

## **Reform of Performance Pay for Higher Vocational Teachers Based on the Particularity of Human Capital**

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**Keywords:** human capital; performance; wage reform; higher vocational college teachers

**Abstract:** Performance pay reform is a new incentive and restraint mechanism gradually implemented by public institutions. Under the premise of fixed total performance allowance distribution, public institutions need to design a set of effective performance compensation implementation scheme to give full play to their due incentive and restraint role. From the perspective of human capital theory, this paper analyzes in detail the particularity of teachers' human capital and its relationship with performance compensation, and then discusses the design of the implementation scheme of performance compensation.

### **1. Introduction**

The implementation of performance pay is an important part of the reform of income distribution system in public institutions. Reasonable performance salary determination mechanism, perfect distribution incentive mechanism and perfect distribution macro-control mechanism are of great significance for mobilizing the enthusiasm of public institution staff, promoting the development of social undertakings and improving the level of public welfare services.

### **2. On the Problems of Performance-based Salary System in Higher Vocational Colleges from the Perspective of Teachers' Growth**

According to the survey feedback results, the main problems existing in the performance-based salary system of higher vocational colleges are as follows:

#### **2.1. Lack of rationality in post setting**

Many teachers believe that the proportion distribution among posts in higher vocational colleges is unreasonable, the post responsibilities of similar posts are simple and unified, and do not fully respect the personality and characteristics of different teachers. Only 32.2% of teachers thought that the post setting could basically reflect the job performance of each post, and 15.3% of teachers thought that the post setting only reflected the identity.

#### **2.2. Performance appraisal indicators lack pertinence**

The performance appraisal index system is difficult to meet the needs of teachers' teaching and professional development. 44.1% of teachers thought that performance appraisal should be considered comprehensively, but teaching quality should be the core. In the actual operation process, the relationship between salary and workload is greater. Many teachers believe that this method is too simple and lack of scientificity. At the same time, it is unreasonable to adopt the same assessment system for teaching and scientific research teachers. 38% of teachers reported that the biggest pressure was that it was difficult to give consideration to teaching and scientific research. This data is not only in line with the pressure of teachers' professional title promotion, but also restricts the development of higher vocational teachers(2018,Liu Fuyou, Wang Xiaojian).

#### **2.3. Lack of democratic participation**

In the whole process of the formulation, implementation and feedback of the performance-based salary system, the participation of teachers is not high, and only a few management departments are

operating, which affects the psychological needs of teachers. Therefore, only by fully understanding and respecting the needs of teachers, studying and formulating the performance-based salary system to promote the growth of higher vocational teachers, and optimizing the staffing, can we mobilize the enthusiasm of teachers and realize the long-term sustainable development of teachers and colleges and universities.

See Table 1 for details:

Table 1 Survey and statistics of democratic participation.

Policies				Evaluation				Result feedback	
Degree		Channel		Scientific nature		Factor			
Very understanding	3.0%	Superior department meeting	5.1%	Objective and fair based on big data	10.2%	Work completion	42.4%	There are acceptance departments and channels are smooth	23.7%
General understanding	64.4%	School documents	61.4%	Based on certain data, it is relatively objective	64.8%	Evaluation of colleagues and students	8.1%	There is an acceptance department, but the channel is not smooth	20.8%
Basically don't understand	27.5%	Talk to colleagues	27.1%	Based on impression and feeling, relatively subjective	22.3%	Leadership evaluation	3.4%	No acceptance Department	11.4%
Not at all	5.1%	network	5.4%	Do not understand the actual situation, the evaluation is very subjective	2.7%	All above	4.61%	unclear	44.1%

### 3. The Relationship between the Particularity of Teachers' Human Capital and the Performance-related Pay of Human Capital

#### 3.1. The connotation and types of teachers' human capital

Teacher human capital refers to the general term of various elements such as knowledge, skills and working ability condensed in teachers, also known as stock capital. The part of capital that can directly act on stock capital and bring value-added is called physical capital and physical capital. In principle, the share capital of teachers with professor title is greater than that of teachers with lecturer title. However, if the professor's efficiency is equal to the lecturer's efficiency, the actual capital value of the professor can only be equal to the lecturer's capital value. Understanding the relationship between stock capital and physical capital can effectively play the leverage role of performance pay. While continuously accumulating and cultivating stock capital, we should transform stock capital into physical capital to the greatest extent, so as to produce a strong proliferation effect.

#### 3.2. The influence of teachers' human capital characteristics on Performance-related pay design

In the process of using teachers' human capital, teachers realize the proliferation and regeneration of capital through continuous self-improvement, self-improvement, exploration and innovation. At the same time, if the stock capital can not be converted into physical capital for a long time, it will be gradually abandoned or degraded. It is precisely because human capital has the characteristics of regeneration and timeliness that higher vocational colleges need to consider the relevant measures of "timely transformation of stock capital" and "timely cultivation of new capital" in the design of performance-based salary implementation scheme. So as to continuously improve the stock and quality of human capital, improve the transformation efficiency of stock capital, and the cycle of self-improvement is shown in Figure 1:

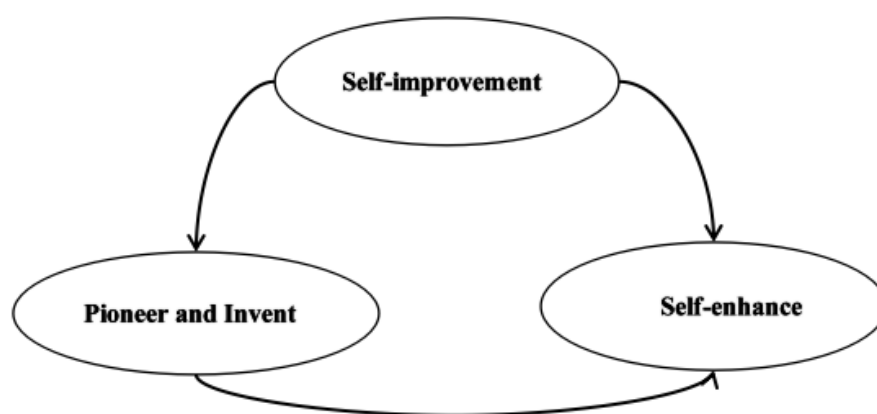


Figure 1 Self qualification winding cycle cycle.

Teachers' human capital in higher vocational colleges is a kind of trading object, and its users always hope to obtain the maximum income with the minimum cost in the process of trading; Suppliers, i.e. the owners of human capital, always want to get remuneration matching their capital value in transactions. The owner of human capital is human and has the characteristics of initiative. After the contract is established, the amount of the owner's share capital converted into physical capital must meet the contract, but whether the owner can convert more share capital into physical capital is completely controlled by the owner of human capital. According to Maslow's hierarchy of needs theory, human needs can be divided into five categories: physiology, security, society, respect and self realization. Therefore, in addition to low-level physiological needs, human needs also have higher-level spiritual needs. In the implementation plan of performance-based pay, the users of human capital should fully consider incentive factors to meet the spiritual needs of teachers and mobilize the subjective initiative of teachers' human capital from stock capital to actual capital; Stimulate the effective expenditure of human capital and promote the growth of output. Transfer the ownership of human capital to the use right to the greatest extent and improve the use efficiency.

#### 4. Suggestions on the Reform of Performance-related pay in Higher Vocational Colleges

##### 4.1. Pay attention to cultivating high-quality technical and skilled talents

The responsibility of teachers is to teach and educate people. We should always take teaching as the basic work and core task of Higher Vocational Colleges and constantly improve the quality of teaching. When formulating performance evaluation indicators, teaching evaluation should be combined with quantity and quality(2019,Tian Xuan).

On the one hand, determine the basic requirements of teachers' teaching workload, guide teachers to devote their main energy to teaching work, set an upper limit, and avoid teaching arrangement significantly exceeding teaching ability and time;

On the other hand, the evaluation of teaching ability can not be simply linked to students' achievements, but depends on Teachers' ability to design and implement teaching, evaluate and help students learn, organize and arrange practical courses. The teaching effect is often difficult to be reflected in a short time. Therefore, when formulating evaluation indicators, we should quantify as much as possible, formulate a variety of evaluation and evaluation standards, minimize subjective factors, increase evaluation subjects, accept the opinions of students, peers and experts in proportion, expand information sources and reflect the fairness of assessment and evaluation. The guidance of performance indicators should guide teachers to improve their teaching ability through a reasonable and scientific evaluation system, which is also in line with the objective needs of the development of teachers' teaching ability.

##### 4.2. Pay attention to democratic participation, fairness and justice

The survey found that in the performance-based salary reform of higher vocational colleges, teachers' participation is generally insufficient, and their understanding of performance policies is

not high, resulting in many misunderstandings. When formulating performance policies, the management department shall widely listen to the opinions of personnel in different posts, disciplines and professional titles. Only when considering the evaluation indicators can we be more comprehensive, let the teaching staff participate in policy-making, and improve the level of democratic management through the voting of the teaching staff congress in strict accordance with the procedures. It also improves the participation and fair experience of teachers. This is very important to the emotional satisfaction of higher vocational teachers and is one of the effective means to strengthen organizational identity. The assessment process shall be based on facts, the data shall be verifiable, and the procedures shall be open and transparent. Some studies have shown that even if benefits are reduced, employees will maintain their original identity in the organization as long as the organization publishes procedures to employees and recognizes their fairness. Therefore, when the managers of higher vocational colleges implement performance evaluation, if they can publish the operating procedures and rules to teachers and accept supervision, the organizational identity of teachers will continue to exist regardless of the results.

#### **4.3. Pay attention to internal relations and increase the diversity of evaluation**

The indicators of performance appraisal are diverse, and its evaluators should also be diverse, not determined by the words of one or two functional departments or leaders. For example, scientific research evaluation can be the responsibility of scientific research departments, and the evaluation of relevant enterprises or industry experts can be introduced; Different opinions of students, peers and experts should be introduced into the teaching line. Avoiding the decision of performance level by a single evaluator is not only relatively objective and comprehensive, but also reduces the evaluation deviation caused by personal prejudice and subjective factors among members of the organization. At the same time, training should be carried out to maintain the consistency and fairness of evaluators' understanding of performance evaluation. Performance appraisal is directly linked to salary income, which virtually forms a competitive relationship among teachers. If benign competition can be formed in a fair environment, the performance of the whole organization can be improved; If this competitive relationship is not handled properly, it may form hostility and dissatisfaction among members within the organization. Therefore, in the performance appraisal, we should not only pay attention to the individual performance of teachers, but also pay attention to the overall performance appraisal of teaching and scientific research team, so as to establish the collective concept and cooperation concept of members, which will help to form a good teaching and scientific research atmosphere. The member relationship within the organization is also an important factor to enhance organizational identity.

### **5. Conclusion**

Performance appraisal system plays an important role in the construction of college teachers. In the current situation of increasingly fierce social competition and higher requirements for talents, colleges and universities should immediately formulate a set of scientific, effective and fair performance management system and establish an effective management system to better mobilize the enthusiasm of educators, which plays an important role in improving the level of education and teaching and promoting the sustainable growth of school teachers.

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