The Study of Incentive Mechanism of Senior High School B Teacher

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Abstract
High school education is the most important stage of personnel training in basic education, and its development is very dependent on the quality of senior high school teachers and their ability to maintain their enthusiasm. The method to improve the teacher's internal management level, integrated with the situation of the teachers, to build a set of scientific and suitable incentive mechanism for the development needs of the school to fully mobilize the work of teacher's enthusiasm and creativity, so as to promote the development of the quality of school education has become one of the most pressing problems faced by the board of high school B.

This paper emphasizes high school B teachers as the research object, with the relevant incentive theories as a reference, through the teacher's needs, behavior of the interrelated and incentive mechanism research, to develop a scientific and reasonable incentive mechanism to effectively and steadily promote improvements of teaching methodology of high school B teachers.

Keywords: Education; incentives; high school teachers

1. Preface
The government of the People's Republic of China has put forward the strategy of "rejuvenating the country through science and education" in the report of the 15th National Congress of the Communist Party of China (CPC), insisting on being education-oriented, placing science, technology and education in an important position in terms of economic and social development. The human resources of senior high school teachers are the key to deepen the management of personnel system, optimize the quality of education, improve the ranks of the teachers, and maximize the efficiency in running of schools. At this present of time of developmental reform, there are new breakthroughs in the teacher system: First, the statues of teachers are ever improving, even in rural areas. Second, to strengthen the management of teacher, so as to stimulate the passion of teachers.

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2. Literature Review

2.1 The Connotation of Incentives

Motivation is a psychological process that continually motivates people's motives and internal motivations in order to keep their mental processes in a state of excitement to encourage people to act towards the desired goals. The behavior is generated in order to achieve a certain goal; the goal is generated from a need. Once the goal is achieved, the psychological state of tension will be reduced. If there is a need to go through the same psychological state again, there would be then a repeated cycle of process.

![Figure 4: Motivation Process](image)

2.2 The Basic Theory of Incentives Mechanism

Incentive mechanism refers to the structural of factors, the way, the relationship, and the evolution of the interaction between the incentive system and the incentive object, and the combination of the incentive system. This paper mainly introduces several kinds of incentives, includes Maslow's Hierarchy of Needs, ERG Theory of Motivation, Herzberg's Two-Factors Theory, and McClelland's Human Motivation Theory.

(1) Hierarchy of Needs Theory

Maslow’s Hierarchy of Needs Theory is proposed by the American psychologist Abraham Maslow in his 1943 paper, Theory of Human Motivations, which divides human needs into five stages of systematic hierarchical growth.

![Figure 5: Maslow's Hierarchy of Needs](image)
(2) ERG Theory of Motivation

The ERG Theory of Motivation is proposed by Clayton Alderfer of Yale University in the United States on the basis of the Maslow's Hierarchy of Needs, aiming to carry out a more practical experience of the study by compressing five needs to three. This is illustrated as below:

![ERG Needs of Teachers Diagram](image)

Figure 6: ERG Needs of Teachers Diagram

(3) Two-Factors Theory

<table>
<thead>
<tr>
<th>Hygiene</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy and Administration</td>
<td>Sense of accomplishment at work</td>
</tr>
<tr>
<td>Technical supervision system</td>
<td>Work is recognized and appreciated</td>
</tr>
<tr>
<td>Interpersonal relationships with supervisors</td>
<td>Challenge and interest at work</td>
</tr>
<tr>
<td>Subordinate personnel relationship</td>
<td>Responsibilities at work</td>
</tr>
<tr>
<td>Relationship with same level workers</td>
<td>Future development at work</td>
</tr>
<tr>
<td>Working environment</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td></td>
</tr>
<tr>
<td>Personal life</td>
<td></td>
</tr>
<tr>
<td>Position, status</td>
<td></td>
</tr>
<tr>
<td>Sense of security at work</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Hygiene and Motivation Factors

The Two-factor Theory, also known as "Hygiene and Motivational Theory & Dual-factor theory", is one of the representatives of the theory of motivation, proposed by the American psychologist Herzberg in 1959. It is said that not all needs that are satisfied requires the appointment of incentives, but only achieved when the motivational factors are of certain importance. These two factors can be explained by the table above.

(4) Human Motivation Theory

Human Motivation Theory, also known as Three Needs Theory, was proposed by United States' Harvard University Professor David McClelland in his 1950s series of articles which study mainly on human needs and motivation. Specifically in terms of "need for achievement", "need for affiliation", "need for power" and other factors.
Achievements need to be of an urgent desire to succeed in the work or career, in order to make an incredible achievement. There is a need for management to understand the several major factors which would stimulate the enthusiasm of the teachers: 1) Achievement in terms of job performance and career; 2) Obtain social and leadership recognition, such as value and honor; 3) Room to showcase personal ability with a sense of responsibility; 4) To have a sense of satisfaction and joy with work; 5) To be motivated, and have the drive to continuously improve. In addition, there is a need to pay attention to the high achievement teachers.

3. Research Purposes
This paper thoroughly examines the incentive mechanism towards the teachers of High School B, and has found that there are unreasonable conditions that the incentive mechanism lives in. Through analysing the situation of the incentive mechanism towards the teachers of High School B, it is of the upmost importance to examine the roots of the problem and provide adequate solutions in order to improve the current situation. Through the construction of a reasonable teachers’ incentive mechanism, the use of scientific incentives to improve the efficiency, enthusiasm, and creativity of the teachers.

4. Research Methodology
The paper adopts the methodology of qualitative analysis and quantitative analysis. In this paper, the questionnaire survey method is used to analyses and compare the six factors of high school B teachers’ motivations, so that the research results are more accurate and objective.

4.1 In-depth Interview Method
In order to obtain more real first-hand information, there is an interview of the individual teachers and school leaders of High School B, and used the pre-prepared interview to understand the current situation of the development of incentive mechanism in High School B and the attitude of teachers to the school incentive mechanism.
4.2 Literature Analysis

This study uses CNKI journals database, CNKI PhD database, Chinese knowledge network, Wan Fang Thesis Database etc., which provide access to a large number of relevant literature. On top of that, collection of relevant research literature both locally and globally, and examine journals related to education, management, and psychology. In addition, comprehend reading of relevant academic journals, papers, magazines, and books to fully understand the theory of human resources management and incentive mechanism.

4.3 Questionnaire Analysis Method

Questionnaire is the most commonly used quantitative research method provide sample data to researchers in the short term. The contents of the questionnaire used in this paper include seven parts: teacher's personal situation, working environment, interpersonal relationship, school management, salary remuneration, promotion training, and job incentives. The study target is the teachers of high school B. This paper designs a “two-factor theory” questionnaire based on the current problems such as the working title, working environment, salary structure and academic atmosphere of high school B teachers, which the questionnaire is classified into six needs factors (work environment, interpersonal relationships, school management, salary compensation, promotion training, job incentives). SPSS software is then used to compute and analyses the survey.

5. Research Results

The starting point of constructing the teacher incentive mechanism is to stimulate the teachers’ motivation and promote the development of teachers' professional development, and finally achieving the purpose of improving the efficiency and quality of teachers.

5.1 Targeting incentives for teachers

Different teachers have different backgrounds, such as age, title, personality and other differentiated personality characteristics, therefore there are different needs.

Table 2: Factor analysis of interpersonal relationships

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>MV</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. In harmony with colleagues</td>
<td>118</td>
<td>4.619</td>
<td>0.8465</td>
</tr>
<tr>
<td>4. In harmony with superiors</td>
<td>118</td>
<td>4.373</td>
<td>0.9940</td>
</tr>
</tbody>
</table>

(1) Base on the Table 2 we can know teacher in high school B the MV rate of “In harmony with colleagues” is higher
than “In harmony with superiors”. In order to understand the needs of teachers, school management should be integrated with the teachers so as to build up a close relationship.

(2) Although high school B’s teachers have their own Faculty Senate. Establishment of teachers’ feedback group. In author's opinion the school would group three to five teachers, of various levels, in a group, with the main idea of collecting feedback from teachers, such as the need for teacher training, salary requirements, promotion opportunities and so on, in order to communicate with the school in a timely fashion and perhaps be able to solve certain problems.

(3) The establishment of anonymous feedback system. Some teachers do not like the feedback system of exposing their names, thus the establishment of anonymous feedback system is catered to meet the needs of those teachers.

5.2 Focusing on spiritual incentives for teachers

Table 3: Factor analysis of remuneration

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>MV</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Your wage compare to other teachers</td>
<td>118</td>
<td>3.339</td>
<td>1.4395</td>
</tr>
<tr>
<td>9. Your wage is meet your demand</td>
<td>118</td>
<td>2.610</td>
<td>1.6998</td>
</tr>
</tbody>
</table>

High school B lies in the Southwest region of China with its economic development lagging behind those cities of first and second tiers, but with gradually increasing consumption patterns. Based on the Table 3 teacher’s wages can’t really meet their demand. Therefore, the management of High School B should be looking into the material incentives for teachers, so that schools achieve the best outcome of incentive management.

The implementation of spiritual inspiration for High School B is divided into four parts:

(1) Attention to the implementation of emotional incentives for teachers

School leaders should implement emotional incentives for teachers. With the rapid development of urban construction, the greater the city would lead to a smaller degree of intimacy between the management and teachers. There is a need to care about the mental health of teachers, and also a need to strive to create a trust, respect, unity of the working environment for the teachers.

(2) Attention to the example of incentives for teachers

The role of the incentive is endless as most of the teachers out in certain effort to push themselves towards the top. The management of High School B teachers should follow the example of incentives. 1) With all teachers struggling hard for a common goal, they should work together to establish goals for the teaching
industry. 2) Start with a “Star Teacher” award competition. Teachers would be graded each month to go through a selection in order to obtain "Star Teacher" award done through a fair and impartial way to select the best performing teacher of the month.

(3) Attention to the implementation of honorable incentives for teachers

Honorable incentives are the ultimate way to inspire, the school can implement honorable incentives to meet the psychological needs of teachers. For example: 1) Award teachers with honorary certificates, such as "advanced teachers", "excellent class teacher", "excellent teachers" and other incentives to encourage teachers to push forward. 2) Encourage teachers more rather than criticize. Encouragement would tend to allow the teachers to realize their mistake and regain their confidence.

(4) Attention to implementation of training opportunities for teachers

The management of High School B should develop the training incentives with the school in mind, in accordance to the actual situation of the school and develop the training program according to the needs of the teachers. The teacher training process as follows:

![Teacher training flow chart](image)

Table 4: Factor analysis of promotion and training

<table>
<thead>
<tr>
<th>Factor Description</th>
<th>N</th>
<th>MV</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. School's promotion system of position</td>
<td>118</td>
<td>3.508</td>
<td>1.545</td>
</tr>
<tr>
<td>11. School's standard of teacher's assessment</td>
<td>118</td>
<td>3.178</td>
<td>1.566</td>
</tr>
<tr>
<td>12. School's standard of teacher's annual assessment</td>
<td>118</td>
<td>3.517</td>
<td>1.528</td>
</tr>
<tr>
<td>13. School provides training frequently</td>
<td>118</td>
<td>3.932</td>
<td>1.466</td>
</tr>
</tbody>
</table>
1) According to the Table 4, the SD rate of question 11 and 12 are quite high. So conduct teacher training needs survey, develop training objectives and training plan according to teacher's needs. Mainly including training forms, daily arrangements, training content.

2) Target the content of the training in accordance to the development of training programs.

3) Attention to the evaluation of training effectiveness, feedback. Schools should feedback the results of the training to the various departments, so as to pin point the lack of training in order to re-train certain lessons learned, so that teachers will be able to achieve a virtuous circle of training.

5.3 Strengthen the Remuneration Incentive

With the development of human resource management theory, people's understanding of "remuneration" gradually changed. Remuneration is no longer a reward for employees, but a mean of motivation. The strengthening of the remuneration incentive is mainly reflected in five aspects:

(1) Improve the teacher performance evaluation standards

The link of High School B teacher's salary and performance bonus is basically the basic wage + performance pay. The implementation of performance wage system of the teachers is in accordance to work distribution, with more work comes with more wages, less work less wages. However, there is a relationship between the amount of wages due to performance and the title of teachers. This is due to the fact that there is limited titles for the teachers, High School B should improve the teacher performance appraisal mechanism so as the teachers could obtain the full benefits through participation.

1) Establish a perfect teacher performance evaluation standard.

2) Management should pay more attention to the ability of young and middle-aged teachers.

3) Implement a reasonable performance program to ensure that teachers benefit fairly.

(2) Improve the teacher salary level standard

High School B bonus is also related to the teacher's salary level, the higher the teacher's salary level, the higher the bonus. However, there is a link between the school teacher salary level and the positional salary of the teacher. So as to rationalize the development of fair wage promotion standards, there is a need to provide full consideration to the interests of all levels of teachers.

(3) Cause attention in financial matters

The salary of teachers is related to the input of government finance. The government should also raise the salaries of teachers as a whole.

(4) The practice of reconciliation

According to the present situation of the distribution of teachers' salary teachers in High School B, the school can adopt the reconciliation incentive method, which is a stable and flexible salary
incentive way. The school management can adjust the salary according to the school situation so that the basic salary and performance bonus are in proportion.

(5) Attention to teacher welfare incentives

School should focus the importance onto the role of welfare incentives so as to stabilize the job of teachers, appropriately improve the level of teachers’ welfare, and to provide teachers with multi-style benefits.

5.4 Improve the promotion system of the teachers

Table 5: Factor analysis of working motivation System

<table>
<thead>
<tr>
<th>N</th>
<th>MV</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School needs to set a science motivation System</td>
<td>118</td>
<td>3.771</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are satisfy with school’s motivation System</td>
<td>118</td>
<td>3.771</td>
</tr>
</tbody>
</table>

Teachers in school are not known of potential building, thus affecting the future development of the teachers. Therefore, the school should improve the promotion system and pay attention to the personal growth of teachers with clear development goals so as to promote progression of the school and teachers at the same time.

(1) improve the teacher promotion system with the establishment of promotion incentive mechanism

According to Table 4 High School B’s teachers are not satisfy with the promotion system. And promotion system is divided into three areas: promotion of teacher’s title, job promotion, and salary promotion. In terms of the promotion of the teacher’s title, the school should conduct a fair investigation of the promotion of teachers’ posts and establish a fair promotion incentive mechanism. Management to develop matching and training programs in both aspects of training, so as to gauge whether the teacher has reached the criteria for promotion. In terms of job promotion and salary promotion, the school should introduce relevant assessment rules and develop a reasonable evaluation system to protect the rights of the teachers.
(2) Improve the system of evaluation of the teachers' title

The title of teachers' is a reflection of the comprehensive ability of teachers and the fairness of the school title evaluation mechanism, not only to meet the materialistic incentives, but also to meet the spiritual incentives. A series of injustice means will lead to promotion difficulty. Secondly, there is a need to pay attention to the comprehensive evaluation of teacher performance, and reduce infiltration of the entry factors. Finally, teachers should meet the specific criteria, qualifications, and teaching performance in the evaluation without just plainly considering the age of the teacher.

(3) Improve the teacher evaluation mechanism

The management of High School B should follow a uniform standard in terms of grading and assessment of the teachers. The evaluation criteria should be integrated in many ways, with particular emphasis on the teaching quality of the teachers.

(4) Pay attention to teachers' personal growth

When dealing with the personal growth of the teachers, there are three main areas to consider:

1) Guide teachers to self-motivation

Firstly, the management should guide the teachers to charge forward by thinking about their own responsibilities, missions, and difficulties. Secondly, use of role models in reference to distinctive teachers. Thirdly, through reading of books. Fourthly, self-psychological adjustment. Teachers to do their favorites things after school to adjust the positive attitude and overcome the courage of the difficulties.

2) Plan career for teachers

Management of High School B are to let the teachers realize that the school is able to provide them with a platform to develop themselves, and teachers should also be responsible for their own development. In the development of teacher career planning, management should respect the personality characteristics of teachers, as well as age, gender, education, title differences, to help teachers develop a consistent career development plan. This would not only allow the teachers to constantly improve themselves, but aid in long-term development as well.

3) Establish platform for consultation in teachers' development

The school provides teachers with a platform for self-motivation. The establishment of a formal teacher development advisory body, the agency teachers in the work performance, career planning, self-demand and other aspects of reference, concerned about the teacher's mental health and job burnout situation for the development of teachers to provide a basis for career development.
5.5 Improve the school's management system

Table 6: Factor analysis of school management

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>MV</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Faculty Senate is helpful</td>
<td>118</td>
<td>3.805</td>
<td>1.4158</td>
</tr>
<tr>
<td>6. school management is improve and</td>
<td>118</td>
<td>3.712</td>
<td>1.4740</td>
</tr>
<tr>
<td>perfect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Superiors place a high value on teacher</td>
<td>118</td>
<td>3.831</td>
<td>1.3732</td>
</tr>
</tbody>
</table>

To improve the High School B management system is to ensure that teachers enjoy fairness, to promote the enthusiasm of teachers and teaching quality improvement which will be conducive to the development of schools and teachers, which are three main aspects:

1. To establish a management team with high quality and comprehensive management ability
   First of all, retired teachers with style, image, good performance to join the management board. Secondly, the fate of the management can undertake the "retention system", through selection to indicate if the teachers should continue to play the role of being the leader (school leadership, middle leadership), with outstanding people continue to stay, while providing opportunities for others to replace those with poor performance in order to provide a fair chance to other teachers to compete.
   Thirdly, the management team should move themselves to the most basic level and lead by example to show their selflessness and prove that they could do well in the lower level. This is to elevate the effectiveness of the system.
   Fourthly, the management team is to conduct a summary of the work on a regular basis, and learn the relevant leadership management knowledge.

2. Improve the teacher evaluation system
   Teacher evaluation system is an important part of the school in order to effectively perform the human resources management system.

3. Management and teachers to create a good interpersonal relationship
   School management should strengthen communication with teachers, and strive to ensure that the internal channels of the management and teachers is unimpeded, so that each faculty can understand the school's work objectives and teaching purposes, to establish adherence to the teacher regular meeting system, strengthening the communication of the leadership and faculty; adhering to the grouping of grades, teaching and research group weekly regular work, strengthen the contacts of the teaching management ideas. In adherence to the school meeting, and to achieve communication with the management.
6. Conclusion and future research

With the rapid development of social economy, fierce social competition, and the increasing pressure of living, teachers’ incentive has become the hot topic of our country's education industry, and it is helpful to stimulate the enthusiasm and improvement the teaching quality of teachers. This paper is based on the findings of questionnaires from High School B teachers, through analysis of questionnaire survey based on qualitative analysis and quantitative analysis. On this basis, we find that the incentive mechanism of High School B is not perfect, so as to put forward the idea and suggestion of constructing a scientific incentive mechanism.

The design of the questionnaire draws on the literature and other scholars’ materials. Due to the limited number of samples and the limited time of the survey, sample and time preparation should be increased in subsequent studies.

With the rapid development through time, the incentive needs of secondary school teachers will inevitably change, and the way of management will be changed as well. Therefore, in the area of studying High School B teacher incentive mechanism would need to be further strengthened, and a more targeted and reliable incentive strategy to be put forward.

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