English Education Course Performance Management Method Based on Hierarchical Analysis

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This paper adopts the hierarchical analysis method to conduct in-depth research and analysis on the management of English education course performance and the construction of the English education course performance evaluation index system in colleges and universities based on the hierarchical analysis method. This paper aims to establish a scientific, standardized, rigorous, and objective index system, which is in line with the orientation of “combining theory and practice” at this stage of school. It follows the development trend of the “dual-teacher” and “innovative” mode, helps students to improve their learning level and practical ability to a certain extent, and allows teachers to go out of the textbook and into the curriculum to create a multifaceted and effective teaching space framework for students in the new era. On the other hand, we should also pay attention to the correlation between the selected indicators, scientifically analyze the indicators, and try to eliminate the interaction between the indicators. This evaluation system is comprehensive and scientific, relevant to schools, inspiring to teachers, and intuitive to students, which is conducive to teachers’ innovative teaching methods, breaking the original curriculum model, enabling teachers and students to easily get out of the original curriculum “silo” circle, and allowing teachers to find the breakthrough of the curriculum with half the effort. The performance results of the school were obtained through statistical analysis and attributed through individual interviews. To build an innovation and entrepreneurship education resource integration and sharing mechanism, the information management center of the innovation and entrepreneurship education training platform was established to integrate the innovation and entrepreneurship education information resources; by creating a community of interests, a collaborative mechanism was built inside and outside the school; finally, an interoperable and linked training platform network structure was formed. Finally, based on the results of the university’s performance analysis and comparative reference to the relevant practices of universities in Taiwan, we propose countermeasures to improve the performance of the general education curriculum system.

1. Introduction

Liberal studies education originated in ancient Greece was revitalized by the industrial revolution and developed to the present day, and the role of liberal studies education has been gradually considered and accepted. With the rapid development of social economy and science and technology, the degree of integration of knowledge in various disciplines is becoming higher and higher, and the talents cultivated by overly specialized education can hardly adapt to the rapidly changing social needs [1]. General education needs to be implemented through the curriculum, and the general education curriculum is the main way to achieve the goal of general education. The hierarchical analysis is related to the question of what to teach and what to learn and the realization of talent training goals. However, due to the lack of planning for the whole curriculum system, many colleges and universities have the phenomenon of setting up courses and stopping courses at will, and more colleges and universities take the general knowledge hierarchy analysis as a final task; whether the hierarchy analysis is feasible, whether the general knowledge curriculum system is perfect, whether the implementation is effective, and whether the objectives of the general knowledge curriculum are achieved are rarely asked [2]. The lack of evaluation of general studies courses has, to a certain extent, led to the prominence of the dilemma...
of general studies courses in practice. This will pave the way for the teacher to choose the next learning content. The evaluation of general studies courses has the functions of needs assessment, course diagnosis and revision, and effectiveness judgment. Before the curriculum plan is formulated, evaluation can be used to understand the needs of society, teachers, and students; during the formation of the general studies curriculum plan, evaluation can effectively identify the strengths and weaknesses of the curriculum plan and provide suggestions for the plan to be revised; after the implementation of the general studies curriculum, evaluation can be used to judge and comprehensively measure the effectiveness of the curriculum. Evaluation of the general studies curriculum can provide a basis for decision-making and direction for the reform of the general studies curriculum [3]. Liberal studies curriculum reform needs liberal studies curriculum evaluation to diagnose problems and improve them. However, most colleges and universities have not yet established a sound evaluation mechanism for general education courses, and the guidance of general education course evaluation for general education course reform is not strong.

The basis of the general studies hierarchy analysis method is the general studies curriculum objectives and talent training objectives, and the degree of achievement of general studies curriculum objectives should be an important criterion to measure the rationality of the general studies curriculum system setting and the effectiveness of implementation [4]. Performance is the desired result of the organization and is closely related to the realization of the organization’s strategic goals. As a functional department of the liberal studies curriculum system, the university is a part of the public sector, and its evaluation can introduce the method of public sector performance evaluation, using scientific evaluation methods to measure the behavior and results of the liberal studies curriculum system and provide feedback on the evaluation results to promote performance improvement [5]. Curriculum evaluation and performance evaluation are superior and inferior, respectively, and the scope of curriculum evaluation is broader. Learning content means that teachers provide students with various learning resources to enable students to better construct meaning and achieve learning goals. Performance evaluation of the general curriculum system is a purposeful and planned activity and a process of using scientific evaluation methods to collect information from various aspects and to improve performance based on the evaluation results. By involving students, teachers, and course administrators, listening to the voices of all evaluation subjects, and coordinating the values and positions of all parties, the performance evaluation of general education courses is conducive to the democratization and scientific nation of course management and decision-making, thus improving the management and service level of universities. The scientific evaluation methodology lays the foundation for the objective reliability of the evaluation results, which helps the functional departments of the general education curriculum system to find out the gap between the actual and the targeted one and analyze the reasons for the gap, to make the required improvements and provide scientific decision-making basis for the curriculum reform, thus improving the general education curriculum system and improving the quality of the general education curriculum.

Previous studies on performance management in education schools generally focus on teachers’ performance pay as the starting point, and there are few comprehensive studies on performance management systems in compulsory education based on various sets of index systems. The re-integration and empirical study of the content of the indicator system on the topic of performance management of weak schools in compulsory education provide a theoretical framework and ideas for similar studies to draw on. The application of the new public management theory in the education quality assurance system has accelerated the evolution of education quality to a measurable and statistically significant level. The term “educational quality” is equivalent to “educational performance,” and technical tools such as performance indicators have been introduced to the framework of educational quality assurance to measure the inputs and outputs of education and resources. The quantification of educational quality has led to a clearer orientation toward educational accountability, and performance management has thus become a tool for quality assurance in education.

2. Related Work

In its research on university research management, Ahmad mentioned that the world OECD defined performance indicators for university research evaluation as qualitative indicators that are difficult to quantify in research [6]. The internal factors include the strategy and mission of the university, its research environment, organization, and human resources, while external factors include political and economic factors. Rodrigues pointed out that because the value of research results is the main criterion of evaluation, the actual research evaluation is very important in the process of evaluation because of the limited evaluation time and the professional difference of evaluation experts; therefore, the level of publication of the paper is very important, which is contradictory to the value of research evaluation [7]. However, due to the different national conditions, the various performance assessment index systems proposed by European and American researchers in the field of university research management cannot be directly applied to our university research management, so our scholars tend to combine the current situation and problems of our university system in the construction of performance index systems and put forward targeted system solutions [8]. However, less quantitative thinking and quantitative models are used to analyze the evaluation of university research performance, due to which this paper uses hierarchical analysis, which is a quantitative research tool, to design the index system of university research management with certain theoretical and practical significance.

Chen believes that the performance appraisal system cannot be simply copied, but each organization must establish a personalized performance appraisal system that meets the
actual needs of employees and the characteristics of the organization [9]. In terms of performance research in the education industry, Khanal et al. show through data analysis that the factors that play a key role in improving organizational performance in real estate companies are innovation management, the robustness of product design capabilities, strategic planning, and knowledge resources and that the improvement of these factors helps companies in the real estate industry to improve their capabilities and guide them towards the direction for their growth [10]. In terms of performance appraisal, Chou’s study concluded that the human resources department of real estate companies plays an important role in the organization from the beginning of the job applicant to the whole service period, and the department should establish a performance management system with objectivity, accuracy, timeliness, and fairness among the employees, and to ensure the effective implementation of the appraisal, the human resources practitioners of the company must have a certain depth of knowledge specific to the real estate industry [11]. Problem scenarios run through the entire teaching and learning activities. Based on learner analysis, learning content analysis, and learning objective analysis, the learning content is transformed into problem scenarios based on real problems and covering robot knowledge. Kwan explores the performance management aspects of real estate project marketing staff as a case study and concludes that the performance indicators of real estate sales staff should not only be based on performance indicators but also on their competitiveness, work ethic, and knowledge of themselves as valuable indicators [12].

Student learning engagement is an important concept in learning theory, and several scholars have shown that it is one of the important factors affecting learning performance in traditional learning models and online learning. Based on the analysis and summary of current literature on student learning engagement, this study develops a scale for measuring student learning engagement in a creative learning environment, which can provide a reference for later research. This study focuses on exploring the correlation analysis of the influencing factors of learning performance under the new model of creator education, focusing on long-term performance, with certain improvements and refinements in performance evaluation, and enriching empirical research on learning performance in different fields. Second, this study also tries to explore the influence of the design of the creator curriculum on learning performance and adds the mediating variable of students’ learning engagement to explore the connection between the three, which explains the influence mechanism of learning performance in creator education more strongly.

3. Hierarchical Analysis of Performance Management in English Education Curriculum

3.1. Performance Management Hierarchical Analysis Method Design. There have been different understandings of performance among researchers due to the differences in subject areas. From a management perspective, performance is the work output of an organization at all levels to implement organizational goals, including both organizational and individual performance [13]. There are connections and differences between organizational and individual performance; to some extent, it can be said that individual performance is the basis of organizational performance, and organizational performance is the superposition of individual performance. However, it is not the inevitable result; so, even if individual performance in the organization is successfully achieved, organizational performance may not be achieved. When it is understood from the perspective of management economics, job pay is the organization’s recognition and reward to employees, and performance is the employees’ contribution to the organization, and this reciprocal exchange relationship reflects the principle of equivalence [14]. In addition, some teachers also have concerns. One believes that performance evaluation is an objective basis for evaluating the functional realization of the employee’s basic job duties, as well as assessing his or her potential ability to assume higher levels of leadership, with the possibility of organizational evaluation. The second believes that performance evaluation is to evaluate and assess the employee’s work status, work adaptability, and comprehensive workability, as well as the evaluation of the organization’s values, cohesion, and organizational purpose around a work goal. The third believes that performance evaluation is the process of recording the daily routines of an organization’s employees and giving periodic summaries and evaluations to help the organization’s employees grow and promote the achievement of organizational goals.

The hierarchical analysis is a combination of qualitative, quantitative, and systematic analysis methods. Since the hierarchical analysis is more practical and effective in dealing with relatively complex decision problems, its application is very common in the fields of energy policy and distribution, economic planning and management, behavioral science management, military command, agriculture, education, transportation, human resources, environment, and medical care.

The basic idea of hierarchical analysis is to decompose a complex problem into some factors with dominant relationships to form an orderly hierarchical structure according to the nature of the research problem and the objectives to be achieved, to determine the relative importance of each factor at each level by the domain experts through a two-by-two comparison, and then to make a comprehensive comparison of the judgment results to establish the relative importance order of the factors at the hierarchical level. One of the most critical issues is how to get the weight value of each influencing factor at each level, as shown in Figure 1. They worry that the frequency of course research is too frequent and that the course changes will have a certain impact on students’ learning and teachers’ lectures and hinder them at different levels.

The hierarchical analysis method is a comprehensive reflection of the idea of system analysis and system synthesis. Based on an in-depth analysis of the nature of complex decision-making problems, the influencing factors of the
problem, and the intrinsic relationship between each factor and each level, this method uses suitable quantitative methods and quantitative information to help model the decision-making thinking process and find a convenient quantitative decision-making method for complex decision problems with multiple objectives, multiple criteria, and no obvious structural characteristics [15]. The method is particularly suitable for situations where the decision-making of the problem is difficult to measure directly and precisely.

The hierarchical analysis method systematically decomposes the complex decision problem into several layers such as the objective layer, criterion layer, and solution layer; the elements of the layer are compared two-by-two at the corresponding layer according to certain criteria and methods, and the judgment matrix is formed by quantifying according to the scale. It is inevitable that there will be concerns in their hearts. In the next step, the weight of the element to the criterion is obtained by calculating the maximum eigenvalue of the judgment matrix and the corresponding orthogonalized eigenvector. Based on the above basic process, it is possible to calculate the weight value of each hierarchical element relative to the criterion of that layer. To summarize the hierarchical analysis method is to analyze the elements of the simple problem after simplifying the original complex problem, quantify and rank the comparison between the elements, synthesize the total ranking level by level, and finally obtain the quantitative solution of the original problem.

The basic principle of the hierarchical analysis method is as follows: first, the complex problem is divided into several levels; then, the elements of the same level are judged two-by-two according to the guidelines of the elements of the previous level; then, their importance is compared so that the weights of the elements of each level are calculated; finally, the optimal solution is determined according to the combined weights and the principle of maximum weight.

Thus, the hierarchical analysis method decomposes the problem into different elements by analyzing the factors contained in the complex system and their interrelationships and grouping these elements into different levels, thus forming a multilevel analysis structure model [16]. At each level, the elements of that level can be compared one-by-one according to a specified criterion, written in the form of a matrix, to constitute and establish a judgment matrix. Through the calculation of the maximum characteristics of the judgment matrix and its corresponding feature vector, the weights of the elements of that level for that criterion are derived. On this basis, the combined weights of the elements of each level for the overall objective are then calculated to derive the weights of different scenarios and provide a basis for selecting the optimal solution.

With the prevalence of new public management theories around the world, performance has become an important guiding idea for the public sector to carry out management work. The introduction of performance management in schools has also given it a new meaning. This is like corporate performance, and it needs to be verified by top management, and only after the object’s evaluation of the proposed plan can it be truly implemented. Performance is a combination of efficiency, effectiveness, member satisfaction, and resilience, which is the total achievement and effectiveness of an individual, group, or organization after doing something. Based on the understanding of performance, school performance in this study means that the school organization, staff, and students perform well in all aspects and meet the school’s predetermined goals. School performance management refers to the effective management activities of all elements of the school through...
management tools based on the school’s performance goals, as shown in Figure 2.

There are quantifiable hard indicators for evaluating performance in the field of scientific research, but in practice, there are many indicators that are difficult to quantify. By reviewing the literature, it was found that many of the results of such scientific research are based on qualitative evaluation, and some of them are using a combination of qualitative and quantitative evaluation. However, quantitative evaluation is the general trend in the performance evaluation of university research management and other aspects of management.

The selection of performance evaluation indexes should be able to reflect the actual situation of scientific research truly, accurately, and objectively. We also included course evaluation and feedback in the secondary vocational school curriculum performance evaluation index system for further exploration and research. On one hand, it is necessary to make the selected evaluation indexes have clear meanings, so that the evaluation scale is convenient for selection and measurement; on the other hand, it is also necessary to pay attention to the correlation between the selected indexes, analyze the indexes scientifically, and eliminate the mutual influence between the indexes as much as possible; in addition, the index system should be set in a clear hierarchy, with a clear evaluation process, should be easy to understand and use, and should be with a strong operability principle. As the field of scientific research is wide, the scope is large, and the objects are diverse, the evaluation results should be comparable when setting the indicators, and the evaluation indicators should fully reflect the common attributes of the objects around the scope and objects of scientific research with different attributes.

The preclass teaching preparation stage is the basis and guarantees the smooth implementation of classroom teaching and learning activities, which mainly includes four parts, namely, learner analysis, learning content analysis, learning goal analysis, and problem situation setting [17]. The learner analysis is the teacher’s basic understanding of the students’ initial ability and learning style before the class, to prepare for the teacher’s selection of the next learning content. Learning content refers to the various learning resources that the teacher provides to the students to enable them to better construct meaning and achieve their learning goals. The implementation vehicle for this study of maker education is the primary and secondary school robotics curriculum; therefore, in conjunction with the previous learner analysis, the next two main aspects of learning content are robotics learning content and the multidisciplinary content involved.

Learning objectives refer to what students have learned after learning and what teaching objectives are needed to be achieved. The entire teaching and learning process is centered on how to achieve the learning objectives. After determining the learning content, the learning objectives are analyzed from two perspectives such as robot design tasks and multidisciplinary integration skills according to the three levels of learning objectives such as knowledge and skills, process and methods, and emotional and attitudinal values [18]. Problem situations are used throughout the teaching and learning activities. Based on learner analysis, learning content analysis, and learning goal analysis, the learning content is transformed into a problem situation based on real-life problems and covers robotics knowledge, and teachers and students work together to solve problems to achieve the learning goals.

### 3.2. Analysis of English Education Course Performance Management

Each evaluation index of curriculum performance is independent and closely related to the curriculum, which requires a high level of understanding and cognition of the curriculum. If we are not familiar with the construction principles and factors of the curriculum itself, the constructed indexes will deviate from the original intent and fail to achieve the in-depth study of excellence, we would not be able to control the operability, and the corresponding guidance meaning will not be realized. The real key point of the research is to recreate a broad “high performance” teaching.

Performance management is a very important link in the process of enterprise growth, and the performance appraisal that employees are concerned about directly affects salary accounting and salary adjustment and is a way for enterprise management to motivate employees, and performance affects employee promotion and job transfer. Performance appraisal should be made fairer and more equitable. In addition, efficient performance management focuses on keeping employee performance goals consistent with organizational performance goals. For the organization, it is the standard for judging the value level that a person brings to the enterprise and provides a strong basis for the future development direction of the enterprise, as shown in Figure 3.
To some extent, the influence of exam-oriented education on people makes many people focus only on the evaluation of results and ignore the evaluation of course performance, thus hindering the concrete implementation of the evaluation system, and some teachers also have concerns, worrying that the number of course studies is too frequent and that too many changes in the curriculum will have a certain impact on students’ learning and teachers’ lectures and hinder them at different levels [19]. The objective and scientific nature of the indicators will affect the quality of teaching and learning in schools, and the student- and teacher-centered orientation of “curriculum performance” will be easily affected to a certain extent.

When the word “performance” is mentioned, people often think of the performance management of enterprises. In enterprises, performance used to judge the results of the behavior of staff in the position and the lack of work, focusing on identifying themselves and problems, hoping to change the behavior pattern of the enterprise to turn the trend of profitable results. Let us take corporate performance as an example and analyze the relationship between corporate and performance, and then analyze “course performance” by analogy with “corporate performance.”

Course performance has a lot in common with corporate performance, but at the same time, there are many differences. Course performance requires discussion with experts and scholars and discussion with students before determining the indicators, which is like corporate performance, and both need to be verified by senior management and judged by the target audience before they can be truly implemented. The evaluation of course performance is also a kind of targeted index assessment, which is more concerned about the applicability of the performance assessment and requires a higher degree of understanding of the course, which is not quite the same as enterprise performance [20]. There is no relationship of interest; the main body is for the students.

At this stage, many students are very interested in various clubs and student organizations in the school, and they are deeply involved in them, forming a culture of comparing with each other. When facing some sudden situations, they are often unable to deal with them maturely and calmly, and they are easily overwhelmed, unable to have an objective evaluation and cognition of themselves, and easily go astray, as shown in Figure 4.

Secondary school students are still in the initial stage of establishing self-awareness and values, and they need to get a sense of belonging to the society and a sense of security from their families, which requires secondary school teachers and secondary school courses to reflect the guidance of socialist values, to guide them to distinguish between what is good and what is evil and what is right and what is wrong and to form a stable and orderly study and life habit with the help of the outside world. To improve performance in equipment manufacturing companies, members of each department need to align their personal interests with the overall interests. It will help them to form a stable and orderly study and life habit with the help of the outside world, so that they will no longer be confused and go with the flow, and help them to establish a value system that is both emotional and rational.

Course memory refers to students’ memory absorption of course contents and knowledge points and is an important criterion to test the degree of memorization, retention, and reproduction of a course, and the judgment of course performance is partly determined by the degree of students’ memory of the course [21]. Therefore, it is necessary to construct indicators in depth from the perspective of memory.

Course realization is a test of the degree of course performance, which includes course evaluation realization and course feedback realization, referring to the basic appearance of the results of the course on educational objectives, teaching contents, teaching activities, and so on. To a certain extent, it can reflect the high performance of a course and the size of the influence of the course on students; so, we also include the evaluation and feedback of the course in the evaluation system of the course performance of secondary vocational schools.

The goal management method, as a method of performance evaluation, has the role of orientation, motivation, cohesion, and clear tasks for effective management [22]. As a vane, the management of goals can overcome the shortcomings of traditional management work that lacks planning and foresight, and the organization and individuals can guide and monitor their behavior according to this work goal, thus improving work efficiency. However, it has the disadvantages of emphasizing short-term goals, difficult goal setting, and difficulty to change, and it requires the organization to have a certain ideological and scientific management foundation. It is more intuitive for students. It is conducive to teachers’ innovative teaching methods, breaking the original curriculum model, so that teachers and students can easily get out of the original curriculum "island" cycle, and teachers can also find a breakthrough in teaching courses with half the effort. The insight of goal management theory in this study is that universities should reasonably set the goals of general education courses, make every effort to achieve them, scientifically assess them, and give feedback to them promptly, and goal management
theory provides theoretical guidance for the design of the index system and improving the performance of the general education course system in universities.

4. Analysis of Results

4.1. Analysis of the Results of Performance Management Level Analysis. In the current scientific research evaluation mechanism of universities, evaluation experts play a very important role. From the formulation of the scientific research evaluation system, the formulation of the scientific research performance evaluation index, the reading, and guidance of scientific research declaration to the evaluation of scientific research results, scientific research experts have a very important and critical position.

As the performance evaluation of scientific research management has a strong guiding role and influence on university researchers, more consideration should be given to those researchers who have good academic ethics, deep academic attainments, and a strong sense of responsibility as scientific research evaluation experts. Experts participating in scientific research evaluation and assessment should treat scientific research evaluation with a rigorous, objective, scientific, and fair working attitude to help the state and society select outstanding scientific research talents and outstanding scientific research projects. The evaluation and assessment process should be carried out by name, and the expert evaluation materials should be archived and kept. Experts who violate academic ethics and lose the spirit of scientific research should be disqualified from expert evaluation.

The system object to be solved is resolved into some factors, and then these elements are classified according to the different categories to build a structure containing some levels, which generally contains three layers. The first layer is the goal layer, which is the purpose of the problem to be solved, and the purpose is clear and unique; the criterion layer is the middle layer, which is the collection of all factors that will have an impact on the general goal after determining the general goal, and many factors in the criterion layer are the decomposition of the goal of the previous layer, which is closely related to the goal of the previous layer as well as the subordinate layer; the solution layer is the bottom layer, which is the specific measures and solutions to the problem.

The judgment matrix is established by comparing the factors in the same layer with each other and comparing the superiority and inferiority of a factor in the upper layer. In constructing the judgment matrix, the corresponding matrix is constructed following levels 1–9 and their reciprocals as the scale, and the method of importance degree comparison is shown in Figure 5. In the formation of the general education curriculum plan, the advantages and disadvantages of the curriculum plan can be effectively discovered through evaluation, and the revision suggestions can be provided for the plan; after the implementation of the general education curriculum, the curriculum effect can be judged and comprehensively measured through the evaluation.

First, it is necessary to establish a big data view; big data brings a change in the way of thinking, and the use of big data technology in the performance management system needs to change the traditional concept, continuously collect data resources by upgrading the concept of big data, and tap the value of data in performance management. Second, innovation culture is the inexhaustible impetus of enterprise progress, and the optimization of performance management process through big data in equipment manufacturing enterprises is a good embodiment of enterprise innovation spirit, and it is convenient for enterprise employees to have innovation spirit to gradually improve the performance management system. The innovative use of big data technology can obtain more performance data acquisition channels, expand the scope of performance management data collection, and make performance assessment fairer and just. Again, efficient performance management focuses on the consistency of employee performance goals and organizational performance goals, and equipment manufacturing enterprises need to improve performance by unifying individual interests with the overall interests of members of each department to ensure organizational cohesion; so, performance appraisal indicators need to focus on team culture.

The key to performance planning is to establish a performance evaluation index system to set classification norms for the complicated data and carry out unified processing so that all kinds of data can be circulated in the whole process of performance management. Scientific evaluation methods should be used to measure the behavior and results of the general education curriculum system, and feedback on the evaluation results to promote performance improvement should be given. The determination of performance indicators in the big data environment is still carried out on the SMART principle proposed by Peter Drucker, and according to the performance management process, the enterprise performance indicators are divided into two categories: process performance indicators and result performance indicators, and the two categories of performance indicators are decomposed into primary and secondary indicators according to their importance, and the weights of each performance indicator are determined by hierarchical analysis, as shown in Figure 6.

From the results of the reliability analysis of the secondary indicators of school performance management in Figure 6, the reliability coefficient is 0.7483, which indicates that the intrinsic reliability of the secondary indicators of school management is good. The reliability analysis of the six
secondary indicators of teacher teaching showed a reliability coefficient of 0.8948. Therefore, the reliability of the secondary indicators of the teacher teaching is very good, there is a high consistency among the questions under this dimension, and its research evaluation is meaningful. The reliability of the secondary indicator of student development analyzed with a reliability coefficient of 0.6970, which is between 0.6 and 0.8.

Performance feedback is the final link of the performance management process system, including the feedback of performance evaluation results and the application of appraisal results, is the end of one cycle of performance feedback, and is the start of the next cycle of performance planning; reasonable performance feedback can promote employee performance improvement. For the evaluation of a performance feedback system based on big data, four indicators can be set: feedback result sharing rate, performance result reward and punishment measures completeness rate, performance feedback public rate, and performance feedback timeliness.

The feedback result sharing rate refers to the proportion of performance results that can be applied to other aspects of human resources, such as recruitment, training, compensation, and employee relations; the completion rate of performance results in rewards and punishments reflects that performance feedback can give a variety of incentives based on performance results, such as material incentives and spiritual incentives; open performance feedback results can stand up to employee scrutiny, and the open performance feedback rate can reflect the fairness and impartiality of performance feedback results. Performance is the employee’s contribution to the organization, and this reciprocal exchange relationship reflects the principle of equal exchange. The openness rate of performance feedback can reflect the fairness and impartiality of performance feedback results; the timeliness of performance feedback reflects the efficiency of performance feedback.

4.2. English Education Course Performance Management Results. The currently commonly used methods for determining the weight coefficients are mainly empirical and mathematical. The so-called empirical method is to consult with experienced experts or scholars in the field to analyze and determine the weight coefficients of each index item by their practical experience, while the commonly used empirical methods mainly include the expert meeting method, expert consultation method, and expert ranking method. The mathematical method is based on mathematical theory and psychological theory, using mathematical formulas to calculate the weight coefficients of each index item, and the frequently used methods are hierarchical analysis, two-by-two analysis, and the logarithmic weighting method. However, whether the empirical method or mathematical method is used, the principle of its calculation is to proceed sequentially from the higher to the lower level of the indicators, i.e., the weights of the first-level indicators are calculated first, and then those of the second-level and third-level indicators are calculated. If the weight value of the total target is assumed to be 1, then the weight indicators of the next level are all 1, but the lower the level of the indicator, the smaller is its contribution to the total weight value.

The so-called multifactor statistical method is to first list each indicator item developed in the form of a
questionnaire, then let the respondents choose the importance level of each indicator, and finally calculate the ranking index, based on the statistical results of the survey, to determine the weight coefficient of each indicator, as shown in Figure 7. The process of helping an organization’s employees continue to grow and facilitate the achievement of organizational goals.

This part is the simple processing of the returned questionnaires, which paves the way for the implementation of the evaluation index system. After the teachers’ and students’ questionnaires were collected, we did a lot of sorting and summarizing of the scores filled in the back of the form, added up the total scores of the 20 teachers, and divided them by 20 to get the average score, and then used the same method to find out the average score of the students, using these two average scores, multiplying them by the weights of the primary indicators first, and then multiplying the weights of the secondary indicators after getting the results, and finally multiplying the tertiary indicators and weights. If the final error calculated to be within 10 points, the reasonableness of the secondary vocational education curriculum performance evaluation system can be measured after comparing the teacher’s evaluation of the curriculum and the student’s evaluation of the curriculum values, as shown in Figure 8.

Based on the results obtained, we can conclude that the error between the teacher’s evaluation of course performance and the student’s evaluation of course performance is within two points, which verifies that the secondary vocational school course performance evaluation system has a high degree of reasonableness. Analyzing the results of this evaluation, we can see that the core concern of the curriculum has a large proportion in the system, which also verifies that the theoretical core of the curriculum is highly valued in secondary vocational schools nowadays, both teachers and students pay more attention to the core of the curriculum, which reminds us that when designing the curriculum of secondary vocational education, we should always grasp the core elements of the curriculum in the main position, so that the main guiding direction of the curriculum will not deviate. A simple quantitative decision-making method has been found for complex decision-making problems. This reminds us that when we design the secondary school curriculum, we should always keep the core elements of the curriculum intact, so that the main guiding direction of the curriculum should not deviate.

From the data, we can see some relationships between the evaluation indicators, but it does not represent the future development direction of all school curriculum performance. This method is especially suitable for situations where the decision of the problem is difficult to measure directly and accurately. This evaluation system of secondary vocational school curriculum performance can provide some reference for the future development of secondary school curriculum, so the future development of secondary school curriculum performance is still a long road, and it needs to be explored and improved step-by-step.

5. Conclusion

Since the object-oriented range of education is very wide, and the uniqueness of the times is especially prominent, it takes a long time to build a scientific performance evaluation to explore and finally realize that various curriculum performance evaluation systems can draw on each other and integrate, and the sound system draws on the integration of school running mechanism and insists that student-oriented, teacher-oriented, society-oriented, and enterprise-oriented have certain advantages, to bring a more employment-oriented school running mode. Their importance should be compared to calculate the weight of each layer of elements and the optimal solution according to the combined weight and the principle of maximum weight should be finally determined. The group of students in the school is rather special, and the enthusiasm for learning still needs to be improved. Insisting on the diversification of the performance evaluation system can enhance students’ interest in learning the course and their recognition of the performance, thus promoting the further development and reform of the course and laying a solid foundation for the future secondary articulation with enterprises and the sound integration of education and industry in the school running mode. To obtain performance data more comprehensively and scientifically, this study also compiled different scales according to the focus and understanding of different evaluation subjects. The scales for each evaluation subject were divided into two stages: prediction and formal administration, and the scales were tested to have good reliability and validity. Therefore, this study has gone through a more standardized and scientific process from the design of the evaluation method to the evaluation activities, which also laid a solid foundation for the objective reliability of the evaluation results.

Data Availability

The data used to support the findings of this study are available from the corresponding author upon request.
Conflicts of Interest
The author declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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