

The Influence of Evaluation on the Flow of Professional Teaching Talents and the Development of Teacher at Higher Vocational Education

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ABSTRACT

In view of the differences in economic development, social development and cultural environment in different countries, experts have different research perspectives and applied theories. Through the influence of classroom evaluation on the flow of professional teaching talents and the development of teacher training, we should establish and improve the teacher training system in the stage of higher vocational education. Establish a multi sectoral coordination mechanism for continuing education, promote teachers' further study, improve teachers' education and teaching level, and form a lifelong learning mechanism. There are still many problems to be explored and implemented in the causes and mechanisms behind the brain drain of teachers. The education and teaching evaluation and training mechanism, guarantee and operation rules of young and middle-aged teachers are also the development direction of practice and discussion in the future.

Keywords: Flow of professional talents, Higher vocational education, Evaluation mechanism, Lifelong learning.

1. INTRODUCTION

The phenomenon of professional brain drain in the stage of higher vocational education is common at home and abroad. However, in view of the differences in economic development, social development and cultural environment in different countries, experts have different research perspectives and applied theories.

Teachers are a kind of human capital market, and the teachers of professional talents in the stage of higher vocational education are quasi civil servants. Their brain drain is inseparable from the macro-control of the government. Moreover, the withdrawal and elimination mechanism of teachers is not perfect, which cannot achieve the balance of resource allocation through market means like other goods.

Analysing the brain drain of teachers in the stage of higher vocational education provides a strong support for the innovation of young teachers' training mechanism. Through classroom teaching evaluation and supervision management, it is attached to teachers'

personnel assessment, which will affect teachers' wages and improve the drain situation.

The innovation of young teacher training mechanism can effectively improve classroom supervision and management, reduce the loss of young backbone teachers, and play a positive role in resource allocation and education policy adjustment.

2. CREATE A COMFORTABLE WORKING ENVIRONMENT AND GO DEEP INTO THE HEARTS OF TEACHERS

According to the national public teacher career satisfaction survey, teachers are most concerned about the working environment. Working environment is a large scope, including school environment, characteristics, teacher autonomy, manager support, student discipline, teacher participation in management, etc.

Teachers are highly sensitive to the working environment. Teachers working in areas with poor working environment are easy to transfer to other places

even if their salary is higher than that in other areas. Non material factors are the more important reason for them to leave school.

The working environment of teachers is a complex body. It is not that if the courses are taught well, there will be no other troubles. The development of teachers, especially in weak schools, needs a cultural atmosphere, professionalism and harmonious team. A good environment can give full play to teachers' expertise and achieve the expected teaching results; On the contrary, teachers will leave because of the disharmony of the working environment. When teachers enter the working environment, they will evaluate the school environment and consider whether the teaching profession is worth sustaining compared with other job opportunities. In order to reduce the brain drain of teachers, one of the ways we can take is to provide teachers with a better working environment. Including classroom teaching environment, clean and elegant classroom, pleasing campus, convincing supervision and evaluation, etc. In particular, most of the newly enrolled young teachers come from colleges and universities with strong hardware conditions and have worked and studied in more advanced experimental and training environments. If our higher vocational campus does not have such hardware conditions, it is more necessary to make efforts in talent training and classroom guidance to retain teachers' dedication to work.

The change of teaching objects leads to the difference of students' quality. Compared with the students who have been facing, most of them come from villages and towns, and the students' family background and quality are relatively single, that is, the sources of students are complex, including students from economically superior families, students from poor and underdeveloped rural areas, and students from the junction of urban and rural areas. When they haven't fully adapted to the new environment, the workload and student discipline have increased the work pressure of vocational college teachers, and job burnout is coming rapidly. The new teaching environment does not adapt and has great emotional fluctuations. Individual cultural identity and subject cultural belonging have become important factors affecting teachers' brain drain.

When they are unable to integrate into the new environment, teachers choose to lose talents again. Both of them are helpless choices made by encountering the survival dilemma of school culture. Many scholars believe that teachers' pressure affects teachers' brain drain, because they not only bear the pressure shared by other industries, but also the pressure brought by teachers' professional particularity, such as: The responsibility of education and guidance, students' academic performance and students' safety, but also accept the pressure of social media, parents and. Brain drain, like non brain drain teachers, workload has the

same impact on them. Because the workload directly leads to the increase of personal pressure. At the same time, the pressure brought by students' problems is positively related to teachers' job burnout. There is a certain limit to the work pressure that teachers can bear. If the pressure is too high, the reaction is also greater, and the more teachers' brain drain.

The survey found that job characteristics, professional development and students' studies all have a positive predictive relationship with teachers' job burnout. The pressure brought by students' problems has a negative impact on Teachers' job burnout, that is, the greater the pressure teachers feel about students' problems, the stronger their sense of achievement, and the greater the motivation of teachers. We should guide teachers more positively, affirm and encourage them more; Most of those who can choose the teacher industry focus not on economy, but on stability and interest factors. Therefore, we should be good at discovering the advantages of each young teacher, training and giving full play to them, so as to maximize the benefits of talents.

As the saying goes, "I am born to be useful" is reasonable. For example, the American educational principles point out that there are no bad students, only bad teachers. Like "any student has his talent", we emphasize enthusiasm guidance. We might as well "transplant" this model locally, such as insisting that "every teacher can shape success". Under this innovative management thinking, we should break the traditional way of supervision and change the "police" image of supervision into a peer relationship of mutual learning and promotion.

It is also very important to increase the role of teachers in decision-making. Teachers should participate in the management and evaluation of school education and teaching quality through a variety of ways, which can not only make teachers master the country, but also increase teachers' enthusiasm for loving school and post. School is not only the main environment for teachers to work, but also the way to realize teachers' personal development. The support of managers has a greater impact on brain drain teachers than non-brain drain teachers. Teachers with classroom experience can better grasp the key points in the process of advice and suggestions.

But on the other hand, people are adaptable to the environment. When teachers, especially old teachers, will love school more and more with the growth of school time. Teachers' love for work is directly proportional to their age. Teachers are unwilling to outflow with the increase of working hours in their unit. At the same time, it is also found that teachers' satisfaction with work will increase with the increase of working years.

In addition, such as the geographical location of the school and the distance between the school and the family are the factors causing the brain drain of teachers. Therefore, it is a constant consideration and adjustment in the policy management setting that we do a good job in the introduction of young teachers and retain middle-aged teachers.

The brain drain of teachers is negatively correlated with teachers' economic treatment. However, when the economic treatment of teachers reaches a certain degree, teachers often lose talents because of the pursuit of greater development space and healthy working environment.

The brain drain of teachers is closely related to the personal characteristics of teachers. Personal characteristics include: Teachers' age, teaching age, gender, personality, major, hobbies and family factors. The brain drain of teachers is related to personal ability. Teachers with good grades and strong ability during the university are most likely to lose talents and talents. Young teachers, especially those who have just entered the school, are prone to brain drain, and teachers with long teaching experience are not easy to brain drain. This is because teachers spend a long time in a school, in addition to emotional dependence; they are also familiar with the school environment, which makes it easier to solve problems in the school environment.

National policies and school management model affect the brain drain of teachers. When the school management is too rigid and centralized, ignoring the needs of teachers leads to teachers' dissatisfaction with management, resulting in brain drain or brain drain.

Young and middle-aged teachers, in particular, are in the growth and maturity stage of professional development. At the same time, they take care of their children and the elderly for objective reasons and have a high pursuit of material. In order to obtain individual professional growth and material satisfaction, they naturally have different ideas about the school.

3. ESTABLISH A TEACHER DEVELOPMENT EVALUATION MECHANISM TO REDUCE THE LOSS OF PROFESSIONAL TALENTS

Teachers hope that their work will be recognized, including spiritual affirmation and material feedback, so as to realize social value and personal value. Domestic scholars also agree that the management mode will have an impact on the brain drain or brain drain of teachers.

The loss of teachers is closely related to the internal management rules and regulations of the school. Teachers raise objections to the distribution system and evaluation system, and the school management mode has not changed, which will lead to the loss of teachers.

The brain drain of teachers is closely related to their personal characteristics, such as teachers' age, gender, personality and family. It is based on the dual needs of individual material and spirit.

For female teachers, family factors have played an important role in influencing the brain drain of teachers. Their responsibilities entrusted by gender roles include taking care of young and old family members. In addition, people with strong teachers' ability are most prone to brain drain, which reflects the need for self-realization in Maslow's Theory - giving full play to personal potential and realizing personal ideals.

For a long time, most scholars at home and abroad have found that salary is the main reason for the brain drain of teachers. Gladis and others found that compared with non-brain drain teachers, brain drain teachers are more vulnerable to economic reasons.

They may be looking for the opportunity to find the same position but with higher salary, or the position with the same salary but less work pressure and responsibility. Lori believes that teachers' wages are lower in remote areas and lower wage cities. Accelerate the arrival of teachers' job burnout. Jennifer also found that the increase in the salary of senior teachers can help stabilize the team of young teachers and effectively reduce the tendency of young teachers to transfer to schools. As an example, the number of excellent teachers is controlled at about 5%, because most senior teachers over the age of 45 have a certain sense of environmental superiority in the school, most who can persist in the school after the age of 45 are those who adapt to the school environment. In principle, middle-level, junior and deputy senior teachers queue up respectively and control the quota of about 5%. However, the number base is small, and the amount obtained is often about 0.5. The quota is weighed between young and middle-aged teachers and senior teachers. The 10 point scoring and evaluation right of branch leaders is particularly important. Therefore, it is imperative to increase the 10 point evaluation of branch leaders to increase fairness.

In addition, we should strengthen the flow of supervision experts so that a teacher can be evaluated by more experts and peers. From the perspective of data collection, we can improve the fairness and reliability of sample data. Teachers choose schools with good material conditions rather than schools with poor material conditions. Teachers choose urban schools rather than township schools. Teachers aspire to bring more invisible income to themselves in the same region. The professional title linked to salary also affects the direction of teachers' brain drain. Taking teachers' professional title as a measure of teachers' salary standard has both advantages and disadvantages. The advantage is to provide reference standards, measure

teachers' level and encourage teachers to climb to higher goals.

However, the disadvantage is that the number of senior titles is limited, especially the competition for secondary titles is particularly fierce. For example, there are a large number of young and middle-aged teachers, the number of deputy senior titles is limited, and there are many monks.

Teachers with the same educational background, ability and workload have caused income differences due to professional titles, which makes qualified teachers who have not been evaluated with professional titles feel lost. In addition, some teachers who were elected as senior titles or full senior titles relaxed their pursuit of business and did not play an exemplary role. However, young teachers were excluded from the title because of quota and other institutional restrictions. Under the effect of unbalanced psychology and sense of loss, some teachers left disappointed. Some schools can take into account the psychology of teachers, strive for places for school teachers and stabilize the teaching team. While artificially expanding the gap between schools and promoting the rapid development of China's economy and society, it has left hidden dangers for the unbalanced allocation of educational resources.

Model universities have not distributed the gathered high-quality resources to non-model general vocational colleges, and the essence of schools has not changed substantially. It can be seen from the above that the brain drain of teachers is affected by school cultural factors, individual career development and sense of belonging.

Teachers' personal development is not only conducive to the improvement of individual ability and the realization of personal value, but also conducive to the improvement of school education and teaching quality.

If the development space of teachers is limited, teachers will leave in order to pursue a higher level of life, realize personal values or consider the interests of their families.

What teachers, especially young teachers, think most about when they enter a new post is not the material satisfaction and the change of professional title, but the enrichment of self-ability and the reserve of knowledge. As an example, teachers in leadership posts (including middle-level cadres, department heads and heads of teaching and research offices) will have more opportunities to go abroad for investigation and training, better study abroad at home, improve exchange opportunities, master more school resources, and have more autonomy and voice in their work. The above situation will make teachers flow to leading cadres; As a school, it also needs high-quality teachers who

understand scientific research and teaching to enrich the team, so as to improve the cadres' understanding of grass-roots work and make it easier to grasp the entry point of work, So as to improve the management level and work efficiency, give better play to personal value and make greater contributions to the school. It is normal for high-quality teachers to flow to leading cadre posts, but after all, leading cadre posts are limited. How can we let teachers settle in their own teaching posts and give full play to their value advantages?

Teachers are known as the most glorious profession in the sun. They not only cultivate talents for the country, but also sublimate and satisfy their hearts in the process of students' growth. When teachers from high-quality schools communicate with weak schools, they will have a strong sense of honor and the joy of helping others, but it is a sense of frustration for teachers who have been teaching in weak schools for a long time. Therefore, when the working environment, personal development, spiritual pursuit and other factors cannot be met, high-quality teachers who cannot enter leadership positions or other more recognized positions in vocational colleges may flow into other colleges and units to find self-value realization, or seek other development ways and hobbies when they encounter appropriate opportunities, such as being enthusiastic about teaching outside to make money, dealing with current positions, negative treatment, etc. Even those who cannot display their talents for a long time will have different degrees of job burnout and even psychological obstacles, which aggravates the explicit and invisible loss of teachers' resources in schools.

Therefore, we must create a teacher development evaluation mechanism to make high-quality teachers get the attention of the college, give a higher degree of preference in teaching skill training, enterprise exchange learning and the use of effective resources of the school, and even better than the opportunities for teachers at the post of leading cadres, so as to maximize the recognition and attention to the value of their work. Moreover, this value recognition must be inclusive. If a certain number of teachers are always recognized, the teacher group will have a negative feeling and even doubt their fairness.

4. SUMMARY

S Teachers pay special attention to leaders who can mobilize teachers' work enthusiasm and find their advantages, which is also the reason why teachers love their school and don't choose to leave. Teachers hope that their abilities can be brought into play and their work can be recognized by leaders. A good working environment can not only improve teachers' work enthusiasm, but also retain talents for the school. Therefore, we should establish and improve the teacher training system in the stage of higher vocational

education. Establish a multi sectoral coordination mechanism for continuing education, promote teachers' further study, improve teachers' education and teaching level, and form a lifelong learning mechanism.

Promote the sharing of educational resources. There are still many problems to be explored and implemented in the causes and mechanisms behind the brain drain of teachers. The education and teaching evaluation and training mechanism, guarantee and operation rules of young and middle-aged teachers are also the development direction of practice and discussion in the future.

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