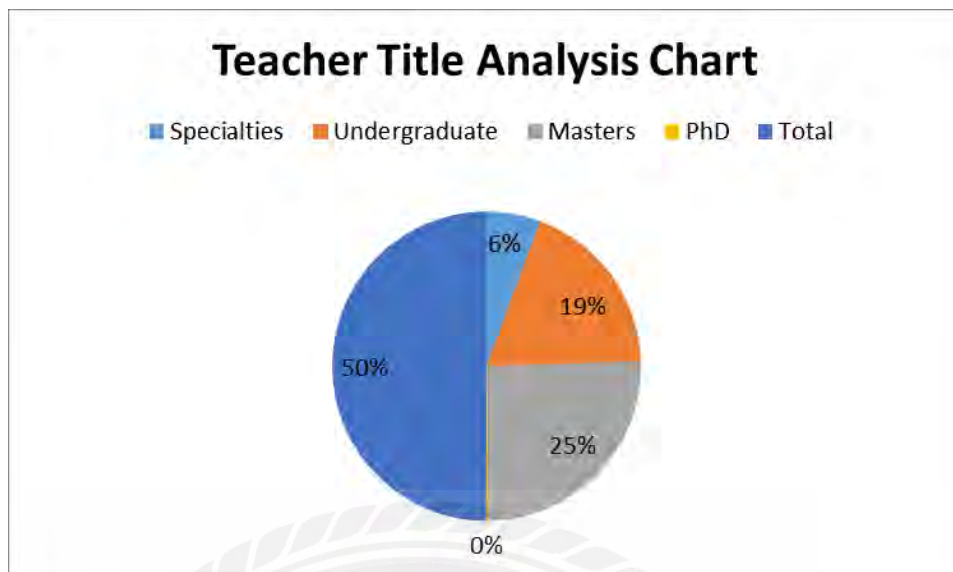


Figure 2.2 Teacher Title Analysis Chart

For schools, the qualifications and titles of teachers are a direct reflection of the school's teaching capacity.

As (Figure 2.2) shown in the figure, the number of teachers with associate senior professional and technical positions or above in the study subjects is over 250, accounting for over 50%; the number of teachers with intermediate titles accounts for about 30% of the total number; and about 20% are below intermediate. The existing full-time teachers in the study subjects have a reasonable title structure, with a high proportion of associate professors and above, and the number of lecturers and assistant professors also has much room for development.

Serial number	Form of assessment	Assessment content	Basis of assessment
1	Indicator assessment (90%)	Indicator assessment	<ol style="list-style-type: none"> scored in accordance with the criteria for scoring the observation points of the indicator system; the assessment of indicators is converted into an annual total score at a weight of 90%;
2	Faculty Leadership Assessment (10%)	Members of the College's leadership team are evaluated on the basis of the end-of-year statements and performance of the heads of departments and units.	<ol style="list-style-type: none"> Each hospital leader is assigned a score independently. The average score of each department and unit will be the assessment score of the hospital leaders after removing the highest score and the lowest score; According to 10% weighting into the annual total score.

Figure 2.3 Performance appraisal basis

However, there is a high turnover rate in the study population. For example, in one year, the school employed 40 teachers with postgraduate degrees, but after one year, only three remained, and all 37 newly employed staff left within one year, mostly for reasons such as salary and personal career development. Moreover, the phenomenon of slackness and inactivity is more serious among the study participants' teaching staff, and some of them have lower work responsibility and positive attitude. Furthermore, the task completion targets of the teaching staff under study are low (Figure 2.3), and the annual and sub-semester and monthly work plans have a relatively low completion rate by the end of the appraisal period, with some staff even failing to complete their due work and delaying and shirking more than others. The reason for this is that the performance appraisal work has failed to play its proper role. The author of this paper has conducted an in-depth research and set up a questionnaire to survey the school staff.

2.5 Past research

Performance appraisal systems are structured systems that measure performance against job criteria and give employees a full quantitative and qualitative evaluation (Yin, 2015). Performance appraisal is the basis for the employment of personnel. On the one hand, it can promote communication within the organization and establish a relationship of dependence for all, and on the other hand, it can link the personal goals of employees with the overall goals of the organization and improve the performance level of the organization. Teachers in higher education institutions belong to a more special category of groups, and their assessment should take into account all aspects of their teaching, research, professional ethics and moral realm (Zhang & Chen, 2014). As an important part of public management, performance appraisal system has been widely studied in human resources management. Since the 1970s, scholars at home and abroad have been conducting research on the performance appraisal mechanism of University teachers. Overseas research on the performance appraisal of University teachers has focused on the evaluation system, appraisal indicators and the role of the mechanism: studied the role of evaluation factors on the system; Erdogan proposed an antecedent-consequence model in the performance appraisal system (Erdogan, 2002); studied the role of University leaders in promoting the importance of performance appraisal (Tuytens & Devos, 2011). The domestic research on University performance appraisal is biased towards teaching, research and personnel issues: established a performance appraisal system through fuzzy comprehensive evaluation method (Zhao & Li, 2011); Lin Jing proposed a comprehensive assessment information system (Lin, 2008); Wang Lijing integrated University strategy development into performance appraisal (Wang, 2010). With the rapid development of higher education in China, higher education institutions have made remarkable progress in terms of enrollment scale, scientific research and social services, but in the face of international economic and technological competition, the development of higher education still faces many

challenges. In order to become a first-class higher education institution, the management of teachers should not be limited to the level of experience management, but should carry out innovative reforms to the personnel system of universities and conduct effective performance assessment for teachers.

To sum up, the theoretical and empirical research on external performance appraisal has achieved fruitful results, which has laid a good foundation for analyzing the problems related to performance appraisal in Shandong University of Engineering and Vocational Technology and provided a strong theoretical basis for writing this paper. Vocational education occupies an important position in China's higher education. At present, the research related to performance appraisal in higher vocational institutions in China is still at the stage of primary theoretical research, and no in-depth practical aspects of deep research has been carried out, which is far from enough for performance appraisal in vocational institutions. Research on the content and methodology of performance appraisal in higher education institutions is still an important topic of academic research. This study will be based on the construction of the system and the development of supporting measures for performance appraisal in Vocational Colleges and universities, using various research methods such as questionnaire surveys to analysis the problems of performance appraisal in Shandong University of Engineering and Vocational Technology and establish the system and guarantee measures for performance appraisal in Shandong University of Engineering and Vocational Technology, with a view to providing reference for human resource management, performance management and performance appraisal and other related work in higher vocational schools.

2.6 Research framework

This paper adopts the research idea of combining the theories related to performance appraisal with the actual performance appraisal work of Shandong University of Engineering and Vocational Technology, taking the existing relevant theoretical research results as a guide, combining the current development status and performance appraisal status of Vocational Colleges in China, comprehensively analyzing the current situation of performance appraisal in this unit, setting up a questionnaire, analyzing the current problems, conducting both qualitative and quantitative We hope to improve the status quo of performance appraisal and improve the performance appraisal system. It is hoped that the current situation of performance appraisal can be improved and the efficiency of human resources and performance appraisal can be enhanced. At the same time, this paper also aims to provide reference value for performance appraisal in other vocational institutions.

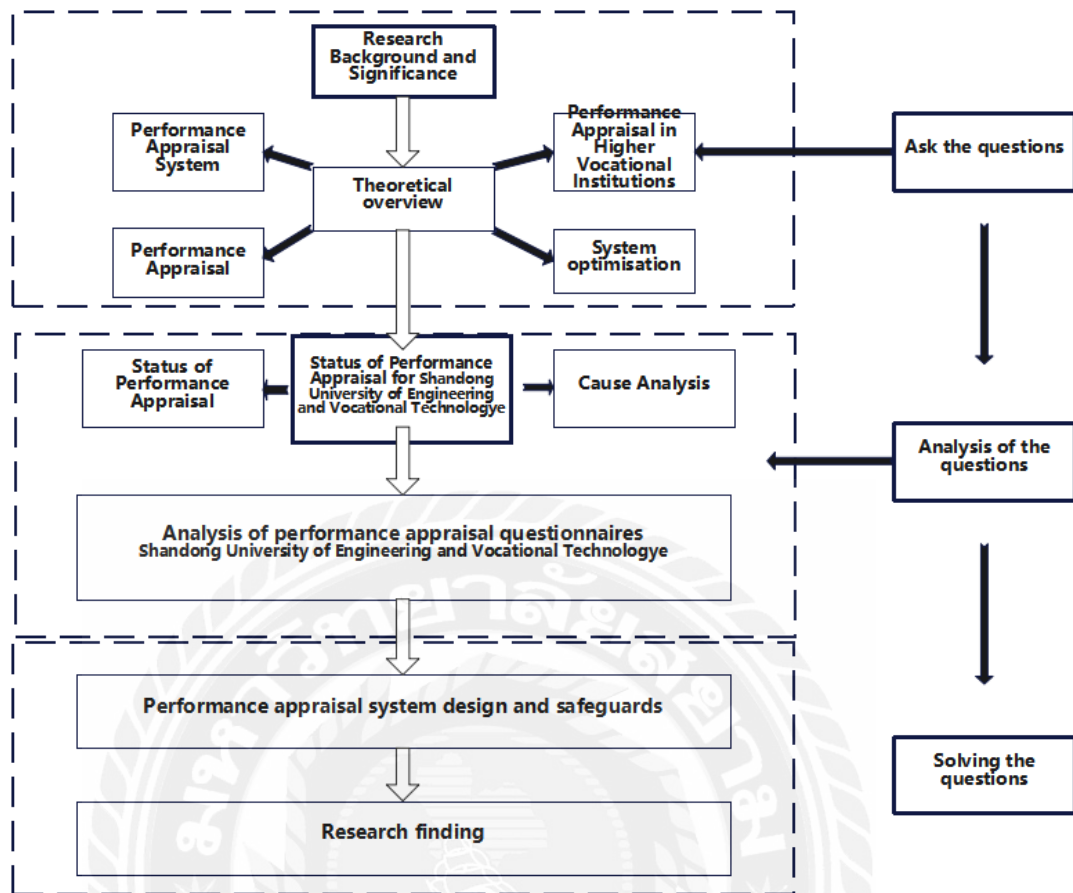


Figure 2.4 Research framework

3 Research Methodology

3.1 Introduction

This paper uses a mixed Research Method, employing a variety of research methods in the process, changing the traditional qualitative research method and combining it with quantitative research, using exclusively quantitative data representations for indicators that can be measured with data, supplemented by qualitative descriptions.

3.2 Sampling

The performance appraisal survey of Shandong University of Engineering and Vocational Technology was conducted by the Performance Appraisal Office and specifically by the departments of each faculty. The questionnaires were distributed, filled in and immediately collected on site to ensure that the number of questionnaires distributed and collected was consistent. In order to ensure the universality and representativeness of the survey, the survey took the form of a randomly selected survey. A sample of full-time teachers, laboratory staff and administrative staff was taken in a ratio of 2:1:1. A total of 400 questionnaires were distributed, 380 were

returned and 368 were valid, with a valid return rate of 92%.

3.3 Questionnaire design

The author of this paper, as a member of Shandong University of Engineering and Vocational Technology, has a better understanding of the existing performance appraisal system, which facilitated the development and implementation of the questionnaire. The purpose of the questionnaire is to meet the satisfaction of the teaching staff with the performance appraisal of the University. At the present stage, the performance appraisal system of Shandong University of Engineering and Vocational Technology is designed mainly for departmental work responsibilities, which does not fully fit the characteristics of the school itself, resulting in deviations in the appraisal results, which is not conducive to the motivation of the whole school's teaching staff. In order to gain a more comprehensive and objective understanding of the problems in the performance appraisal system of Shandong University of Engineering and Vocational Technology, this study followed the principle of objectivity and truthfulness when designing the questionnaire. Careful analysis and research on the problems in the existing performance appraisal system and scientific setting of questions will provide a factual reference basis for the next step of improving and optimizing the performance appraisal system of Shandong University of Engineering and Vocational Technology. The questionnaire survey was conducted in an anonymous form to ensure that the findings were true and valid.

The survey questionnaire for the performance appraisal work is mainly set up in 2 parts, one is to understand the basic personal information of the teaching staff, including their age, education, current title and the number of years they have been working in the University. The second is to find out the awareness and evaluation of the performance appraisal work of Shandong University of Engineering and Vocational Technology. Questions were set in the questionnaire and some basic reference alternatives were established for the answers to the questions, so that the teaching staff of the University could make basic judgments and choices. Afterwards, open-ended questions were set up for the respondents to write down their perceptions and opinions and suggestions on performance appraisal.

3.4 Data analysis

By analyzing the research results related to performance appraisal, the multiple indicators that the evaluation system should contain and the relationship between the indicators were summarized, and the performance appraisal system of Shandong University of Engineering and Vocational Technology was further constructed. By analyzing the results of the performance appraisal scheme and questionnaires of Shandong Engineering Vocational Technology University, the constructed performance appraisal system of Shandong Engineering Vocational Technology University was verified by using the relevant data in recent years. Through the analysis of the survey results, the current problems of Shandong University of

Engineering and Vocational Technology were summarized and found, and the performance appraisal system was then designed to provide supporting materials for the subsequent study.

After the questionnaire survey was completed, SPSS was used to summarize and analysis the results of the questionnaire. It can be seen that the teaching staff basically have a positive attitude towards the performance appraisal currently conducted by the University, 80% of the staff support the University to conduct performance appraisal and approve the necessity of this work to be carried out. However, there are certain problems with the index setting of the performance appraisal system currently implemented in Shandong University of Engineering and Vocational Technology. 74% of the teaching staff think that the appraisal index is too general and not specific enough, and does not correspond to the specific job duties, which needs to be improved urgently. Even, more than 20% of the teaching staff do not have any accuracy of the results of the performance appraisal system, and think that this performance appraisal system cannot play an effective role in motivating and inspiring.

4 Finding

In view of the current situation of the performance appraisal scheme of Shandong University of Engineering and Vocational Technology, this paper adopts the method of questionnaire survey to analysis the performance appraisal of teaching staff, discover the existing problems and analysis the causes of these problems, so as to provide a basis for optimizing and improving the performance appraisal system of Shandong University of Engineering and Vocational Technology. The results of the survey are analysisd as follows: A total of 400 questionnaires were distributed, 380 were collected, 368 were valid, and the effective recovery rate: 92% (Figure4.1) .

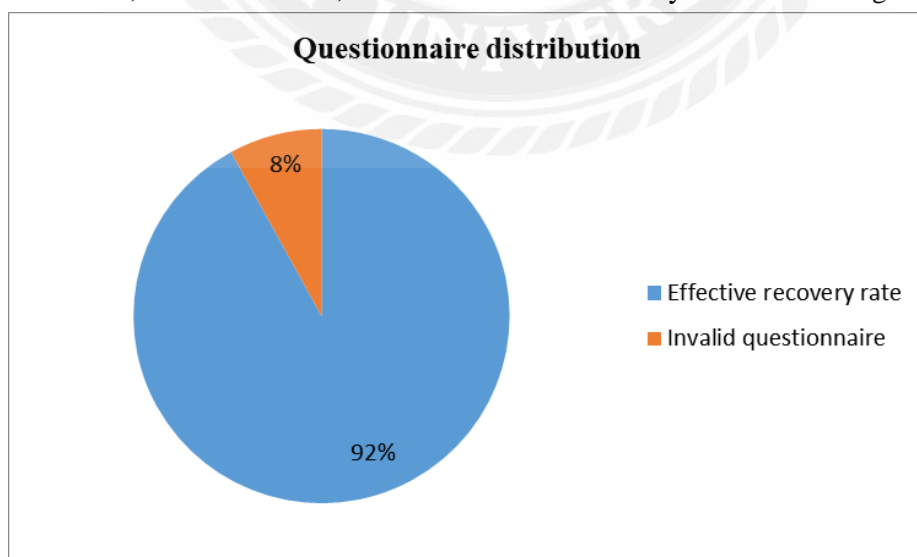


Figure 4.1 Questionnaire distribution

Immediately after the completion of the questionnaire survey, the results of the questionnaire were summarized and analysed, and it could be seen that the teaching staff basically had a positive attitude towards the performance appraisal currently carried out by the University, with 80% of them supporting the performance appraisal carried out by the University and recognizing the need for this work to be carried out. However, there are certain problems with the indicator setting of the performance appraisal system currently implemented in Shandong University of Engineering and Vocational Technology. 74% of the teaching staff think that the appraisal indicators are too general and not specific enough, and do not correspond to the specific job duties, and are in urgent need of improvement. Even, more than 20% of the teaching staff do not have any accuracy of the results of the performance appraisal system, and think that this performance appraisal system cannot play an effective role in motivating and inspiring (Figure 4.2).

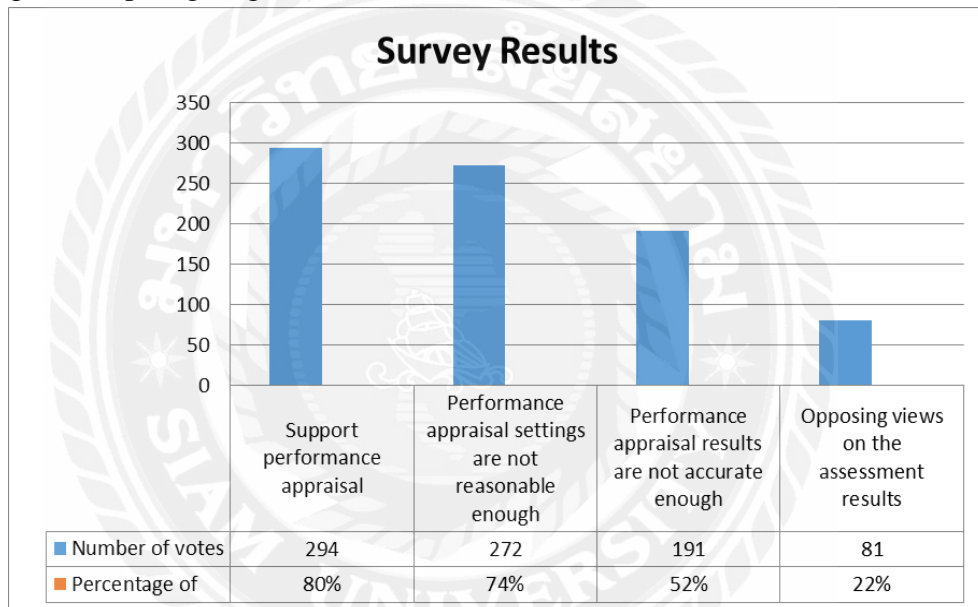


Figure 4.2 Survey Results

Due to the school management did not communicate well and effectively with the staff and did not mobilize widely, there is still a small percentage of the school staff who are not willing to participate in the performance appraisal. 78% of the staff hope that the performance appraisal results will be clearer and more explicit when they are announced. The majority of faculty and staff want management to tell them clearly what their own strengths and weaknesses are, where they need to improve, how they should improve, and what they should work on, so that they can improve themselves more quickly in all areas. Although, at present, many school staffs do not pay much attention to performance appraisal and consider it as just a formality. However, 90% of the faculty and staff still want to do a good job of performance appraisal to show the real work performance of each person. Therefore, the school should increase the publicity of performance appraisal, so that everyone understands and pays attention to this work, and let performance appraisal really play its proper

role. Through performance appraisal, the effectiveness of each person is really brought into play to achieve the long-term development goals of the school. The specific points of the questionnaire are summarized and analysed as follows:

Awareness of the need for performance appraisal and the belief that the school performance appraisal system does not meet long-term development needs.

More than 80% of the staff support the University to conduct performance appraisal and recognize the necessity of this work. 30% of the staff think that there is a gap between the current performance appraisal system and the responsibilities of specific positions in the University. 20% believe that the performance appraisal scheme currently implemented at Shandong University of Engineering and Vocational Technology does not serve to motivate employees and does not meet long-term development needs. (Figure4.3) .

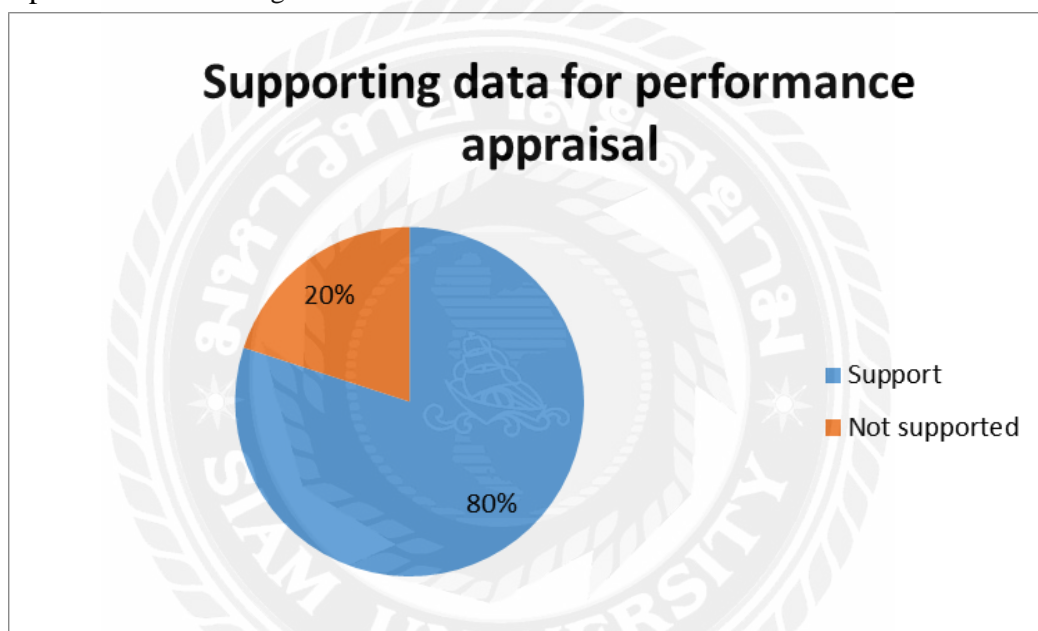


Figure 4.3 Supporting data for performance appraisal

The indicators of performance appraisal are not set scientifically enough and the feedback is not timely.

Whether the setting of performance appraisal indexes is scientific and reasonable is directly related to the results of the appraisal. After the survey, 15 people think that the current appraisal index is very scientific and reasonable, and it reflects the job requirements, accounting for 5%; 63 people think that the current appraisal index is basically scientific and reasonable, and it basically reflects the job responsibilities, accounting for 21%; 126 people think that the current appraisal index is generally set, not very reasonable, and some indexes cannot reflect the job responsibilities, accounting for 42%; and 32% of the teaching staff think that the appraisal index unreasonable. Thus, it can be seen that the design of performance appraisal indexes needs urgent improvement (Figure4.4) .

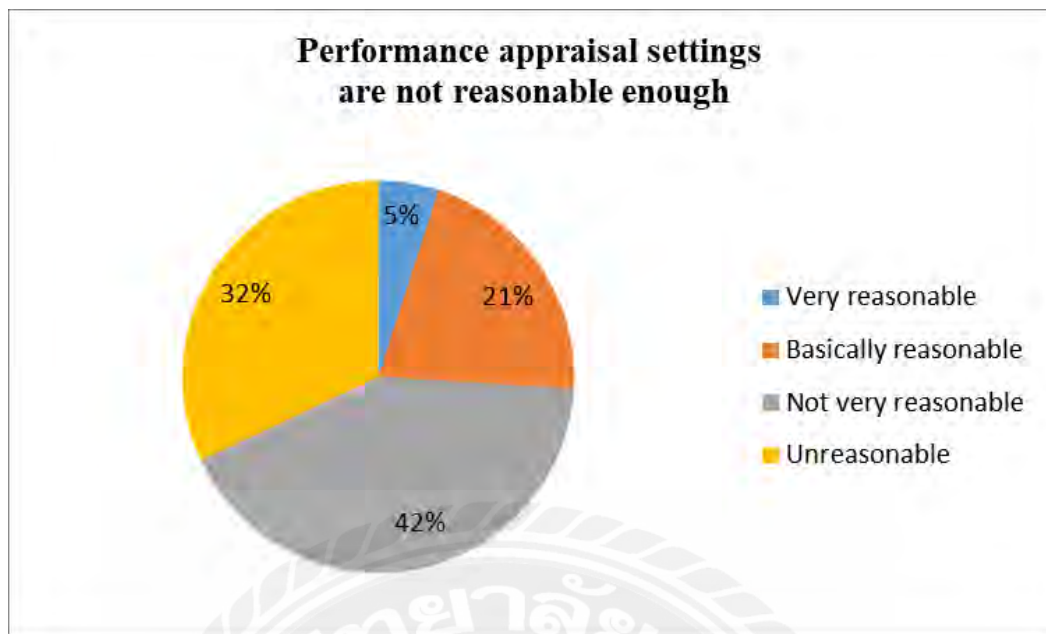


Figure 4.4 Performance appraisal settings are not reasonable enough

Performance appraisal results are not accurately utilized and not fully utilized.

In the survey on the accuracy of performance appraisal results, 27 people think it is very reasonable, accounting for 9%; 39% of the teachers say the results are relatively accurate, 30% of the faculty members think the appraisal results are inaccurate, and 22% of the faculty members think the appraisal results are very unreasonable (Figure4.5) .

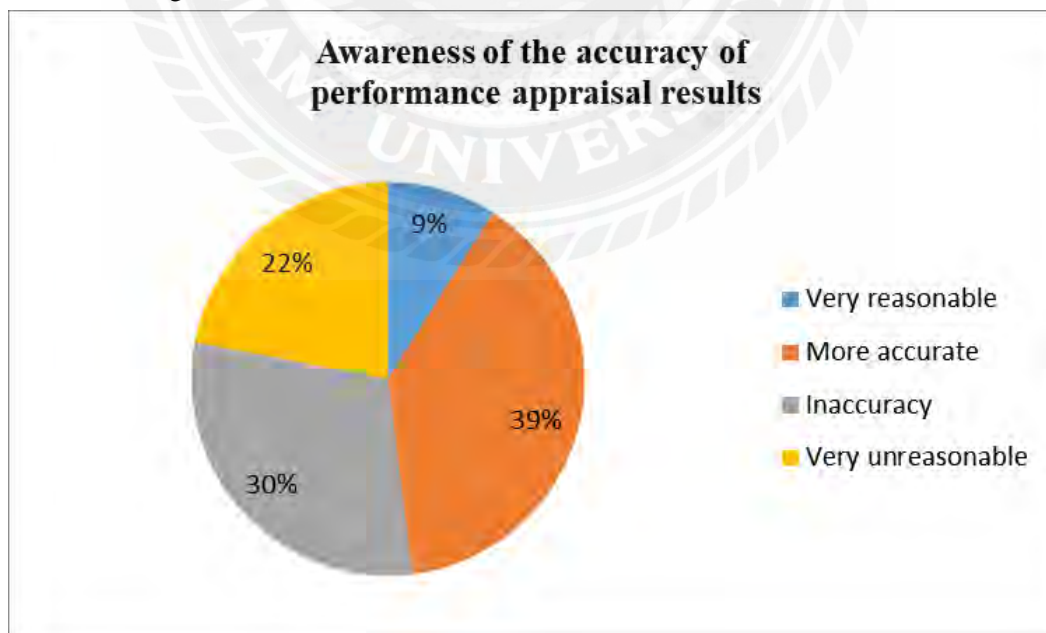


Figure 4.5 Awareness of the accuracy of performance appraisal results

When soliciting opinions and suggestions on the school's future performance appraisal, 15% of the staff did not answer, and 25% of the staff offered opinions and suggestions on the performance appraisal.

In order to achieve good results in performance appraisal and optimize the performance appraisal system, the first thing to do is to clarify the connotation of optimizing the performance appraisal system of Shandong University of Engineering and Vocational Technology. First, the performance appraisal is conducted with the faculty as the core and starting point. At present, the performance appraisal work of Shandong University of Engineering and Vocational Technology takes teachers as the appraisee, puts the appraisal manager and the appraised teachers on opposite sides, and does not play the proper role of most of the faculty members in the performance appraisal. The teaching staff is the main body of the school's education and teaching work, and the performance appraisal work is carried out around people, so it should be carried out with the teaching staff as the starting point. The school staff is the appraiser of performance appraisal is also the important participant of appraisal, to evaluate and score themselves and other staffs of the school. By establishing the main position of the faculty and staff in the appraisal can promote the full play of the merits of the appraisee, cultivate their sense of ownership and promote their enthusiasm to improve their own quality. Secondly, faculty members should fully participate in all the activities and processes of performance appraisal. When performance appraisal is conducted for the faculty and staff of Shandong University of Engineering and Vocational Technology, all of them should be involved in the process, and they should be assessed and scored for themselves and their colleagues around them in leadership. In the performance appraisal work, the wider the coverage of the faculty and staff, the more objective and fairer the results will be. Third, performance appraisal results are fed back in a timely manner. The fundamental purpose of performance appraisal is to make the majority of faculty and staff clear about their own strengths and weaknesses through the appraisal, and later they can make targeted work improvements to improve the overall work performance of the school.

5 Conclusion and Recommendation

5.1 Conclusion

In view of the current situation of the performance appraisal scheme of Shandong University of Engineering and Vocational Technology, this paper adopts the method of questionnaire survey to analysis the performance appraisal of teaching staff. 400 questionnaires were distributed, 380 were collected, 368 were valid, and the effective recovery rate: 92%. After the completion of the questionnaire survey, the results were immediately summarized and analysis. It can be seen that the teaching staff basically approve of the performance appraisal currently carried out by the University, 80% of them support the University to carry out performance appraisal and approve the necessity of this work. However, there are certain problems with the indicator setting of the performance appraisal system currently implemented in

Shandong University of Engineering and Vocational Technology. 74% of the teaching staff think that the appraisal indicators are too general and not specific enough, and do not correspond to the specific job duties, and are in urgent need of improvement. Even, more than 20% of the teaching staff do not any the accuracy of the results of the performance appraisal system, and believe that this performance appraisal system cannot play an effective role in motivating and inspiring. Teachers' dissatisfaction with the performance appraisal system is mainly reflected in: the imbalance between the weight of teaching and research, the unreasonable reward and punishment mechanism, the unfairness of the appraisal, and the failure of the appraisal system to fully take into account the long-term development of individual teachers (Chen, 2021). Combined with the results of the questionnaire, the conclusions drawn from the performance appraisal system for the subjects of this study are as follows:

5.1.1 Analysis and study the shortcomings of the existing performance appraisal system and to optimize it to meet the long-term development strategy of the school.

The performance appraisal objectives of Shandong University of Engineering and Vocational Technology have not been reasonably adjusted in line with the changes in the overall objectives of the University, and the performance appraisal cannot meet the long-term development of the University. Most of the higher education institutions in China have been adjusted from teaching-oriented higher education institutions to teaching and research-oriented higher education institutions, and the overall objectives have changed, so the appraisal objectives for teachers and administrative staff of each second-level college should also be adjusted accordingly. However, the survey results show that some teachers think that the University focuses too much on teaching workload, which makes some teachers neglect research projects and monographs. In addition, some higher education institutions pay enough attention to research results, but there is a problem of "quantity over quality" (Shi & Yan, 2013). The performance appraisal objectives of teachers in private higher education institutions should be set in a targeted and purposeful way, but the current performance appraisal of teachers in these institutions does not take into account the nature of the institutions and their specific duties. The performance appraisal objectives are not set in relation to the nature of the institution and its specific position responsibilities, but rather a large and broad index is directly drawn out to set the performance appraisal of the teachers in the institution (Liu, 2015).

5.1.2 Improve a scientific and rational performance appraisal management system in Shandong University of Engineering and Vocational Technology.

The indicators of performance appraisal in Shandong University of Engineering and Vocational Technology are not set scientifically enough and the feedback is not timely. For example, only a single indicator is set for performance appraisal, and different indicators and weights are not set taking into account factors such as profession. In fact, the degree of difficulty of assessment indicators varies from one professional faculty to another, and for teachers with different academic qualifications and titles, there are also differences in their educational teaching level and scientific

research strength. In addition, the single assessment method may also make the statistics of performance assessment results distorted, which may easily cause the assessment results to be unfair and may even lead to academic fickleness. The main tasks of higher education institutions are teaching, scientific research as well as social services. The performance appraisal of teachers must be closely linked to the strategic tasks of higher education institutions. In order to better reflect the standardization of performance appraisal, the Personnel Office should issue detailed quantitative criteria for appraisal and make every teacher truly realize that performance appraisal is their job and not an extra burden given by the University. When conducting performance appraisals, the appraisal indicators for teachers of different professions and titles should be refined and quantified, and each appraisal indicator should be accompanied by a specific description to avoid, as far as possible, conflicts arising from misunderstandings during the appraisal and evaluation process. Consideration can be given to combining both quantitative and qualitative indicators and abandoning the rigid traditional assessment model, while the results of the assessment and evaluation should be linked to the individual teachers' earnings so that rewards and punishments can be justified (Liu, 2015).

The secondary refinement of teacher ethics, teaching, research and social aspects is the responsibility of the Academic Affairs Office and the Personnel Office of the higher education institution, while the tertiary refinement of indicators can be done jointly by the Academic Affairs Office, the Personnel Office and the second-level colleges. On the other hand, the management of higher education institutions should supervise the whole process of assessment and do a good job of communication, monitoring and guidance. The purpose of communication is to maintain a better relationship between the appraiser and the appraisee; the purpose of supervision and guidance is to control the progress and quality of the appraisal work, to discover and correct the weaknesses in the appraisal work in time, and to publish and give feedback on the results of the performance appraisal to ensure that the whole process is just, fair and open.

5.1.3 Form a comprehensive performance appraisal system to guarantee the implementation of the system and to continuously implement and promote its function in Shandong University of Engineering and Vocational Technology.

The performance appraisal results of Shandong University of Engineering and Vocational Technology are not accurately utilized and not fully utilized. The main reasons leading to many problems in the performance appraisal system of Shandong University of Engineering and Vocational Technology are: school managers do not pay enough attention to the performance appraisal work, the appraisal organization and process are not clear and standardized, the appraisal results are not fed back and used scientifically in a timely manner, and the dynamic periodicity of the appraisal is not strong. Performance management covers comprehensive content, involving different aspects of performance planning, implementation, appraisal and feedback. Doing a good job of appraisal feedback, the process of communication and exchange between the appraisal parties in conjunction with the appraisal findings, is one of the

main aspects in performance management (Liu, 2022).

The results of the questionnaire survey on recognition show that 15% of the school's staff have a supportive attitude towards the results of the current school performance appraisal, acknowledging the motivational role and effectiveness of the performance appraisal. Sixty per cent of the staff basically agreed to recognize the results of the performance appraisal, believing that the performance appraisal played a general motivational role for the school staff. 25 per cent of the staff basically did not recognize the results of the current performance appraisal, believing that there was no rationality. During the performance management period, the school in this study has not constructed a sound performance management system well enough, and even though the college has currently constructed a performance appraisal feedback and appeal system, however, considering the lack of effective communication and information feedback, teachers have not formed a sound and systematic knowledge of their own work shortcomings and future efforts, nor have they comprehensively analysed the performance appraisal results, nor have they guided their own future work development accordingly. In other words, performance appraisals are used to identify teachers' shortcomings, but not to improve their performance, and many schools have insufficient management skills to communicate positively and scientifically with teachers in relation to performance results. The results of the appraisal are only publicized to the public and there is a lack of communication with teachers, which makes it difficult to give full play to the role of performance appraisal.

In order to establish a good performance appraisal feedback mechanism and form a comprehensive safeguard system, it is necessary to further improve the school management's understanding of performance appraisal and update its concepts with timely training; to improve the appraisal level and working ability of appraisal officers; and to enhance the level of those being appraised. The essential purpose of the performance appraisal work is to find out the problems existing in the current human resource management work of the school, to find out the merits of the work of the teaching staff and correct the existing problems in time. Therefore, the results of the performance appraisal work should be fed back to the relevant employees in a timely manner after the completion of the work, so that they can understand their strengths and weaknesses and how to improve. At the same time, the most direct way to apply the results of performance appraisal is to link them to changes in positions, salaries and benefits.

5.2 Recommendations

Analyzing and researching the performance appraisal system of Vocational Colleges is a key task that many schools need to face at present. In this paper, from the current situation of performance appraisal in Shandong University of Engineering and Vocational Technology, we have made some researches on the optimization design of performance appraisal system and elaborated our views, but the depth of the research is not enough and there are still some problems. In the future, some

researches will be conducted to address the existing problems: (1) Further refine the performance appraisal system and indicators, and dig deeper into the appraisal index settings of different types of positions. (2) Whether the various theories and methods adopted in this paper are applicable to the micro performance appraisal of Shandong University of Engineering and Vocational Technology still needs to be further researched and improved, and we need to actively learn from our tutors and classmates for advice. (3) Actively communicate with the management of Shandong Engineering Vocational Technical University to obtain first-hand data, and actively promote the application of the research findings and track the subsequent development of Shandong Engineering Vocational Technical University, so as to test the correctness of the research findings.

My research level and text expression level are limited, and I have not made more in-depth discussion on some links in the system, which is the shortage of this paper's research. I sincerely ask for your criticism and correction.

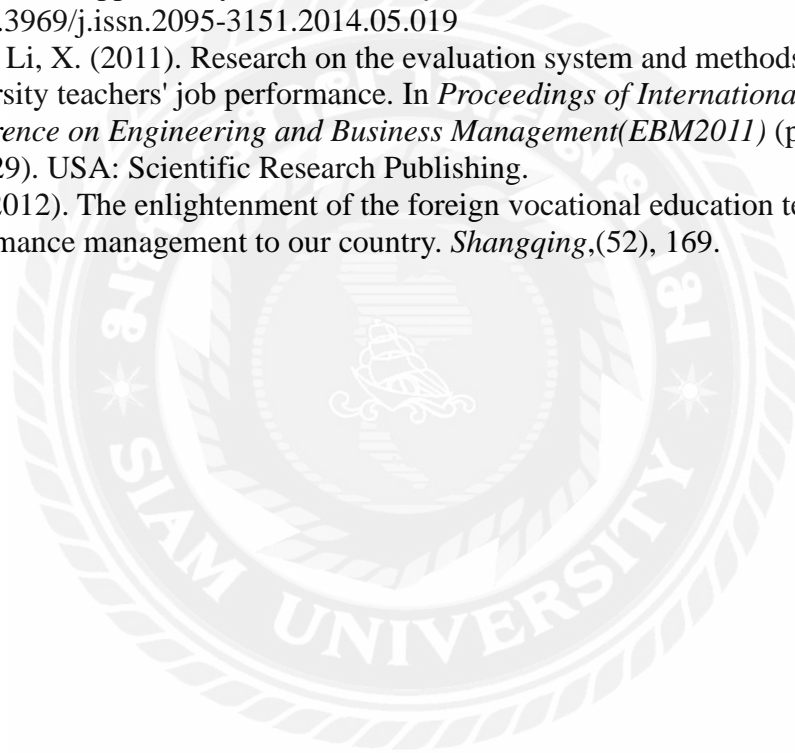
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Appendix

performance appraisal questionnaire

Dear colleagues,

The questionnaire aims to collect your views on the operation of the current performance appraisal system, mainly to identify problems and use them as an important basis for optimizing the performance appraisal system. Please type "√" in the corresponding or write on the horizontal line. This questionnaire adopts an anonymous approach. Thank you for your cooperation!

一. Basic information

1. Your gender.

A, Male B, female

2. Your age.

A, 30 years old and below B, 31-45 years old C, 46-55 years old
D, 55 years old and above

3. Education status.

A, college and below B, bachelor C, master D, doctor

4. Professional and technical positions.

A, Assistant lecturer B, lecturer (including the same level of experimental series) C, senior lecturer D, no job title

二. Supporting investigation of teacher performance appraisal

5. What is the purpose of teacher performance appraisal in your school?

【 Multiple Choice 】

- A, regulate teachers' behavior
- B, promote teachers' professional development
- C, create a fair and competitive working environment
- D, complete the school goals
- E, others (please write).

6. Do you think the current assessment system can adapt to the development of the school.

- A. Fully able to adapt to the development of the school
- B. Some systems can be improved, while others need to be further improved
- C. Completely unable to adapt to the development of the school
- D. I don't know

7. What are your main views on the performance appraisal system of teachers in vocational schools 【 Multiple Choice 】

- A. It is very necessary to mobilize the enthusiasm of teachers
- B. It is only a formality and has little to do with teacher development
- C. Promote the increase in the quantity of research results and the improvement of teaching quality
- D, pay too much attention to assessment, easy to produce academic impetuous
- E, conducive to the formation of a good academic atmosphere and academic order
- F, time-consuming and laborious, the effect is not obvious

8. What is your overall evaluation of teacher performance appraisal in your school.

- A very satisfied
- B more satisfied
- C, average
- D, more dissatisfied
- E, very dissatisfied

三.the rationality of the content setting of teacher performance appraisal

9. How well do you understand your role.

- A, very understand
- B, generally understand
- C, understand a small part of
- D, do not understand

10. At present, what aspects do the teacher performance appraisal work in your school focus on 【 Multiple Choice 】

- A, teaching work
- B, scientific research work
- C, teacher ethics
- D, work attitude
- E, other (please write)

11. What aspects do you think should be more emphasized in the performance appraisal of teachers in vocational schools 【 Multiple Choice 】

- A, teaching work
- B, scientific research work
- C, teacher ethics
- D, Social services
- E, others (please write)

12 What do you think are the main problems with the performance evaluation indicators of teachers in your school (multiple choices can be made)?

【 Multiple Choice 】

- A. Lack of clear goal orientation
- B. Focus on short-term goals, ignoring long-term goals
- C. Insufficient coverage of indicators
- D. Insufficient consideration of differences among different disciplines
- E, others (please write)

12. the accuracy of the implementation results of teacher performance appraisal

13. Are you clear about the process of each assessment?

A clear B Some are clear and some are not clear Unclears

14. Do you know the results of each assessment?

A, clear B, some clear, some not clear C, not clear

15. Do you think the current school assessment is fair, transparent and reasonable?

A, very reasonable B, more reasonable C, unclear D, less reasonable E, very not

16. What do you think are the main problems in teacher performance appraisal in your school? **【 Multiple Choice 】**

A, unclear indicators B, unreasonable weight
 C, the process is not transparent D, results do not feedback E, others (please write)

17. What do you think are the prominent contradictions in teacher performance appraisal? **【 Multiple Choice 】**

A, heavy surface, light substance B, heavy result, light process
 C. Heavy quantity, light quality D, heavy reward and punishment, light development

18. Did you take an active part in the school's assessment system when it asked for your opinion?

A. I have expressed my opinions, and the formulation department has adopted my opinions

B. I have expressed my opinion, but the formulation department did not adopt my opinion

C. Never expressed an opinion, did not take it seriously

D. Never expressed an opinion, because it was also mentioned in vain

19. Regarding the relationship between assessment results and personal treatment, do you think.

A. Can often accurately evaluate my actual work effectiveness, and the treatment is equal to the contribution

B. Inconsistent with personal actual work performance, salary or bonus is too low

C. No matter what the outcome, no reward, as long as no deduction

D. Other

20. What type of reward would you like to receive.

A. Extrinsic rewards (such as giving teachers opportunities for promotion, salary increase, bonus increase, etc.)

B. Intrinsic rewards (including appreciation and permission, providing opportunities for professional development)

C. Both

5. The recognition of the effect of teacher performance appraisal

21. How did the results of the performance review affect you?

【 Multiple Choice 】

A. Promote your development in teaching and scientific research

B. Promote your promotion in salary, treatment and rank

C, reduce your salary, treatment

D, does not really reflect your true level, affect your enthusiasm for work

E, almost no effect

F, others (please write)

22. What do you think is the role of performance appraisal in your growth and development?

A Very helpful B helpful C not helpful

D, negative impact E, unclear

23. In your opinion, for performance reviews to be motivating, schools should (choose up to three options) **【 Multiple Choice 】**

A. Further refine the assessment system to enhance operability

B. Pay attention to data collection, strict process management, and be able to effectively summarize all assessment data at the end of the assessment cycle

C. Let ordinary teachers also participate in the formulation of the assessment content

D. Improve the transparency of performance appraisal

E. In addition to rewards, teachers should also be concerned about their internal needs, such as the desire to realize themselves.

F Others

(Offer your ideas)