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**MASTER’S THESIS**

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**T A S K  
TO MASTER THESIS**

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Supervisor: Ganna REKUN , PhD (Economics), Associate Professor

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## CONTENT

INTRODUCTION .....	5
SECTION 1 THEORETICAL BASIS OF PERSONNEL MOTIVATION .....	9
1.1 The significance and function of incentive to higher education .....	9
1.2 The basic theory of motivation.....	16
1.3 The design principle and content of incentive system .....	22
Conclusions on Section 1 .....	25
SECTION 2 ANALYSING AND EVALUATING THE PERSONNEL MOTIVATION SYSTEM AT THE UNIVERSITY.....	27
2.1 HX University profile.....	27
2.2 HX University analysis of current situation of teaching staff .....	36
2.3 Current situation of teacher incentive system in HX University HX.....	47
Conclusions on Section 2 .....	61
SECTION 3 HX UNIVERSITY TEACHER INCENTIVE SYSTEM IMPROVEMENT STRATEGY.....	63
3.1 The principle of designing the incentive system of university teachers....	63
3.2 The design of teacher incentive system in HX University .....	66
3.3 HX University teacher incentive system operation and implementation ..	81
Conclusions on Section 3 .....	86
CONCLUSIONS .....	87
REFERENCES .....	90
ANNEXES.....	95

## INTRODUCTION

Our country's market economy system is becoming more and more perfect today, personnel training and education system reform has been highly valued by education authorities at all levels, education level not only reflects the country's development competitiveness, but also shows a country's comprehensive strength level. After joining WTO, along with the rapid development of economic construction, the level and quality of higher education in our country have also been greatly improved. With the vigorous development of education with similar industrialization momentum, the level and quality of colleges and universities have been greatly improved. With the vigorous development of education, which is similar to industrialization, the competition between colleges and universities gradually appears and becomes more and more fierce. How to improve the competitiveness of colleges and universities, how to win in the competition, this is the common problem in front of us. This requires that the construction of colleges and universities in the new period must take effective measures in many aspects such as school-running ideas, team construction and personnel training.

Contributions to the incentive theory have been made by such researchers as A.H. Maslow, F.Herzberg, M. Porter, Aldev, Adams, P. Drucker., etc.

Although a lot of theoretical basis and basic research related to motivation are provided, how to apply these theories to the motivation of university employees, how to help universities to further establish and improve the incentive system, and fully mobilize the enthusiasm of employees is still worthy of in-depth research.

The research **purpose** of this subject is to improve theoretical concepts and to establish the incentive system for university teachers under the new school-running orientation and school-running characteristics of SIT University.

Achieving the set goal requires solving the following tasks:

- to substantiate the meaning and functions of motivation in higher education;
- to study the main theories of motivation;

- to form the principles of the mechanism of motivation of university employees;
- analyse the state of personnel at the university;
- evaluate and analyse the existing system of staff motivation;
- to develop and justify the mechanism of motivation of university employees;
- to identify ways to improve enterprise incentives.

This thesis takes the teachers of HX University as the main **object** of research, the core content of which is the "applied" teacher incentive model and mechanism in the new era. The incentive system studied in this paper is an incentive system combining the school-running characteristics and development orientation of HX University. It includes the application of various incentive methods, exploration and thinking, promoting construction with encouragement, and promoting the development of the school as the goal and foundation.

The **subject** of the study is theoretical and practical aspects of the formation and implementation of the motivation system at university.

Based on the research subject of the current situation of HX University's human resource management, the paper further conducts an in-depth understanding and analysis of the teaching staff and the current incentive system, analyzes the causes of the problems caused by the current system from the perspectives of employment, assessment, salary, training and so on, and further puts forward that the incentive system to adapt to the current development of the school must abide by the principle of seeking truth from facts and public. The formulation principle of fairness, the combination of material and spirit, and the combination of system and individuation. In line with the above principles, the school has formulated a new and improved incentive system centering on post appointment incentive, performance appraisal incentive, salary system incentive, main incentive of young teachers, academic team incentive and training incentive.

In order to achieve the set goal, the following general **scientific methods** were used in the research process. This paper uses theoretical research, questionnaire survey, individual interview and other research methods to analyze the incentive

measures taken by HX University. Based on the comprehensive comparison of incentive effects, the incentive theory is rationally applied. At the same time, the author draws on the experience of similar colleges and universities in the operation of existing incentive measures, and analyzes and researches the incentive model scheme based on the actual situation of SIT University through the research method of combining qualitative analysis and quantitative analysis, so as to make up for the shortcomings of the teacher incentive plan implemented in recent years.

(1) Theoretical research. Based on the study of the existing research results of incentive theory at home and abroad, the paper conducts detailed research and analysis, systematically comments on the development process and development trend of various incentive theories, and introduces the basic viewpoints of various theoretical schools in layers and steps.

(2) Combine quantitative research with qualitative analysis. Through the data collection of related issues and the comprehensive analysis of the data, this paper can quantify some obvious problems, and the analysis results are scientific. And for some content that can not be simulated by quantification, this paper uses qualitative analysis to explain, so that it has a certain rationality, so as to enhance persuasiveness. This paper combines the two methods of quantitative research and qualitative analysis, which can better conduct in-depth research on the relevant incentive problems of HX University teachers.

(3) Empirical analysis. Based on the actual situation of HX University, we will design typical and targeted questions, collect and sort out the views and opinions of teachers of HX University by means of questionnaires, interviews and discussion, understand the drawbacks and problems of the existing incentive system of HX University, and combine the practical problems faced by HX University under the guidance of the new situation and development. The incentive system of HX University should be fully considered and comprehensive.

The practical significance of the obtained results lies in the establishment of the incentive system for university teachers under the new school-running orientation and school-running characteristics of HX University. Based on the

incentive theory and according to the current situation and development requirements of HX University teachers, the incentive system is comprehensively designed, reasonable and practical implementation methods are formulated, and ways and measures to effectively improve the work performance of HX University teachers are proposed. It can also provide some exploration for the construction and development of similar colleges and universities nationwide or locally.

**Approbation of work results.** The main results of the research on optimization of talent incentive system for 90s generation in chinese small and medium-sized private enterprises are presented at the International scientific and practical internet conference “Problems and prospects of ensuring sustainable socio-economic development of territories”, Kharkiv (October 27–28, 2023).

## SECTION 1

### THEORETICAL BASIS OF PERSONNEL MOTIVATION

#### 1.1 The significance and function of incentive to higher education

As for the definition of the concept of "incentive", different scholars have different views due to different angles of understanding. To sum up, there are the following:

Motivation involves behavioral problems, setting a person's behavior as a process of beginning, continuation, development and end, which is a dynamic and positive process, and what subjective reactions the organism that completes this process presents .

Motivation is a dynamic, so to speak, process that enables people or lower organisms to make their own choices in a variety of alternative forms of activity[29].

Incentive research is the relationship between variables and variables, "incentive must study the relationship between variables and variables, when people's intelligence conditions, the degree of processing skills and understanding ability and various constraints remain unchanged, this relationship can explain what a person's behavior trend is, whether it has a sustainable situation". [21].

"Motivation, in German, is the power to inspire - it is not innate, it is acquired." In fact, in popular terms, incentive refers to the process of stimulating people to think, think, desire and produce a certain behavior through a certain stimulus, or it can be said that it is the process of encouraging people to play the initiative. Motivation is an important function of management. Modern incentive theory takes humanized management as the main line, and discusses how to promote the initiative by caring for people [1].

The content of motivation is varied, but it comes down to two main categories, that is, material motivation and spiritual motivation, or both. Material benefits are

one of the basic pursuits of human beings. [25]. No one can do without food, clothing, housing and transportation, and they all have the desire to pursue a better life. Of course, the good life is not all material, but material is the basis of the good life. In addition to material incentives, people of course also need spiritual incentives, people have a sense of honor, a sense of accomplishment or self-satisfaction, which are important content of incentives, after material incentives to a certain extent, the role of spiritual incentives will become more and more important [40]. As far as the motivation content of college teachers is concerned, the author believes that it includes the following four aspects:

First, material security, which is the guarantee for teachers to meet their life needs. Maslow once said that only after satisfying the basic material needs can people engage in other pursuits, which is the basis for teachers to settle down. [8].

The second is spiritual honor. It is the inherent nature of everyone to attach importance to spiritual honor. College teachers have always enjoyed a higher status in society[35].

The third is development space, including positions, honors, diplomas and social status [10].

The fourth is to enrich and improve, mainly including the improvement of their own qualifications and the improvement of quality of life [34].

The above four aspects may not be able to summarize all the incentive content of colleges and universities, but they basically cover the scope of expectations of college employees.

Motivation is not only widely used in commercial companies, but also an indispensable subject in human resource management in colleges and universities. Good incentive system is of great significance to the development of colleges and universities:

- Optimizing human resources in colleges and universities helps to improve the enthusiasm and enthusiasm of faculty and staff for work [11].

Teachers are masters in higher education, how to fully mobilize the enthusiasm and enthusiasm of the staff is the main topic of the research of the

personnel management department in colleges and universities. Under the conditions of market economy, it is difficult to use administrative orders or other hard and fast means to motivate teachers to work actively. Especially for teachers who have a certain reputation, they have high mobility and superior conditions. Their influence plays a key role in improving the school's influence. If the human resources management department of the university adopts some more scientific, reasonable, especially humanized means, it can retain talents, stimulate their enthusiasm for work, and contribute more achievements to the long-term development of the university [39].

- Improve the level of discipline development in colleges and universities and promote the development of schools [19].

The level of discipline construction and development is the symbol of the development of colleges and universities in the new situation. After the establishment of teachers as the main body in colleges and universities, it is important to promote teachers to work hard spontaneously through various guiding measures. The backbone teachers are universities. It is an important basic condition to realize the development of discipline construction and improve the level and competitiveness of schools. Without influential faculty in academia, there would be no national position for the discipline's specialty. Therefore, the focus of human resource management in colleges and universities should be on how to guarantee the benefits of teachers in discipline construction and promote their active work.

- Stimulate teachers' creativity and innovation ability[28].

The macroscopic goal of the school and the high-level pursuit of the individual teacher can be realized through a good incentive system to promote the formation of their innovative ability. Giving full play to teachers' creativity is not only conducive to teachers' own professional development and comprehensive quality improvement, but also conducive to the development of university teaching and scientific research level[12].

In the process of development and expansion, colleges and universities must build teachers and give play to the core role of teachers in order to improve teaching

quality and create more scientific research results. Domestic scholars have a short history of studying the human resource management of private colleges and universities, and some scholars have carried out theoretical research on the construction of teachers. Gao Fei (2019) proposed in his research that private colleges and universities must build teachers and train teachers well in order to promote the effective transformation of private colleges and universities. As the backbone force, ideological and political teachers must give full play to the value of human capital in order to achieve good results in the transformation and development of colleges and universities and to deepen the results of reform. In the process of development of private colleges, there is no stable team of teachers, the sense of belonging of talents is low, and the proportion of middle-aged and elderly teachers is increasing, which makes the team construction appear extreme. In the teaching staff of colleges and universities, because young teachers do not have rich experience and old teachers are lacking in innovation, middle-aged teachers have become an important force in the construction of college teachers. Through the analysis of human resource management problems in private colleges and universities, affected by the structural characteristics of human resources, the failure to form a systematic management system and the lack of stable human resource environment will inevitably hinder the improvement of human resource management efficiency to a large extent[9]. Liu Yuyao (2020) pointed out in her research that among the institutions of higher learning in China, private institutions of higher learning, as a component force, lack sufficient experience in running schools, a relatively short development history, a sound management system, backward management concepts, and inadequate management level [13].

Improve, among which human resource management problems are more prominent. Due to the lack of scientific and correct theoretical guidance and systematic management experience, China's colleges and universities have great defects in human resource management in terms of profession, structure and concept.

It is not conducive to the rapid development of private colleges and universities. This paper defines the concept of human resource management,

discusses the main factors affecting the improvement of the efficiency of human resource management in private colleges and universities, analyzes the obstacles faced by human resource management at this stage, and aims at how to improve the efficiency of human resource management

To solve these problems, relevant suggestions are put forward to the readers[18]. Zhao Huijuan (2020) took the strength of teachers in private colleges and universities as the main research object, and published a paper "Existing problems and improvement Measures of Teachers' performance evaluation in Private colleges and universities"

With the deepening of the implementation of the new curriculum reform, the market competition of education majors has become more fierce. Under such circumstances, many private colleges and universities have formulated the evaluation standard evaluation system for the performance of teachers in private colleges and universities from the perspective of their own teaching and operation conditions, drawing on the practical experience of human resource management in some private colleges and universities. Although these evaluation systems are 360-degree evaluation models, we still encounter many problems in practice, and many factors have obvious effects on the fairness and objectivity of evaluation. Therefore, starting from the performance evaluation level, this paper systematically analyzes the problems existing in the construction of private colleges and universities in China, and puts forward corresponding improvement measures, pointing out the direction for the scientific and rational construction of the performance evaluation mechanism of private colleges and universities. It can be seen that teachers play a decisive role in human resource management [47].

Yang Yali (2020) takes higher vocational colleges as the research object, expounds the development process and performance characteristics of human resources at the current stage from a macro perspective, and analyzes the problems existing in the management of human resources in higher vocational colleges, which are particularly serious in the institutionalization. In order to achieve the sustainable development of private colleges and universities, in order to improve the efficiency

of human resources management, we must adhere to the principle of science, strengthen the construction of human resources, take the road of administrative division, improve the human resources management system, and create a good guarantee environment for the effective implementation of the system. The scholar believes that only in this way can management efficiency be improved and the sustainable development of private colleges and universities be promoted[42]. Chen Jinxiu (2018) took higher vocational colleges as the research object. By analyzing the drawbacks of the management system, he proposed that private colleges and universities should establish and improve the management system to improve the management efficiency according to the relevant research results of domestic scholars. Taking private higher vocational colleges in Shandong Province as the target, he systematically analyzed the human resource management system from the government, society, market and other levels. He pointed out that there are defects and deficiencies in the running mechanism and administrative management of private colleges and universities. In order to provide a driving force for the development of education and to improve the effectiveness of teaching management, the institutions of higher learning have formulated teaching management systems. In his research, scholar Chen Jinxiu believes that in order to improve management efficiency, colleges and universities should first reform the management system, innovate the teaching management system, and gradually improve the investment and financing system, which has no direct effect on human resource management, but can often promote the improvement of human resource management efficiency to a large extent. Therefore, there are a lot of literatures on human resource management in private institutions of higher learning based on the system level, and scholars take strategic research as the main content, which is helpful for private institutions of higher learning to better play the management function in the practice process. [4].

According to the characteristics of private vocational colleges, Yang Qing (2016) focuses on the specific countermeasures to improve human resource management. This scholar believes that management must be driven by innovation.

Based on the current status of private colleges and universities, management effectiveness should be effectively improved in view of existing problems. Improve management system based on long-term perspective. The management of the school needs to constantly update the management concept, and human resource management must be effectively infiltrated into the development goals of the school. Adhere to the scientific principle, strengthen the management of talents, so as to make talents create greater value. Gradually improve the management system and improve the content of the management system. In the process of development and expansion, private colleges and universities are extremely short of professional teachers, and the number of teaching and auxiliary personnel is relatively large, so it is necessary to improve the management structure and streamline the management department in the management process. Improve the reform plan, give the interests of relevant interest groups, meet the needs of investors, and realize the benefits of managers. Based on the function and value of professional teachers in the process of management, professional skills and academic knowledge must be effectively integrated into the management process, and external talents should be actively absorbed to improve the management system and improve the comprehensive quality of talents. To improve the incentive and competition system, private colleges and universities must clearly define the job responsibilities of each post and improve the target responsibility system, so as to better motivate college teachers to release their potential and improve their work enthusiasm in the work process, so that teachers can create greater value in their work and improve management effectiveness. Innovation in human resource management can help alleviate the bottleneck encountered in the management process of private institutions of higher learning, improve the management status quo, and effectively guarantee the improvement of human resource management efficiency of institutions of higher learning [41].

In short, nowadays colleges and universities have paid more and more attention to the construction of teachers in human resource management, and paid more and more attention to the research of management system in human resource

management, and conducted targeted research on the management system in human resource management in colleges and universities. Starting from the incentive theory, scholars mainly focus on the contents of management system, talent team and methods, and the research results are relatively rich and reflect the characteristics of independent research. Therefore, the incentive system is of great significance to the development of colleges and universities.

## **1.2 The basic theory of motivation**

Motivation refers to the psychological process of stimulating people's motivation and inner power, so that they can keep in the state of passion to participate in the work, complete the work, and encourage people to strive towards the desired goal. It is an inner state of human activity. From the definition of incentive, we can see that incentive includes the meaning of stimulation, encouragement, and restraint. Therefore, in management theory, it is not accurate to separate the two meanings of "incentive" and only emphasize the aspect of stimulation and encouragement. In practical work, reward and punishment are incentive factors, and some scholars call them positive incentive and negative incentive [17].

Incentive is a manifestation of the spirit of management. In different periods and times, the demand for incentive methods is not the same. Therefore, incentive management has certain vitality. As the product of social history, colleges and universities are a complex system. Among the many factors involved, people are the most important. The main object of university management is teachers, who are the connection point of various elements, the axis and the driving force. The labor paid by teachers in colleges and universities is different from that of physical or mental workers in the general sense [37]. They usually have high academic qualifications and have developed strong independent thinking and learning ability in long-term study and life. Therefore, they are usually relatively independent in personality and

are not willing to be easily constrained. Therefore, the management of educators in colleges and universities should be deeply thought about, and the management mode should be more flexible. On the basis of respecting the interests of teachers, the internal motivation of teachers should be guided and activated by combining internal and external factors and subjective and objective factors, so as to fully mobilize the enthusiasm of teachers. It will also become a great leap and an inevitable trend in the development of social management today [33].

In the new period of social development, the fundamental goal and guiding ideology of deepening the internal system reform of colleges and universities is to go beyond the construction of incentive system and mobilize the enthusiasm of teachers in a deeper level and a wider range. The Outline of China's Education Reform and Development clearly states: "Actively promote the reform of the school internal management system, focusing on the reform of the personnel system and the distribution system." On the basis of reasonable assignment, the post responsibility system and the appointment system shall be implemented for the faculty and staff, and the differences shall be opened according to the work performance in the distribution. The core of the reform lies in the use of correct policy guidance, ideological education and material incentives to break the egalitarianism and mobilize the enthusiasm of the majority of teachers [46].

In the late 1950s, American management psychologist F. Herzberg proposed that people's enthusiasm is mobilized from within and from the work itself, and the attraction generated by the work itself is the main factor of motivation. This is Herzberg's incentive-health theory, also known as the two-factor theory [5]. Herzberg has conducted surveys of specific groups of people and found that the good feelings people have at work are often related to the work content itself, while the factors that produce dissatisfaction are related to the work environment or conditions. Therefore, he believes that motivators are factors that are closely related to the work content. The improvement of motivation factors can often motivate people to a large extent, produce a sense of satisfaction, and help fully and effectively mobilize enthusiasm. Improper handling of factors related to the working environment or

conditions will lead to employee dissatisfaction and even dampen enthusiasm, on the contrary, it can prevent the production of dissatisfaction, because the factor has a preventive character, it is called "health factor"[36].

American psychologist A. H. Maslow proposed the hierarchy of needs theory in 1943, and further elaborated the theory in the later period, which became the most famous motivation theory in the West. According to Maslow's hierarchy of needs theory, in order to generate incentives for specific groups of people, it is necessary to understand the level of needs of specific groups of people, and focus on meeting the needs of this level and above [27].

Maslow first divided human needs into five levels in his hierarchy of needs theory: physiological needs, safety needs, social communication needs, respect needs and self-realization needs. By 1954, He also divides human needs into seven levels: physiological needs, safety needs, social communication needs, respect needs, knowledge needs, beauty needs and self-realization needs. Maslow's hierarchy of needs theory holds that after a need is satisfied, people will lose the dynamic effect on this need, then another need will be generated, and they will continue to take actions to meet the new need. People have different levels of hidden needs, and the degree of urgency shown in different periods is different. The main reason and motivation for motivating actions are generated by the most urgent needs [24]. If a low-level need is satisfied, its motivating effect will be reduced. The dominant position no longer exists to motivate people's behavior, so it must be replaced by higher level needs [31].

Maslow's hierarchy of needs theory makes us realize the coexistence of various incentive ways, but its defect is that the analysis of hierarchy of needs is too mechanized and simplified. Human needs do not tend to rise according to a hierarchical hierarchy, and several kinds of needs may arise as individual and environmental circumstances change [30]. Although Maslow uses the view of dynamic development to analyze human needs, he still stays in the unidirectional, from low to high demand level (Figure 1.1).



Figure 1.1 – Maslow's hierarchy of needs theory

\*compiled by the author according to [1].

In 1968, Porter and Lawler of the United States put forward the summative incentive model, and they divided the incentive into internal incentive and external incentive. [50]. They regard the motivation process as the interaction process of external stimulus, internal conditions, behavior performance and behavior result. They believe that individual effort is determined by the actual incentive value received when completing the work and the probability of predicting reward after the individual feels that the effort has been made. [26]. This theory holds that results depend not only on effort, but also on an individual's ability, quality, and perception of the effects of work. This theory is comprehensive and complicated, and its operability is poor in practical application [49].

In addition, the more famous and widely recognized are Aldev's ERC theory, Adams's equity theory, Drucker's goal management theory and the synchronous incentive theory of Professor Yu Wenzhao in our country.

No matter what kind of motivation schools, their research purposes are the same, starting from how to stimulate the work motivation, how to analyze the needs of employees, from different angles and sides to study the relevant issues of

motivation, and draw conclusions. Although the research process and conclusion of these motivation theories are different, they still give us a lot of useful inspiration for studying teacher motivation.

The motivation theories included in management play an important role, including Maslow's hierarchy of needs theory, Herzberg's two-factor theory, and Porter and Lawler's expectancy theory. These theories have important guiding significance for improving the personnel incentive system of private colleges.

Firstly, Maslow's hierarchy of needs theory suggests that human needs are arranged in a hierarchical structure, including physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. In private colleges, incentive measures can be designed for employees based on their hierarchy of needs, such as providing a good working environment and security, encouraging teamwork and social interaction, offering promotion opportunities and training programs to stimulate employees' enthusiasm and creativity.

Secondly, Herzberg's two-factor theory divides job satisfaction into satisfiers and dissatisfiers. In private colleges, in addition to focusing on providing satisfiers (such as job achievement, recognition, and growth opportunities), attention should also be paid to eliminating dissatisfiers (such as work stress, lack of incentives, and communication issues) to enhance employees' job satisfaction and engagement.

Finally, Porter and Lawler's expectancy theory emphasizes the combined effect of multiple incentive factors, including monetary rewards, promotion opportunities, and enriched job content. In private colleges, a comprehensive approach can be taken, such as implementing performance reward systems, providing career development plans, and fostering a positive work environment to achieve a more holistic employee incentive effect.

In conclusion, Maslow's hierarchy of needs theory, Herzberg's two-factor theory, and Porter and Lawler's expectancy theory have important guiding significance for improving the personnel incentive system of private colleges. By combining the viewpoints and methods of different theories, private colleges can more effectively formulate and implement personnel incentive policies to enhance

employees' work enthusiasm, creativity, and loyalty, thereby promoting school development and improving overall performance.

According to the different functions of the incentive elements, it can be roughly divided into three categories (Table 1.1):

Table 1.1 –List of incentive factor base

schools	Incentive factor
Maslow's hierarchy of needs theory[30].	Human needs include physiological needs, safety needs, social needs, respect needs,Self-actualization need
REC theory	Human needs include survival needs, relationship needs and growth needs
Herzberg's incentive-health theory[36].	Motivating factors (job accomplishment, recognition of work achievements, etc.), health factors(Salary, environment, etc.)
Expectation theory[16].	Expected value, titer
Equity theory[38].	Relative value of reward
Management objectives theory[32].	Organizational goal
Potter-lawler model[11].	Reward titer, expectation, activity outcome, ability, environment, awareness, intrinsic reward,External rewards, satisfaction
Synchronous excitation theory[32].	Material factors, spiritual factors

The first category: material need factors, including survival needs, wages, remuneration, external rewards and so on.

The second category: spiritual need factors, including security needs, growth needs, internal rewards, recognition of work achievements, sense of fairness, satisfaction, etc.

The third category: organizational and environmental factors, including organizational objectives, environmental conditions, etc.

These three incentive factors have different values to people and organizations, and play their respective contribution to motivation.

No matter what kind of motivation schools, their research purposes are the same, starting from how to stimulate the work motivation, how to analyze the needs of employees, from different angles and sides to study the relevant issues of motivation, and draw conclusions. Although the research process and conclusion of

these motivation theories are different, they still give us a lot of useful inspiration for studying teacher motivation.

### **1.3 The design principle and content of incentive system**

According to modern human capital theory, the application of incentive measures should follow the following principles:

(1) The concept of motivation should be people-oriented. Managers should be clear, treat employees as a subject, respect employees, help employees to self-motivate, adjust their roles, and play the three roles of "helper, conductor and regulator". In terms of respect for people, it includes respecting people's life value, improving people's life quality, prolonging people's life time, respecting people's interests and life style, respecting people's labor achievements, and using timely and effective feedback systems to enhance people's sense of success and happiness to share with others. At the same time, employees should establish personal spirit. Take the initiative to find ways to solve problems, improve their ability through problem solving, accumulate their own intelligent capital, and be responsible for themselves [23].

(2) In the incentive focus, the incentive is not based on money, but mainly on achievement and growth, but also pay attention to the principle of combining material incentive and spiritual stimulation. Material incentive and spiritual incentive should be based on the needs of employees and the actual level of enterprise development, to a certain extent, dilute the boundary between the two, and play the combined role of the two [15].

(3) In terms of motivation methods, it emphasizes the organic combination of individual motivation, team motivation and organizational motivation. In the process of motivating human resources, it is necessary to respect employees' self-

value and personal goals as reflected in self-value [2].

To unify the personal goals of employees with the organizational goals, that is, the unity of self-value and social value, is the key to ensure a good incentive effect.

(4) In terms of the time effect of incentive, short-term incentive should be combined with long-term incentive, emphasizing the long-term positive effect of incentive means on human capital. Motivation is about timing. The more timely the motivation, the better the motivation. The positive behavior is constantly reinforced and the product polarity is maintained for a long time. If the incentive is not timely and inappropriate, it will not only lose trust in the people and dampen enthusiasm, but also may cause confusion, produce resentment and hatred, and achieve completely opposite results [22].

The principle includes the following meanings: First, the incentive measures should be appropriate. Incentives should be realistic, qualitative and quantitative in accordance with the law, and no small awards or big awards, otherwise it will encourage employees' fluke psychology or lack of due incentive strength. [20]. Second, incentives should be fair. According to Adams' fairness theory, employees not only pay attention to the absolute value of rewards but also pay attention to the relative value, so incentives should ensure internal and external fairness [3]. Third, democratic participation and open review. The management of the enterprise advocates wide free participation of employees, open and fair evaluation, and can not carry out secret operations. The incentive principle provides the premise, direction and benchmark for the formulation of incentive scheme and incentive system, so the incentive principle is reasonable, appropriate and effective or not [44].

The "incentive system" is the sum of the structural relationship and the law of evolution in which the incentive subject uses various means to standardize and immobilize the system in the organization, and the incentive subject interacts and restricts each other [48].

Maslow's hierarchy of needs theory points out that people's needs are multi-level, the same individual has different needs at different stages, and the existence of individual differences makes the same incentive measure produce different

incentive effects on different individuals. Therefore, when designing the incentive system for a system organization such as a university, it should also fully consider the differences of teachers' individual personalities, behavior patterns, research fields and other aspects according to Maslow's hierarchy of needs theory, and adopt appropriate forms of incentive methods in different fields and levels of needs.

McClelland's achievement need theory points out that after physiological and security needs are satisfied, people's most important needs turn to rights and achievements, etc. The more capable people are, the more they value non-material rewards such as sense of achievement and even control. There are many ways and means of motivation, material motivation and spiritual motivation are the most basic forms of motivation. No matter what profession or industry you are engaged in, material basis is the basis of individual survival, so the necessary material incentive is the most effective form among the many forms of incentive, but in the design process of incentive system, spiritual incentive can not be ignored, because often on the basis of individual satisfying a certain material survival, The necessary spiritual stimulation can be achieved by inspiring and uniting individuals

Physical means bring out potential abilities.

In the design of incentive model, according to Adams' equity theory, we must grasp the equity of incentive. The fairness we say here not only focuses on distributive fairness, that is, the amount of compensation and distributive fairness in the general sense, but also includes the fairness of the incentive process and procedure, that is, whether the incentive system design and the determination of incentive goals are reasonable. The fairness of the system can not only make it more standardized in the process of implementation, but also from the long-term development of the organization,

Making the process of incentive implementation public and democratization will certainly play a good role in promoting the realization of the long-term goal of the organization[43].

A successful enterprise or unit must be an organization with development planning and goal positioning, so as to guide the individuals in the organization to

work towards the same goal and direction, and at the same time, the organization also drives the simultaneous development of individuals while developing itself, that is, while achieving the organizational goals, individual interests are also satisfied [6]. The design of incentive system is to mobilize the enthusiasm of individuals and realize the long-term goals of the organization on the basis of individual benefits. Therefore, when formulating the core content of incentive system design, we should consider the formulation of normative code of conduct from the perspective of organization and the formulation of fair and reasonable distribution system from the perspective of individual income. In this way, individual interests and organizational interests are organically integrated to ensure that the organization's goals are achieved while the individual can also get the corresponding rewards. [7]. The formulation of the code of conduct can effectively regulate the way of individual behavior, but also indirectly connect the personality factors of employees, such as personality, ability and quality, with the organizational target system. The best effect of the operation of the incentive system is to achieve the incentive goal at the lowest possible cost.

To achieve both the employee's personal goals and the organization's goals, so that the employee's personal interests and the organization's interests are consistent [45].

### **Conclusions on Section 1**

The concept and theory of incentive play an important role in management, including Maslow's hierarchy of needs theory, Herzberg's two-factor theory and Porter and Lawler's summation incentive theory. These theories play an important guiding role in improving the personnel incentive system of private colleges and universities.

First, according to Maslow's hierarchy of needs, incentives can be designed for employees to meet their needs at different levels. Secondly, Herzberg's two-factor theory emphasizes two dimensions of job satisfaction: satisfaction factor and dissatisfaction factor. In addition to providing satisfaction factors, it is also important to focus on eliminating dissatisfaction factors. Finally, Porter and Lawler's total incentive theory emphasizes the comprehensive effect of various incentive factors, such as performance reward system and career development plan.

When designing incentive system for such system organizations as colleges and universities, it is necessary to consider the differences of teachers' individual personalities, behavior patterns and research fields, and adopt appropriate forms and different forms of incentive methods in different demand fields and demand levels. Material motivation and spiritual motivation are the most basic forms of motivation, and a fair incentive process is also very important.

The incentive system is designed to mobilize individual enthusiasm and achieve the long-term goals of the organization. A successful enterprise or unit must be an organization with a clear development plan and goal positioning, and drive the simultaneous development of individuals through the realization of organizational goals, so that individual interests can be satisfied.

## SECTION 2

# ANALYSING AND EVALUATING THE PERSONNEL MOTIVATION SYSTEM AT THE UNIVERSITY

### 2.1 HX University profile

The school is located in Qingdao, a national historical and cultural city, an international tourism city and an international open city. It now covers an area of 931,000 square meters, the school building area of 597,000 square meters, and the teaching and administrative room area of 253,500 square meters. The total value of teaching and scientific research equipment is 11,588,700 yuan. There are 129 on-campus laboratories, 47 practice and training sites, and 175 off-campus practice and training bases. At present, there are 34 undergraduate majors, equivalent to 15,322.8 students, including 9,810 undergraduates, covering 9 disciplines such as engineering, management, art, etc., forming a discipline layout with engineering and management as the main subjects and coordinated development of multiple disciplines. At present, there are 2 provincial-level first-class undergraduate majors and 4 provincial private undergraduate colleges with advantages and characteristics. The university undertakes 121 research projects at the municipal level and above, 54 cross-sectional research projects, has published more than 700 research papers, published 6 monographs, and obtained 155 patents.

HX University has a clear orientation and development goals. The school-running type orientation is application-oriented ordinary undergraduate university. The orientation of school level is based on undergraduate education and timely postgraduate education.

The specialty orientation of the discipline is based on engineering and management, and the coordinated development of multi-disciplinary specialties. The orientation of talent training is to cultivate high-quality applied talents with basic

theory, high professional accomplishment, strong practical ability, great development potential, high sense of social responsibility and innovation and entrepreneurship ability, and all-round development of morality, intelligence, physical fitness, the United States and labor. The development goal is to build a well-known application-oriented university with distinctive characteristics.

The university has put forward the construction tasks of optimizing the structure of disciplines, strengthening the construction of teachers, improving the conditions of running schools, deepening the integration of production and education, and improving the quality of education and teaching. It makes clear the principles of adhering to moral cultivation, adhering to conformance development, adhering to teaching as the center and adhering to the integration of production and education. Six major construction tasks are defined: cultivating characteristics, improving quality, and enhancing the ability of application-oriented personnel training; Focus on the demand, strengthen the connotation, create a new situation of discipline construction; Precise education, optimize the structure, and achieve new breakthroughs in the construction of teaching staff; Open up schools, deepen cooperation, and enhance the internationalization level of schools; Consolidate foundation, enhance efficiency, and continuously improve school conditions; Carry forward the tradition, adhere to the integrity and innovation, and create a stellar characteristic university culture; The university has established itself as a well-known application-oriented university with distinctive characteristics. In 2021, the university was selected as the second batch of application-oriented undergraduate university construction units in the province, and started six construction projects, including the construction of high-level disciplines and high-level majors, the construction of stellar talent teams, the integration of production and education, the promotion of innovation and entrepreneurship education, the innovation of college management system and the cultivation of characteristics and highlights.

Pay attention to the development of connotation and cultivate the characteristics of running a school. Over the years, the school has paid attention to the cultivation of school-running characteristics. The first is to deepen the co-

construction of the bank and school, the integration of production and education, and actively docking the local industry needs, industry professional standards and actual production processes, and make full use of the advantages of the subordinate industries of Stellar Group to carry out school-enterprise cooperation and collaborative education. The second is to carry out the "40%" theme education, build the second classroom education system, and improve the comprehensive quality and ability of students.

Bank and school construction, collaborative education. First, jointly build resources and platforms. The joint construction of 13 comprehensive practice bases such as automotive engineering with Stellar Group has laid a solid foundation for co-construction and collaborative education. Deepen the integration of production and education, strengthen school-enterprise cooperation, and introduce 21 chamber of commerce associations such as Shandong Mold Industry Association, Qingdao Young Entrepreneurs Association, Qingdao Jiangsu Chamber of Commerce to settle in the campus. Industrial colleges such as intelligent manufacturing, preschool children's multiple intelligence, and Trade New energy have been established, and the council (board of directors) and professional construction committee have been established in school-enterprise cooperation. Build a platform and bridge for school-enterprise cooperation, and build 175 off-campus practice and training bases with Haier, Trade, FAW-Volkswagen and other enterprises. The School of Innovation and Entrepreneurship has been established, and the "Stellar Student Entrepreneurship Fund" has been set up to support students' innovation and entrepreneurship practice. Build a "trinity" platform of "mass innovation" education, practical training and achievement incubation, and promote the organic integration of "mass innovation" education and professional education. Second, the mode and system of co-construction. Actively build a education system that integrates production and education. Strengthen the training of practical ability, explore and establish the teaching mode of "alternating work and work, practical practice". Extend the classroom to the front line of the enterprise and strengthen the job competency training. Enterprise instructors guide the whole process, and students are grouped to

practice in different periods. Relying on Stellar Group and off-campus practice and training base, we provide students with a complete range of industries and professional practical opportunities. Third, co-construction of majors and courses. In the past three years, we have cooperated with intercontinental Hotels Group, Qingdao Guohe Co., LTD., Beijing Roland Music, Suzhou Beiya Intelligent Technology and other enterprises to build hotel management, electrical engineering and automation, software engineering, preschool education and other majors, and focused on cultivating application-oriented specialized talents. In 2019, more than 90 industry and enterprise experts from the professional construction committee of each secondary college participated in the establishment (revision) of the school's talent training program. It has jointly developed 31 courses with Guanglian Technology Co., LTD and Montessori Association of China, and co-authored 42 practical teaching materials. Fourth, joint education and evaluation. School-enterprise cooperation in teaching. In the first semester of the 2021-2022 academic year, the School of Health employs 13 industry experts to teach 8 specialized courses. Enterprise tutors are deeply involved in the guidance and assessment of practical training, graduation thesis (design). In 2021, the major of Automotive Service Engineering and Electrical Engineering and its Automation, with 5 corporate tutors supervising the graduation thesis (Design). China Education Daily carried out a propaganda report under the title of "Deepening the reform of the integration of production and education to Form the characteristics of talent training".

"40%" education, moral cultivation. Closely combined with the academic characteristics and development rules of the four years of university, carry out the theme education of "40%" of adult growth and success and the second class activities. According to the internal connection of "40%", design and carry out the corresponding theme education. We will carry out the reform of the college system so that students can always maintain a positive, healthy and upward state, complete their studies with high quality and become useful talents. "40%" theme education cross-integration, complement each other, throughout the whole process of four years of university.

Centering on adult education, with the focus on strengthening ideological education and guidance, cultivating ideals, beliefs and moral character, the theme education of "tree three views, correct style of study, and re-cultivation" is carried out, and educational activities such as knowing school and loving school, school rules and discipline, socialist core values, excellent traditional culture, moral cultivation, mental health, learning methods, and knowledge of the party and the league are carried out. Centering on growth education, with the focus on curriculum learning management and ability training, it carries out the theme education of "Strengthening foundation, emphasizing specialty and cultivating study style", and carries out educational activities such as ideology and morality, industry development, social practice, professional thought, discipline competition and construction of study style. Focusing on the development of talent education, with the focus on professional development and the improvement of practical ability, the theme education of "Love mass innovation, love competition, love practice" is carried out, and educational activities such as professional quality, innovation and entrepreneurship training, scientific and technological innovation ability, and comprehensive quality are carried out. Focusing on success education, we carry out the theme education of "promoting employment, promoting education, understanding gratitude", and carry out educational activities such as knowing grace and gratitude, national conditions and social conditions, industry dynamics, career selection ability, entrepreneurial knowledge, further education guidance, and overseas study guidance. China Education News carried out a publicity report on the characteristics of stellar education with the title of "cultivating people with virtue and keeping the original heart, cultivating talents with virtue and ability".

The core mission of HX is to implement the spirit of the National Undergraduate Education Work Conference in the new era, and adhere to the people-oriented, moral education first, ability first, and all-round development. According to the orientation of application-oriented undergraduate personnel training, it aims to shape students' ideological morality, professional quality and comprehensive quality, consolidate basic theory, basic knowledge and basic skills, strengthen

practical application, and cultivate professional ability, innovation and entrepreneurship ability, and comprehensive ability to analyze and solve complex problems. It further consolidated the cooperative education mode of "co-construction of the bank and school, integration of production and education, alternation of work and work, and practical post practice" in the training of applied talents.

#### (1) Talent training ideas

Implement moral cultivation, highlight ability training. Based on the concept of OBE, the "One goal, two modes, three full education, four education 40%, five education simultaneously" has been established. Namely: First, the establishment of application-oriented personnel training objectives. The second is to take the road of production-university-research cooperative education, and build the school-running mode of "co-construction of the bank and school, integration of production and education" and the teaching mode of "alternation of work and practice". The third is to implement the fundamental task of cultivating morality and people, and promote the "three-in-one" education of all employees, throughout the process and in all aspects. The fourth is to establish a curriculum system integrating ideological and political education, general education, professional education and innovation and entrepreneurship education, and carry out theme education and second classroom activities integrating "40%" of adult growth and success. The fifth is to adhere to the five education at the same time to cultivate high-quality applied talents with all-round development of morality, intelligence, physical fitness, the United States and labor.

Adhere to the student center, pay attention to individualized teaching. Adhere to the development of students as the center, adhering to the concept of "everyone has potential, personalized education, and everyone becomes a talent", fully respect the personal aspirations of students, actively cultivate professional direction and construction of curriculum resources, reform teaching methods and methods, implement the college system and tutorial system, explore ways to teach students according to their aptitude, and promote personalized development of students.

## (2) Industry-university-research cooperative education

Build teaching resources together and deepen the integration of production and education. Introduce high-quality industry associations, docking outstanding industry enterprises, and carry out school-enterprise cooperation and resource co-construction. Integrate stellar Group industry enterprise resources, and build a "study, research and enterprise" integration development system. It has established industrial colleges such as intelligent manufacturing, preschool children's multiple intelligence, and Trude New Energy, and cooperated with Hisense, Trude, intercontinental Hotels Group, and Qingdao Research Institute of Survey and Mapping, and built a total of 175 off-campus practice and training bases. In cooperation with Stellar Group, it has built 13 comprehensive practice bases including software engineering, microelectronics technology, preschool education, automobile service, and smart health care. School-enterprise cooperation to establish a "double teacher and double ability" teacher training base. Eight "double teacher and double ability" teacher training bases have been built in cooperation with Qingdao Tereide, Shandong Automobile Federation, Qingdao Guohe Co., LTD., Stellar Kindergarten and other enterprises. In the past three years, a total of 156 cooperative teachers have been trained.

Cooperate to build majors and promote students' employment. Schools, localities, schools and enterprises jointly carry out professional construction. Signed a strategic cooperation agreement with the School Planning, Construction and Development Center of the Ministry of Education to jointly study and practice the innovative model of the integration of industry and education and the smart learning workshop. Jointly build preschool education major with Suzhou Beiya Intelligent Technology and Beijing Roland Music, and cultivate talents engaged in multiple intelligent education. Jointly build hotel management major with hotels under the intercontinental Hotels Group, set up "Intercontinental elite Class", and train modern hotel management talents. Build network engineering major with Stellar Data Network Co., LTD., and train network engineering professionals.

Close relations have been established with 16 local and municipal talent

service agencies in the province, and a system of school-local and school-enterprise cooperation has been established to promote employment. Every year about 15% of the school's graduates and internship training enterprises two-way choice of employment, to achieve school, local, enterprise and students win-win situation. In the past three years, nearly 500 graduates have been employed through school-enterprise cooperation, accounting for about 20% of the number of graduates.

Jointly conduct research and promote the integration of science and education. Actively carry out school-enterprise science and technology cooperation to promote win-win situation between schools and enterprises. College of Technology and Qingdao Stellar Instrument Co., Ltd. jointly carried out the "HA meter improvement design" project, with sales of 2.498 million yuan in the year; The two sides jointly developed the taxi verification stand, and the annual sales revenue reached 220,000 yuan; The enterprise was successfully incubated as a national high-tech enterprise. The School of Information and Qingdao Stellar Soft Creation Technology Co., Ltd. jointly completed the project of "Stellar home information system development" and "Campus Fire patrol information system research and development", with a revenue of 280,000 yuan. The School of Health and Stellar Biological Research Institute jointly developed rapid detection reagents for the novel coronavirus antigen, which was highly valued and fully affirmed by the local medical and health authorities.

According to the "Measures for the Implementation of Post Setting and Employment Management" of HX University, the school now has three kinds of professional and technical posts, management posts and work posts. Professional and technical posts refer to those engaged in professional and technical work with professional technical level and ability requirements, which are divided into 4 levels and 13 levels, as shown in Table 2.1. Management positions refer to the positions responsible for leadership responsibilities or management tasks, which are divided into 8 levels, as shown in Table 2.2; Labor skills post refers to the job post that undertakes the responsibilities of skill operation and maintenance, logistics support and service, and is divided into 6 levels, as shown in Table 2.3. At the same time, in order to meet the special needs of HX University, such as hiring urgently needed

high-level talents, special positions are set up, which are not limited by the total number of posts, the highest level and the proportion of structure, and are written off according to the management authority after the completion of the task.

Table 2.1 - Professional and technical positions of HX University

Job title	General grade of post	Total position ratio	Internal rank of post	Intra-post ratio
senior	first-level Second-level third-level	16%	first-level Second-level third-level	30%
Deputy senior	Fourth-level fifth-level Sixth-level Seventh-level Eighth-level	30%	Fourth-level first-level Second-level third-level first-level	70% 20% 40% 40% 30%
intermediate	Ninth-level Tenth-level Eleventh-level	40%	Second-level third-level first-level	40% 30% 50%
novice	twelfth-level Thirteenth-level	14%	Second-level third-level	50%

Table 2.2 - Managerial positions in HX university

Job title	Job grade	Position ratio
Department level	third-level	1.5%
Deputy department level	Fourth-level	3%
Ministry level	Fifth-level	10.5%
Deputy director level	Sixth-level	16%
Section chief rank	Seventh-level	
Vice section chief	Eighth-level	
Section member	Ninth-level	
Office clerk	Tenth-level	69%

Table 2.3 - Structure of work-skill related positions in HX university

Job title	Job grade
Senior technician	first-level
technician	Second-level
Senior worker	Third-level
Intermediate worker	Fourth-level
Junior worker Unskilled Labour	Fifth-level

According to the post classification policy of colleges and universities, the university divides the posts into three types: professional and technical posts, management posts and service posts. The corresponding structural ratio is set up within professional and technical posts and management posts, and the post classification is set up horizontally and vertically. In terms of the number of positions, HX University mainly focuses on professional and technical positions, accounting for 80%, while the internal professional and technical positions mainly focus on intermediate and deputy senior positions, accounting for 70%. Management posts account for 20% of the total posts of the school, and internal posts are mainly at the department level and below, accounting for 69%; The positions of labor skills will gradually disappear with the socialization reform of school logistics service. In terms of job levels, HX University has three kinds of existing posts with junior, intermediate and senior posts, from junior to intermediate and then to senior posts, post levels are distributed in a pyramid shape.

HX University, as an application-oriented undergraduate college, has clear positioning and clear talent training goals. In the process of post setting and employment management of faculty and staff, there is a relatively perfect system, over the years, the appointment process is more standardized, and the teachers are more stable.

## **2.2 HX University analysis of current situation of teaching staff**

The university has always adhered to the position of teaching center and undergraduate teaching foundation, advocated the simultaneous development of teaching and scientific research, and encouraged high-level teachers to teach undergraduates. At the same time, the school has made great efforts to introduce excellent teachers and pay attention to the training of teachers. At present, it has

established a high-level teaching and research team with a group of excellent subject leaders and professional backbone teachers. The following will make an analysis of the specific teaching staff of the school:

The total number of full-time teachers remained relatively stable

From the perspective of teacher mobility, in the past four years, the school has introduced 43 full-time teachers annually, and 33 teachers are attrition (including resignation, death, retirement, etc.) annually. The number of teachers entering and leaving the school is relatively close, and the total number remains basically stable. In terms of the overall number, as of December 31, 2023, the school has a total of 1,763 faculty and staff, including 934 full-time teachers, 134 laboratory technicians, 136 counselors and 198 teaching assistants, with a student-teacher ratio of 17.9:1, as shown in Table 2.4.

Table 2.4 - Distribution of the number of teaching staff from 2020 to 2023

Teaching staff		2020	2021	2022	2023
Total number of faculty and staff		1856	1867	1830	1763
Among them	Full-time teacher	921	928	947	934
	instructor	149	141	130	136
	Laboratory technician	103	120	115	134
	Teaching assistant	175	208	192	198

The structure of senior professional and technical positions has generally stabilized as full-time teachers

In recent years, the school has adhered to the selection and strict assessment, and has continuously deepened and improved the evaluation and appointment system of professional and technical positions for a series of teachers. Through cultivation and introduction, the number of full-time teachers above deputy senior has increased from 445 in 2020 to 490 in 2023. The proportion of teachers with deputy senior or above in the total number of full-time teachers increased from 48% to 52%, and the overall structure remained stable and showed a slight growth trend,

as shown in Table 2.5.

Table 2.5 - Professional title structure of full-time teachers from 2020 to 2023

full-time teachers	2020	2021	2022	2023
Senior	117	122	120	125
Deputy senior	328	345	378	365
Intermediate and below	476	461	445	444

The hierarchical structure of academic degree has improved significantly

The University adheres to the principle of "both introduction and training", and actively encourages existing in-service teachers to pursue doctoral degrees in high-level universities and research institutes at home and abroad, while introducing an average of about 50 doctoral students every year in the past four years. As of December 31, 2023, the university has 815 full-time teachers with master's degrees or above, accounting for 87% of the total number of full-time teachers, including 525 full-time teachers with doctoral degrees, accounting for 56% of the total number of full-time teachers. From the perspective of the structure of the school, there are 932 full-time teachers, accounting for 99% of the total number of full-time teachers. From the perspective of overseas background, there are 197 teachers with one year or more overseas study experience, accounting for 11% of the total number of full-time teachers.

Table 2.6 - The structure of full-time teachers' degrees in 2020-2023

index	project	2020	2021	2022	2023
degree	Doctor	419	454	501	525
	Master	323	321	311	290
	Undergraduate and below	179	153	135	119
Academic background	This school	7	5	4	2
	Other school	921	923	943	932

Young and middle-aged teachers have become the backbone of the teaching staff

After years of development, the overall teaching staff of the school is mainly composed of middle-aged and young teachers. Currently, young teachers aged 45 and below account for 64% of the total number of full-time teachers, with an average age of 42 years old. Among them, the proportion of young and middle-aged teachers with deputy high or above professional titles has increased from 19% in 2020 to 41% in 2023, showing a trend of annual growth, fully indicating that this group has become the backbone of the school's teaching staff.

Table 2.7 - Age structure of full-time teachers from 2020 to 2023

year	2020	2021	2022	2023
Over 55	57	58	53	55
46-55	271	276	283	286
35-45	399	421	447	459
Under 35	194	173	164	134

The proportion of "dual teacher and dual ability" teachers has increased

"Dual teacher and dual ability" teachers are a necessary condition for cultivating applied technical talents and a crucial part of the construction of the school's teaching staff. In recent years, the school has taken the construction of a "dual teacher and dual ability" teaching staff as the starting point, promoting the transformation of the teaching staff from simply assessing academic indicators to improving academic level and providing technological innovation services for enterprises. Through the implementation of the teacher industry university research and practice plan, an average of about 20 teachers are selected annually to participate in engineering practice in enterprises, and social service and promotion technical positions are added. The practical experience of teachers in industries and enterprises is included in professional and technical position appointment, promotion, and job assessment. At the same time, it vigorously introduces senior technical talents with industry and enterprise backgrounds, forming a "dual teacher and dual ability" teaching team with both theoretical literacy and teaching ability, as well as industry and enterprise practical experience, accounting for more than 40% of teachers. There are a total of

90 part-time teachers with corporate experience, accounting for 25% (Figure 2.1).

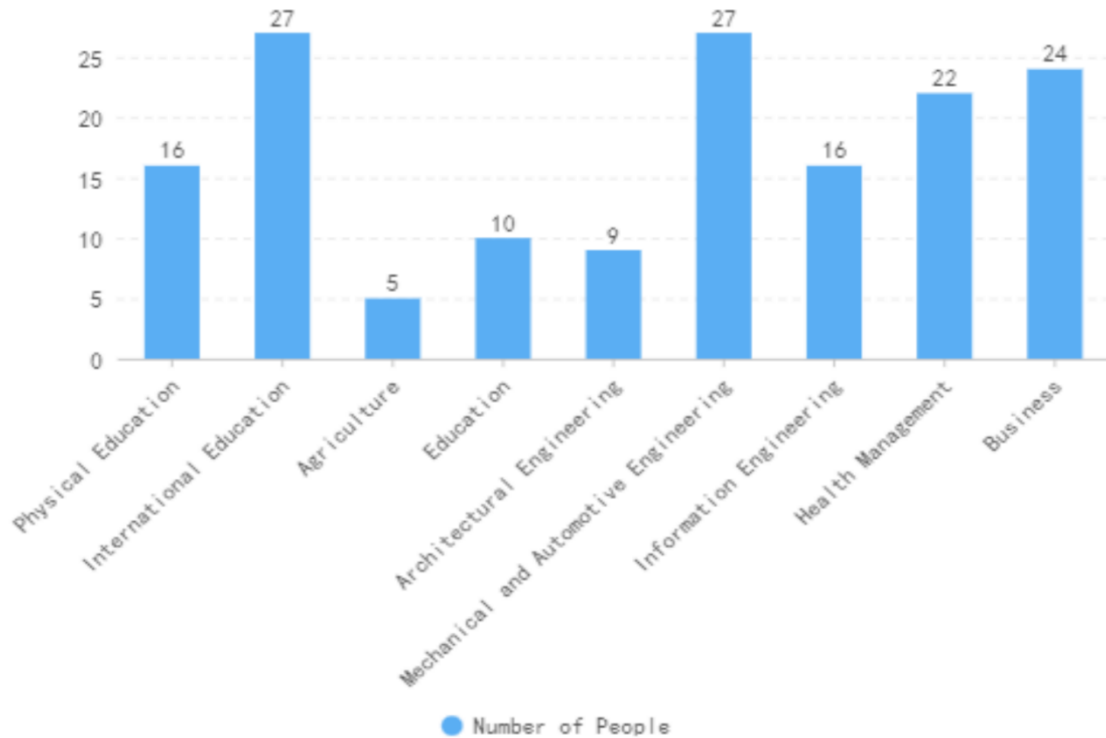


Figure 2.1 - The distribution of dual-qualified and dual-ability teachers in each college

HX University implements a classified recruitment system in the management system. Recruitment at HX University mainly consists of public examination recruitment. Most of the existing faculty and staff are hired through public examination recruitment, public examination recruitment is mainly for the shortage of professional disciplines, recruitment of master's students as full-time teachers, counselors or teaching assistants. Its main procedures are: recruitment plan application, recruitment plan approval, recruitment information release, recruitment qualification review, examination, assessment, physical examination, publicity and so on. Assessment recruitment is mainly for doctoral students and provincial and ministerial level and above academic honorary title winners, recruitment as full-time teachers or researchers. The main procedures of recruitment assessment are: recruitment conditions review, recruitment information release, teaching unit assessment, school assessment team assessment, school related meeting approval, political review, physical examination, publicity and so on. In addition, a small

number of staff are transferred from other units due to organizational appointments, or through assessment and recruitment to the school for special reasons such as solving high-level talent spouses. In terms of the classification of the introduction of talents, HX University "talent introduction Measures" pointed out that the principle of talent introduction is based on the strategic development of the school and the needs of discipline and professional construction, focusing on teaching and research positions, focusing on the introduction of outstanding doctoral and high-level talents at home and abroad, and appropriately leaning towards master's degree construction disciplines and advantageous majors. The talents introduced should generally have a doctoral degree, and the shortage of disciplines can be openly recruited or assessed to recruit master's students. The classified recruitment of HX University takes academic qualifications and achievements as the main indicators, and there are few recruitment classifications for job categories and job levels. At the same time, in the classification of imported talents, attention is paid to the existing achievements of talents, the conditions for the classification of talents at different levels are relatively simple, the level of talent classification and the setting of specific indicators are not clear enough, and the application of post setting results in the classified recruitment process is not obvious.

HX University implements the appointment system for the faculty and staff. During the contract period, the faculty and staff shall perform the corresponding duties and complete the teaching, scientific research, management and other tasks required by the corresponding positions. HX University's assessment of faculty and staff mainly includes two forms: annual assessment and employment period assessment.

The annual assessment of HX University covers the on-duty staff employed by the school, including staff in professional and technical positions, management positions and industrial positions. Among them, the "Annual Assessment Measures for Department cadres" applies to department cadres, and the "Annual assessment Measures for teachers and staff" applies to teachers and staff posts below the department level. The annual assessment shall be graded according to the relevant

requirements of the post employment system and the principle of unification of responsibilities and powers. The annual assessment results are divided into four grades: excellent, qualified, basically satisfactory and unqualified, as shown in Table 2.8.

Table 2.8 - Classification of annual assessment in HX University

Assessment object	Main assessment content	Evaluation order
Cadre at department level	1. Ideological and political, moral character, organizational discipline	outstanding
	2. Theoretical literacy, management ability and innovation ability	Up to standard
	3. Work attitude, work style, unity and cooperation	Basically qualified
	4. Performance of duties, management effect and work achievements	Below standard
	5. Abide by the law, party conduct, clean government, hard work	
Faculty member	1. Ideological and political, moral character, teaching and educating people	outstanding
	2. Professional level, coordination ability and competence	Up to standard
	3. Work attitude, professionalism and discipline	Basically qualified
	4. Performance, work effect and achievement level	Below standard

The scope of HX University employment assessment is the faculty and staff who participate in post appointment and employment and enjoy performance pay. The assessment of the employment period is carried out every three years, among which the assessment of the professional and technical posts is implemented by the second-level college, and the staff of management posts and labor skills posts are implemented by their units and the personnel department in combination with the annual assessment. The results of employment assessment shall be used as the basis for renewal, dismissal, post adjustment, promotion, reward and punishment. The assessment of the employment period of professional and technical posts consists of quantitative indicators of scientific research achievements and qualitative indicators of other work. The assessment of the employment period of management posts is mainly based on the fixed indicators of daily work.

It can be seen that HX University carries out classified assessment of staff of different types and levels, and builds an assessment index system by combining qualitative and quantitative indicators, in which professional and technical posts are mainly quantitative indicators, and management posts are mainly qualitative indicators. "Grade" is an important basis for HX University staff to carry out classified assessment, and there are qualitative and quantitative differences in the assessment. HX University staff mainly rely on professional and technical positions (titles) and management positions to achieve job level promotion. There are five professional and technical positions: teacher series, research series, ideological and political series, experimental technology series and other series. Among them, the teacher series is divided into teaching research type and teaching oriented type. Other series include books, archives and accounting titles, as shown in Table 2.9.

Table 2.9 - Title promotion path in HX University

	Teacher Series (Teaching research type)	Teacher Series (Teaching oriented)	Research series	Experimental technology series
senior	Professor	Professor	researcher	Senior experimentalist
Deputy senior	Associate professor	Associate professor	Associate research fellow	Senior experimentalist
intermediate	Lecturer	Lecturer	Research assistant	experimentalist
novice	Teaching assistant	Teaching assistant	Research intern	Assistant experimentalist

HX University implements a review system for professional and technical job promotion. After individual application, qualification review, recommendation by the college review group and recommendation by the discipline review group, staff members are finally selected by the school's professional and technical job review committee through the review meeting. At the same time, HX University has made a certain classification of the application conditions of different title series according to the type of post and the actual work: The teacher series is applicable to the application of full-time teachers and part-time teachers outside the full-time teacher post; The research series is applicable to full-time research post personnel and part-

time research personnel outside full-time research post application; The ideological and political series is applicable to the application of teachers of ideological and political theory courses, students' ideological and political work posts (including counselors and deputy secretaries of general Party branches at the grassroots level) and party affairs posts (including full-time party cadres in Party and mass departments and secretaries of general Party branches at the grassroots level); Experimental technology series is suitable for the application of experimental technical posts; Other series are reported according to the professional and technical posts engaged by the faculty and staff.

The promotion and selection conditions of HX University management personnel are mainly based on the Regulations on the Selection and Appointment of Party and Government Leading Cadres. Under the premise of meeting the basic conditions and post conditions, the party branch and the organization department of the Party Committee carry out promotion investigations according to the four aspects of the ethics and diligence of the candidates. The main procedures have vacant post announcement, personal declaration, Party branch review, investigation and talk, meeting recommendation, determination of candidates, publicity and other links. There are two main promotion paths for management positions: college and functional department, as shown in Table 2.10.

Table 2.10 - Management position promotion path in N University

Job grade	Party and government posts
Department level	Party Secretary/President
Deputy department level	Deputy Party Secretary/Vice President
Ministry level	Secretary/Director/President of the General Party Branch
Deputy director level	Deputy Secretary/Deputy Director/Deputy President of the General Party Branch
Section chief rank	Section chief
Vice section chief	Deputy section chief Section member

HX University has set up corresponding promotion channels for different positions, among which professional and technical posts are mainly promoted by title, and management posts are mainly promoted by position. But for a long time, the promotion of professional title and job promotion in colleges and universities

always restrict each other, so does Sichuan University. In the case of limited promotion opportunities, it is very common to hire staff in management positions to participate in the promotion of professional titles, and to hire staff in professional and technical positions to participate in the promotion of positions. According to the structure of management posts in N University in Sichuan Province, most of the staff in management posts can only be promoted to the seventh level of management posts. It is also common for the staff in management posts to participate in the promotion of professional titles and for the staff in professional and technical posts to not be relieved of their professional and technical posts after being appointed as management posts, which causes conflicts in the promotion paths of staff in different posts.

HX University takes "civilization, Erudite, practice and innovation" as its motto, adheres to the core spirit of "One heart, one heart, self-confidence and self-improvement", and is committed to cultivating outstanding applied talents. HX University's vision is to become a well-known application-oriented university with distinctive characteristics, adhering to the development strategy of "quality, characteristics, talent, innovation and living". HX University adopts the school-running mode of "co-construction, integration of production and education" and the teaching mode of "alternation of work and practical practice", aiming at cultivating high-quality talents with gentleman's character, self-learning ability, professional skills and comprehensive ability.

HX University's style of study is "happy to learn, happy to think, happy to act", following the law of higher education and the law of the growth of applied talents, to cultivate high-quality applied talents with all-round development of morality, intelligence, physique, the United States and labor.

The university is positioned as a local and application-oriented university, focusing on undergraduate education and timely conducting graduate education. The disciplines and specialties are mainly engineering and management, with coordinated development of multi-disciplinary specialties. Focusing on talent training, we are committed to cultivating high-quality applied talents with basic

theory, high professional accomplishment, strong practical ability, great development potential, high social responsibility and innovation and entrepreneurship ability. The teaching center is prominent, the leadership attaches great importance, the funding guarantee, the system standardization, the policy tilt, the scientific research promotion, the management service, the cultural infiltration. In terms of cultivating ideas, HX University adheres to moral cultivation, determines training ideas, adheres to the student center, and pays attention to teaching students according to their aptitude.

In terms of industry-university-research, docking industry and enterprise collaboration system, school-locality, school-enterprise guidance to build majors, school-enterprise cooperation to build resources, jointly train teachers, promote employment, and achieve win-win results for school scientific research and enterprise development. At the same time, we pay attention to the construction of the teacher team, introduce and train simultaneously, combine professional and part-time, implement the "double hundred project" to introduce talents and upgrade academic qualifications, and strengthen the construction of teacher ethics and teacher training.

HX University continues to improve the level of teachers' ethics, improve the system and strengthen measures. Through activity guidance and learning education, HX University implements the one-vote veto system of teachers' ethics, carries out activities such as the construction month of teachers' ethics and the selection of excellent tree markers, and strengthens teachers' responsibilities and responsibilities. At the same time, attention is paid to the improvement of teaching level, and the teaching quality is constantly improved through the guidance of norms and standards, the promotion of organizing activities, and the improvement of investigation and evaluation.

For the training of young teachers, HX University provides a series of training such as basic teaching skills, classroom teaching and experimental teaching, application of modern educational technology, and practical exercise, and helps them improve their teaching ability and level through collective lesson preparation,

lesson observation, teacher "grinding lesson" and "one-to-one" assistance. At the same time, HX University also focuses on teacher development, providing opportunities and platforms such as team building, expert lectures, expatriate training, network training, internal seminars, and temporary practical training to help teachers grow and progress.

HX University implements classified management of faculty and staff, has a relatively complete staff management strategy and assessment system, and the promotion line is relatively clear. In addition, HX University has gradually formed its own university corporate culture in the decades of development. For staff of different ages and positions, HX University implements standardized guidance, promotes competitions and activities, surveys and evaluates improvement methods, improves their level, and helps them to be promoted.

### **2.3 Current situation of teacher incentive system in HX University HX**

In accordance with the "Measures for the Compilation of Full-time Teachers' Workload", the University makes statistics on the commitment and completion of teaching, scientific research and other work of each school (department), verifies the compilation number of undergraduate teaching, scientific research and subject platform work of each school (department), and combines the current situation, positioning and development trend of the school, the teacher-student ratio and other factors according to the relevant regulations of Qingdao on the staffing and structure control of our school. Determine the total number of full-time teacher positions in schools. At the same time, schools (departments) can set up four types of posts among full-time teachers according to the main responsibilities they focus on in education, teaching and scientific research, teaching and research, research and social service and promotion. In the job appointment method, the school pays attention to the teachers' production, study and research practice, highlights the

proportion of double-qualified teachers, and emphasizes the practical characteristics of applied technology. According to the regulations, when applying for a higher position, teachers must have practical experience in the subject. This employment policy effectively promotes the subjective initiative of teachers, so that some teachers who are not good at scientific research can concentrate on teaching and still have the channel and space to support their rise, while those teachers who have been active in scientific research activities for a long time can focus more on showing their abilities.

The school conducts an annual assessment of teachers every year and an employment period assessment every three years. Mainly from the four aspects of morality, ability, diligence and performance in line with the principles of full staff assessment, graded implementation, close to the position, focusing on performance, such as clear, complete procedures, the leadership assessment, mass review and personal summary, qualitative and quantitative combination, according to the category of post classification assessment. According to the requirements of teachers' posts, teachers should fill in the assessment registration form and report to the school or college the completion of tasks in teaching and scientific research during the employment period or year, various awards obtained and ideas for future work, etc. Then, the secondary college (department) where the teachers are located will conduct a centralized evaluation and give preliminary assessment opinions. The teachers who are rated need to be publicized. Report to the school, and the school will review and determine the final grade of the assessment.

At present, the salary composition of college teachers is still composed of two parts: basic salary and post allowance. The basic salary is the national basic salary, which is implemented in accordance with the salary standard of personnel in relevant public institutions of the state. The post allowance can be formulated by the school itself. HX University always adheres to the principle of "two-level management, fixed salary according to post, fair distribution and remuneration according to work", closely combines post allowances with post responsibilities, work performance and contribution, and implements a two-level management system of funds between the

school and the secondary college. The school allocates funds to the secondary college according to the fixed quota. On the basis of the established principles, the second-level college has the conditions to tilt to the performance in accordance with the principles, tilt to the teaching and scientific research bones, and protect the enthusiasm of teachers

The main position of teaching and scientific research. The composition of teacher's allowance is composed of post allowance, post allowance, performance allowance and tutor allowance.

In order to meet the requirements of teachers' self-development and teaching and scientific research, the school strives to build a teaching research and exchange platform, and explore the establishment of a normal, institutionalized and sustainable teacher teaching development system; Professional teachers are encouraged to participate in all kinds of professional continuing training, and policy support and training subsidies are provided, and training expenses are subsidized by invoice. Implement the doctoral program for teachers, and vigorously support teachers to study for doctoral degrees; Obtain a senior or above professional qualification certificate related to the major; Carry out teachers' career planning and guidance, and build a platform for mutual cooperation, communication and resource sharing to meet the needs of teachers' practical ability expansion; Teachers are selected and sent to domestic and foreign universities as visiting scholars in a planned way to learn advanced experience, improve academic level, and enhance teaching and research ability and international exchange ability; Plan to send teachers to enterprises to carry out industry-learning-research practice, enrich engineering practice experience, expand school-enterprise cooperation platform, and realize the docking of school-enterprise industry-learning-research; Strengthen the construction of laboratory teachers and enhance the ability of engineering practice teaching.

Since its elevation, HX University has revised its school-running orientation and school-running objectives to make the school more application-oriented. For this reason, HX University also strives to make corresponding adjustments in the

construction of its teaching staff. Therefore, on the basis of strengthening the introduction of relevant talents, HX University actively creates various conditions to attract outstanding talents with practical experience from the society and major enterprises. To this end, the school has issued a series of regulations to encourage the introduction of outstanding talents in policies and funds, and the school has set up funds for the introduction of talents in the form of special funds. The school is led by the school leader in charge, and the person in charge of the relevant departments has participated in the establishment of the introduction of talent leading group, introduced a series of work programs for the introduction of talent, and set up the introduction of talent office, and formulated and introduced a number of plans for the introduction of high-level talent in recent years.

In order to effectively understand HX teachers' experience of the current school system as well as their thoughts, opinions and suggestions on the development of the school, a questionnaire was adopted to investigate teachers of various secondary colleges. In this questionnaire survey, 228 questionnaires were issued, of which 12 were not received and the remaining 216 were valid. The effectiveness of the questionnaire was 95%.

#### (1) Gender distribution

Among the teachers in this sample survey, there are 118 male teachers, accounting for 55%, and 98 female teachers, accounting for 45%.

#### (2) Age distribution

Most of the teachers in the sample survey are between 35 and 40 years old, accounting for 32%, and the teachers over 55 years old are the least, accounting for 3%(see Table 2.11 for details).

Table 2.11 - Age distribution of the sample survey

Age	Under 35 years old	35-40 years old	40-45 years old	45-50 years old	50-55 years old	Over 55 years old
Number of people	39	69	60	28	13	7
scale	18%	32%	28%	13%	6%	3%

### (3) The distribution of titles

Among the teachers in the sample survey, the number of teachers with intermediate titles is the largest, accounting for 47%, while the number of teachers with senior titles is the smallest, accounting for 12%(see Table 2.12 for details).

Table 2.12 - Distribution of titles in sampling survey

title	Teaching assistant	Lecturer	Associate professor	Professor
Number of people	37	101	52	26
scale	17%	47%	24%	12%

### (4) Education distribution

Among the teachers in the sample survey, most of them have a master's degree, accounting for 51%, while a small number of teachers have a bachelor's degree (see Table 2.13 for details).

Table 2.13 - Distribution of educational background in the sample survey

Educational background	Undergraduate course	master	Learned scholar
Number of people	17	110	89
scale	8%	51%	41%

### (5) The distribution of teaching years

Among the teachers in the sample survey, the teachers who have been teaching in our school for 3-5 years, accounting for 31%, and the teachers who have been teaching in our school for more than 20 years, accounting for 7%(see Table 2.14 for details).

Table 2.14 - Distribution of teaching years in sampling survey

Teaching years	Less than 3 years	3-5 years	5-10 years	10-20 years	More than 20 years
Number of people	45	67	56	33	15
scale	21%	31%	26%	15%	7%

### (3) Distribution of affiliated colleges

The distribution of the number of teachers surveyed in each college is shown in Table 2.15.

Table 2.15 - Distribution of Teacher Colleges in Sampling Survey

College	Number of people	Scale
Physical Education	14	6.4%
International Education	12	5.5%
agriculture	6	2.7%
Education	16	7.4%
Architectural Engineering	34	15.7%
Mechanical and Automotive Engineering	16	7.4%
Information Engineering	25	11.5%
Health Management	21	8.2%
Business	20	9.7%
Tourism Management	10	4.6%
humanities	10	4.6%
Arts and Media	32	14.8%

Based on Herzberg's two-factor theory, expectation theory, McClelland's achievement and other incentive theories, a series of survey questions are designed. The following is a summary and comprehensive analysis of the survey data.

(1) The impact of work pressure on personnel motivation

According to the statistical analysis of the data of this sample survey (see Table 2.16), 64% of teachers think that they have better work performance and willingness to work in a slightly higher pressure environment, and 6% of teachers think that work pressure will cause trouble to them. Further statistics show that teachers in the school of Computer Science and Information Engineering are more resilient to stress. The working life of 35-45 year-old lecturers is generally more than 5 years, because the school is in the edge of the urban area, teachers in addition to rushing between the campus, teachers feel that the work time is relatively long every day. As teachers are generally concerned about their own professional title promotion, the promotion pressure of teachers is also greater, and they believe that schools can provide fewer platforms and opportunities for further learning and training.

Table 2.16 - Evaluating the impact of work pressure on personnel motivation

Evaluation scale	Number of people	Scale
Very positive	51	23.6%
Positive	89	41.2%
Normal	63	29.2%
Negative	13	6.0%
Very negative	0	0

## (2) Working environment

As for the influence of the working environment provided by the school on work performance and work willingness (see Table 2.17), the vast majority of teachers believe that the comfortable office environment and the relaxed scientific research environment will motivate the staff, but most of the staff are not satisfied with the existing working conditions and environment of the school.

Table 2.17 - Impact of working environment conditions on personnel motivation

Working condition	Number of people	Scale
Comfortable office conditions	54	25.0%
Relaxed teaching and research environment	61	28.2%
Good interpersonal skills	36	16.7%
Perfect system construction environment	24	11.1%
Strong campus culture construction environment	32	14.8%
None above	9	4.2%

## (3) Participation in skill training

The school provides teachers with opportunities to participate in skills upgrading, enterprise training, etc., but the amount of funds and teaching requirements are limited, and the current participation situation is uneven among different colleges. According to the statistics, most teachers still think that they are very interested in participating in various kinds of training. However, such opportunities are not readily available (see Table 2.18, Table 2.19).

Table 2.18 - Distribution of willingness to participate in skill training

Evaluation scale	Number of People	Scale
Very willing	107	49.5%
Be willing to normal	72	33.3%
	37	17.2%

Table 2.19 - Evaluation of skills training opportunities

Evaluation scale	Number of People	Scale
Very easy	2	0.9%
Relatively easy	48	22.2%
normal	78	36.1%
harder	51	23.6%
Very difficult	37	17.2%

#### (4) Promotion opportunities

College teachers generally pay attention to their own professional title promotion, which is not only to their own years of learning results, but also a recognition of their own work achievements and abilities. In recent years, due to the gradual completion of the professional title promotion system

Due to the limitation of the quota, teachers generally believe that promotion of professional titles is becoming more and more difficult (see Table 2.20)

Table 2.20 - The degree of difficulty in promotion of professional title

Evaluation scale	Number of People	Scale
Very easy	7	3.2%
Relatively easy	46	21.3%
normal	57	26.4%
harder	59	27.3%
Very difficult	47	21.8%

#### (5) Job content, achievement status satisfaction

The purpose of the incentive system is to give full play to the teacher's sense of ownership and make him happy, active and active

Put yourself to work. Therefore, whether teachers are satisfied with their own work content and achievement status directly affects teachers' attitude towards

work. Through data analysis and comparison, most teachers are satisfied with the content of their work, but the proportion of teachers who are not satisfied with their current achievement status is relatively higher (see Table 2.21 and Table 2.22).

Table 2.21 - Evaluation of job satisfaction

Evaluation scale	Number of people	Scale
Very satisfied	14	6.4%
Relatively satisfied	103	47.7%
normal	79	36.6%
Less satisfied	17	7.9%
Far from satisfied	3	1.4%

Table 2.22 - Distribution of satisfaction with achievement status

Evaluation scale	Number of people	Scale
Very satisfied	3	1.4%
Relatively satisfied	69	32.0%
normal	88	40.7%
Less satisfied	40	18.5%
Far from satisfied	16	7.4%

#### (6) Attitude towards school development prospects

In the tide of educational reform, the development of schools is closely related to the development of teachers themselves. The improvement of school running level and social status also have an impact on the status and development of teachers themselves.

The vast majority of teachers are optimistic and positive about the development prospects of their schools (see Table 2.23).

Table 2.23 - Evaluation of attitudes towards school development prospects

Evaluation scale	Number of people	Scale
Very optimistic	27	12.5%
More optimistic	99	45.8%
normal	75	34.8%
More pessimistic	14	6.4%
Very pessimistic	1	0.5%

#### (7) Factors impacting personnel motivation

The data show that the vast majority of teachers think that the sense of achievement and promotion opportunities of teaching can stimulate their work

willingness, while a small number of teachers think that getting bonuses and honors can improve their work performance and willingness (see Table 2.24). The overall moral quality of HX University teachers is at a high level.

Table 2.24 - Factors impacting personnel motivation

Objectives	Number of people	Scale
Receive honor	32	14.8%
Get a sense of achievement in teaching	97	44.9%
Get promotion	67	31.0%
Get a bonus	9	4.2%
Other	11	5.1%

#### (8) Salary status

Salary is not only the labor income compensation of teachers, but also the invisible way for teachers to measure their own work contribution

Standard. Of course, we cannot absolutely define whether the salary is high or low, but we can objectively evaluate the satisfaction of the salary in the eyes of teachers through the ratio between the salary and their own work effort (see Table 2.25). The following data reflect teachers' overall perception of being underpaid.

Table 2.25 - Distribution of the ratio of wages and compensation to work effort

The ratio of salary to work effort	Number of people	Scale
Much higher	0	0
On the high side	21	9.7%
fairly	95	44.0%
On the low side	68	31.5%
Much lower	32	14.8%

(1) Although the construction of school teachers has achieved initial results through nearly ten years of efforts, the teacher incentive system and evaluation system characterized by application have not been established.

On the whole, although the university has always firmly believed that the construction of a high-level applied technology university must be supported by a high-level teaching team, and it has also recognized that the teaching structure and

evaluation standards of application-oriented universities should be different from those of research-oriented universities, at present, The school's teacher structure and ratio evaluation system, such as "dual-teacher dual-ability" and "industry master", still cannot fully reflect the structural characteristics of "application-oriented". In particular, the school has set up some new majors in order to quickly respond to regional economic construction and development, and the construction of professional teachers is particularly obvious. Some newly established majors even have an embarrassing situation in which there are no teachers available. Therefore, just as the so-called big scholars are not meant to have buildings or masters, the school also hopes to introduce more such "technical masters" to deeply participate in the training of applied talents in the school. But from the objective reality, whether it is from the size of the team itself or the influence, at present, such a "master" level of industry expert schools are far from enough, which is also a very serious problem in the process of building a double teacher team in the school today.

On the other hand, the university firmly takes the development of applied disciplines and serves the development of regional economy as the direction of the development of school disciplines, but the existing evaluation system can not accurately reflect the responsibility and level of teachers in an applied technology university. Although a group of highly educated young teachers introduced by the school have strong basic research ability, they do not know enough about the industry and enterprises. On the other hand, although the school's current standard for the identification of dual-teacher has met the national requirements, it is still low compared with the standard of Germany and other foreign high-level applied technology universities that require more than 5 years of industry and enterprise work experience, and it is difficult to support the construction goal of high-level applied technology universities with international influence. So we still have a long way to go, both quantitatively and qualitatively.

(2) In the existing incentive model, the motivation to promote the improvement and development of teachers' professional ability, especially young teachers, is still insufficient. In the process of development, schools are gradually

clarifying the quality requirements and connotation of the training of application-oriented talents, which reflects the higher requirements for teachers, requiring them to conduct high-quality application-oriented teaching, develop high-level application-oriented research, and carry out cost-effective technological innovation services. The reality is that, on the one hand, some old teachers who have worked for a long time in the school, although they have rich teaching experience and are a valuable asset to the school, how to make them realize that application-oriented undergraduate talent training is no longer the original specialty, nor is it a simple extension of ordinary subjects, nor is it just as simple as a good class? How to make them change their ideas, improve their comprehensive quality, and let every teacher have a full sense of belonging and value, so as to meet the requirements of building a high-level university of applied technology in today's schools, this needs a process and time to readjust.

On the other hand, as pointed out above, in recent years, schools have introduced a number of young teachers. Although they have higher academic qualifications and basic theoretical literacy, they lack practical ability. They themselves have grown up in a purely academic research environment and are not familiar with the environment of industries and enterprises. This academic model of pre-service training is bound to lead to a period of adjustment after entry to the requirements of today's schools for a qualified applied technology university teacher. Although the school tries to reflect the characteristics of the construction of teacher-capital teams in applied colleges and universities in the promotion and assessment of teachers, for example, the requirements for horizontal funding are put forward in the assessment of teachers in the whole school, and the requirements for each promoted teacher to carry out technical services and innovation in the front line of enterprises are put forward, but the inherent concepts of teachers should be truly changed. It is still very difficult to understand the responsibility of teachers in the industry and enterprises. In addition, while putting forward high standards for teachers, there are still some gaps in the services provided by schools for the professional development of teachers, whether in content or intensity.

(3) The fund investment system for the training of applied talents is not perfect.

With the improvement of school conditions in all aspects, teaching funds can meet the basic needs of personnel training. However, due to the lack of sufficient understanding of the law of application-oriented talent training and its implementation guarantee, the allocation of funds in the process of talent training is still carried out according to the way that general universities should have. The investment in some special links of application-oriented colleges and universities is not enough, such as the practice link, and there are also some very targeted fund investment systems. It is not enough to embody the characteristics of application. The efficiency of the use of funds is far from enough, and there is also a lack of effective systems for those professions that take the lead in creating characteristics and gaining market recognition to obtain more resources. With the deepening of the two-level management of the school, with the college level gradually becoming the main body of the school, the college needs to gradually establish a perfect scientific and effective safeguard and supervision system for the use of teaching funds, which takes time and process.

On the one hand, the national level has only proposed to guide some local colleges and universities to transform into application-oriented universities in recent years. Therefore, there is no mature paradigm for reference for the teaching staff structure and academic evaluation index system that high-level applied technology universities and their disciplines should have. As a result, the systems and policies for teaching staff construction that can be used for reference are often based on the evaluation index system of academic and basic research.

Secondly, although the school has introduced a group of highly educated talents in recent years, their educational experience is almost spent in colleges and universities, and they themselves grow up under the concept of "academic elite" talent training, they are not very clear about the actual needs of application-oriented talent training. Even if the school puts forward higher requirements for teachers to carry out technical services and creation in the front line of enterprises, there are certain transformation difficulties due to the objective growth environment.

Third, the university needs high-level and high-level technical talents from industrial enterprises to expand into the existing teaching staff, and for such talents, their mobility environment is often highly market-oriented, which is powerless under the existing framework of university personnel performance-based pay system. Similarly, because the current national "Teachers Law" and "Teacher Qualification Regulations" have clear qualification certification provisions for teachers engaged in school education and teaching activities, therefore, under the constraints of the existing legal system, how to let the first-line technical talents from industry enterprises stand on the front line of teaching is also an urgent problem to be solved.

Fourthly, although the school has summarized, condensed, persisted and innovated the talent training orientation of "level of the subject and technical expertise" in the process of transforming to the applied type, its connotation is still deepening and enriching, and the rules and characteristics of the applied type talent training are still in the exploration stage. Therefore, in this process, let the old teachers truly reach the "undergraduate level", let the young teachers realize the "technical expertise", how to truly internalize it into the conscious behavior of the majority of teachers in the talent training, which takes time for them, is the need for a transformation process.

Fifth, in the reality of running schools in the outer suburbs of schools, objectively speaking, teachers have insufficient energy to further invest in teaching reform and self-improvement in addition to completing basic teaching tasks, and the pressure has increased. This objective reality also leads to the relatively insufficient attraction of schools for outstanding talents, especially for high-level and high-level technical talents.

Sixth, in recent years, the school's investment in teaching funds has increased year by year, which can also meet the basic needs of talent training. However, the school still cuts three teaching funds to the secondary college according to the professional quota coefficient and the number of students, without considering the key input of the characteristic major. Special specialties are generally supported by special funds through competitive projects of the Education Commission. The

school has only increased its investment in student competitions and secured funds. The use of the three educational funds is also in accordance with the practice, and there are no new ideas and new breakthroughs.

According to the above analysis, it can be seen that the existing teacher incentive system of HX University has been unable to meet the new school-running orientation and school-running goals of the school, and has revealed certain drawbacks in the new era, which needs to be updated and improved in time. The incentive system should not remain unchanged in different periods. Although it has played a considerable role in promoting the development of the school for a long period of time, our primary task at present is still to follow the reform direction determined by the national laws, regulations, policies and educational administrative departments, and combine the characteristics of the school itself. Through the formulation of a series of supporting regulations, policies and management systems, the adjustment of the incentive system is comprehensively considered and constantly improved, and the management system and a set of rules and regulations are established in line with the actual situation of HX University, which is conducive to protecting and giving full play to the enthusiasm of teachers, and corresponding incentive measures are taken to benefit both individual teachers and the university. It not only achieves the goals of school running and development, but also facilitates the development of teachers themselves and protects their enthusiasm for teaching and scientific research, which can also enhance the creativity, competitiveness and influence of schools themselves.

## **Conclusions on Section 2**

HX University is positioned as a private application-oriented undergraduate university, with the characteristics of "work-study alternation and on-the-job practice", and has formed a certain scale of influence in the local area after years of

development. HX University implements a classified recruitment and management system in the management mode of faculty and staff, and there are clear regulations on the performance appraisal and the payment of allowances for faculty and staff. Clear promotion channels have been developed for staff of different levels, ages and positions and policies have been implemented to help them. In order to have a clearer understanding of the current situation and existing problems of the incentive system of HX University, the researchers investigated the staff of 12 colleges under HX University. The questionnaire survey method was used to understand the staff's views on the current situation of the organizational personnel incentive system in HX University. Through data collection, analysis and induction, the problems existing in the current situation of organizational personnel incentive system in HX University are obtained and analyzed in detail.

## SECTION 3

### HX UNIVERSITY TEACHER INCENTIVE SYSTEM IMPROVEMENT STRATEGY

#### **3.1 The principle of designing the incentive system of university teachers**

With the efforts of generation after generation, China's higher education has made great progress in recent years. According to the Ministry of Education's evaluation of the implementation of the Outline of the National Plan for Medium and Long-term Education Reform and Development (2010-2020), "The popularization of education at all levels in China has reached or exceeded the average level of middle - and high-income countries. The overall level of education development has entered the world's top ranks, and breakthroughs have been made in the reform of the education system." The gross enrollment rate of higher education in China is 37.5%, and the average years of schooling of the main working-age population have further increased, of which 15.83% have received higher education.

Due to the educational foundation, economic foundation and policy system of the eastern and western regions, the development of higher education in China has a large difference between regions, the development of education is not coordinated, unbalanced and other problems, and the development of higher education in some old and young border areas is relatively lagging behind. Therefore, the national education authorities at all levels attach great importance to the development of education, adjust policies in a timely manner, and strive to promote the more coordinated development of higher education. At the same time, they also give certain autonomous rights to local governments to ensure the steady improvement of the overall level of education in the country. Therefore, when determining the

incentive system, not only the local differences should be taken into account, but also the actual situation should be combined with their own conditions, down-to-earth design of the incentive system model that conforms to their own characteristics.

According to Adams' equity theory, each person unconsciously compares his or her labor and compensation to the labor and compensation of others. When he feels that the ratio of his reward to his input is equal to that of others, he thinks it is fair and reasonable, and he can work hard in a calm and comfortable mood. On the contrary, when they find that the ratio is not equal, especially when the ratio of their reward to their input is greater than that of others, they will not necessarily be motivated, but will easily breed opportunistic ideas, and over time, the enthusiasm for work will gradually decline." When he finds that the ratio of his remuneration to his input is less than this ratio, he will have a strong sense of injustice, and he will sabotage his work, reduce his input, complain, create conflicts, and even give up his work. Only by adhering to the principle of fairness can teachers' sense of competition be stimulated and the external impetus be transformed into the motivation for self-hard work.

According to Maslow's hierarchy of needs theory, human needs are arranged in the order from low to high, with both lower level material needs and higher level spiritual needs, and the needs at each level are interdependent and overlapping. The urgency of various needs expressed by people in different times and places is different, among which the most urgent needs are the main reason and motivation to motivate people to act, and the satisfaction of needs is transformed from low level to high level.

The motivation for teachers includes material motivation and spiritual motivation. Material motivation or spiritual motivation alone may not work. Only by combining material motivation and spiritual motivation can teachers' enthusiasm be truly mobilized. To this end, the school has set up special "incentive plan" funds, and it is included in the scope of performance pay, and the corresponding increase in the level of performance pay in our school.

The formulation of the incentive model should first be a comprehensive system scheme, which must take the system construction as the core, and take it as an important starting point to establish and improve the first-class application-oriented undergraduate teaching quality assurance system. Through steady implementation, the normalization and institutionalization of various measures are promoted, so that the contents of the "incentive plan" are gradually internalized into the institutional arrangement of undergraduate teaching at the school level, making it a conscious action of schools and teachers. Schools should adopt different incentive methods for teachers at different levels on the basis of careful analysis of their own characteristics. Secondary colleges should also be seriously involved, take into account teachers' own interests, fully respect teachers' personalized characteristics, and adopt incentive methods that are highly valued by teachers, while taking into account the flexibility of incentive system. In order to cope with special situations that may arise. Only in this way can an internal system and assessment system with clear, scientific and reasonable, and strong operability be formed in line with the development goals of the school, which has promoted the formation of a virtuous cycle mechanism in the school with the improvement of teaching quality as the core.

In short, the design of HX University incentive system should follow certain principles, and a more comprehensive and reliable incentive system should be designed under the guidance of the above principles. Among them, the principle of seeking truth from facts emphasizes starting from the actual situation and combining its own situation, that is, the actual situation of applied undergraduate universities; In addition, we should also take into account the principles of fairness and justice, the combination of material incentive and spiritual incentive, and the consideration of the whole and the individual. The design principle of incentive system is the theoretical basis of incentive system design, and its importance should not be underestimated.

### **3.2 The design of teacher incentive system in HX University**

HX University has always adhered to the principles of science and rationality, simplification and efficiency, and adhered to the principles of "establishing posts on demand, competing for posts, hiring by post, and contract management", implemented the full staff appointment system, and strengthened post appointment. Post appointment is a process in which the school hires teachers through fair competition on the basis of determining the number of posts and post responsibilities at all levels and according to the application conditions. The school post appointment system will be appropriately adjusted according to the relevant national regulations and the constant changes in the development of the school, and actively build an incentive type of appointment mode, so that the overall goal of the school is to strengthen the demand, quality, ability and post unity.

#### **(1) Scientific posts**

##### **Scientific post establishment**

It is the primary task of the job appointment system to set up a reasonable position, and it is also an important guarantee for the school to play its school-running advantages. This requires HX University to formulate reasonable post responsibilities according to the established goals of the overall development of the school and the characteristics of the construction of professional disciplines, according to different majors and hierarchical sequences, so as to give full play to the incentive role of post appointment in the development of the school, and ensure the rational structure of teaching staff and the optimal allocation of human resources. After the establishment of posts, schools should strictly implement the policy of separation of evaluation and employment through equal competition and open competition for employment. Teachers can apply for positions higher than their original professional and technical positions if they meet the job application conditions, and teachers who do not meet the application conditions will be

mercilessly opened up the channel of low employment. The focus of post setting work is to do a good job classification, confirm the number of posts and formulate post responsibilities. First of all, based on the relevant provisions of the national institution post establishment of the school's original teachers (professor, associate professor, lecturer, teaching assistant)

According to the academic status of teachers themselves (professional direction leader, subject leader, key subject leader, etc.), the posts are divided into special level, first level, second level and secondary teaching department posts, so as to facilitate teachers' understanding of the new posts and fully reflect the "post management" : Secondly, the school should follow the spirit of the relevant documents of the Ministry of Education and Qingdao. At the same time, considering the current situation of the school's existing majors and the title structure of teachers, determine the ranks and numbers of each post, especially key posts. In the process of application, teachers who meet the qualifications are allowed to apply for positions higher than their original professional and technical positions, which not only encourages each secondary college to take the initiative to strengthen the construction of disciplines and specialties on the basis of ensuring basic teaching, but also reflects the support and incentive of the school for the development of teachers in key positions. Third, in the development of job responsibilities, can not be conventional, copy and use, to highlight the orientation and operability, especially for key positions teaching, scientific research workload to carry out detailed quantification and quality requirements, which will also be used as one of the basis for assessment.

The appointment of teachers should always adhere to the principles of openness, fairness, competition and merit selection, and should be based on the employment standards of integrity and ability as well as the professional, skills and qualifications required by the post. The newly hired teachers should be strictly interviewed, and their ideological and political performance, teaching, scientific research, business and other levels should be carefully assessed and objectively evaluated.

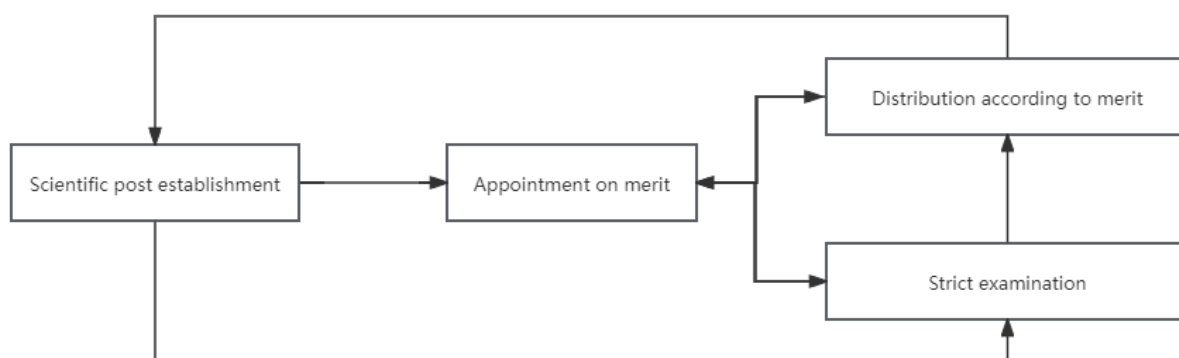


Figure 3.1 - Teacher post appointment model

## (2) Strict assessment

The interview can take various forms according to the functions and actual needs of the post, mainly testing the professional knowledge, professional ability, comprehensive quality and mental health. Members of the assessment team should include the head of the secondary college, members of the teaching and academic committee, the head of the department (teaching and research office), 1-2 professors, and teachers in other relevant subject areas. Put an end to the phenomenon of employing people only with academic qualifications, and avoid hiring those who are not suitable for being teachers with poor image quality and have something to say. Secondly, the school should strictly carry out annual and employment assessment and management. Secondary colleges should also know the work dynamics and teaching effects of teachers in a timely manner, and give timely feedback to teachers, so that teachers can rectify the shortcomings. In this way, it can not only help teachers overcome and solve the problems existing in the teaching process in a timely and effective manner, optimize and improve the overall quality of teachers, but also ensure the long-term good operation and dynamic management of the post employment system.

## (3) Reasonable classification and appointment based on merit

When choosing to employ teachers, schools should have the mind and spirit of "embracing all rivers", have an open mind, and boldly employ those who are good

at learning and communication, have responsibility, dare to innovate and dare to challenge. Reasonable classification means that schools employ full-time teachers according to their strengths in corresponding categories, so that each teacher has the space and platform to give full play to their talents. Schools may, according to the main responsibilities of teachers in education, teaching and scientific research, set up four types of full-time teachers' posts: "teaching research oriented", "teaching research oriented", "research oriented" and "social service and promotion oriented", and set the number of senior titles for each type of post according to the actual situation. In this way, those teachers who are not good at scientific research but have outstanding contributions in teaching work also see opportunities in the channel of professional title promotion. This practice revitalizes the aspects of teachers who were restricted by the system in the old system, enables teachers to choose the positions and jobs they are best at through the competition mechanism, develop their strengths and avoid their weaknesses, and form a dynamic management mode that combines relatively stable and reasonable mobility in the teachers' team. Teachers have both responsibility and pressure in their posts and motivation, and talents are constantly optimized in the flow. To achieve the best allocation of efficient teaching staff.

The purpose of performance management is to continuously improve the performance of individuals, departments and organizations. The implementation of performance appraisal in colleges and universities means that through the implementation of management by objectives for teachers, while improving the ability of teachers, it can achieve the goal of overall school running and development, enhance the cohesion of the school and enhance the core competitiveness of the school.

#### (1) Design of performance appraisal

Performance appraisal is a process of objective assessment and evaluation of the actual work effect undertaken by teachers through qualitative or quantitative methods. The performance appraisal system should not be fixed or simply a list of data. It interacts with various factors such as teachers' teaching and scientific

research workload and actual work quality, and is also closely related to the access conditions and job responsibilities of posts at all levels stipulated or updated by the school, as shown in Figure 3.2.

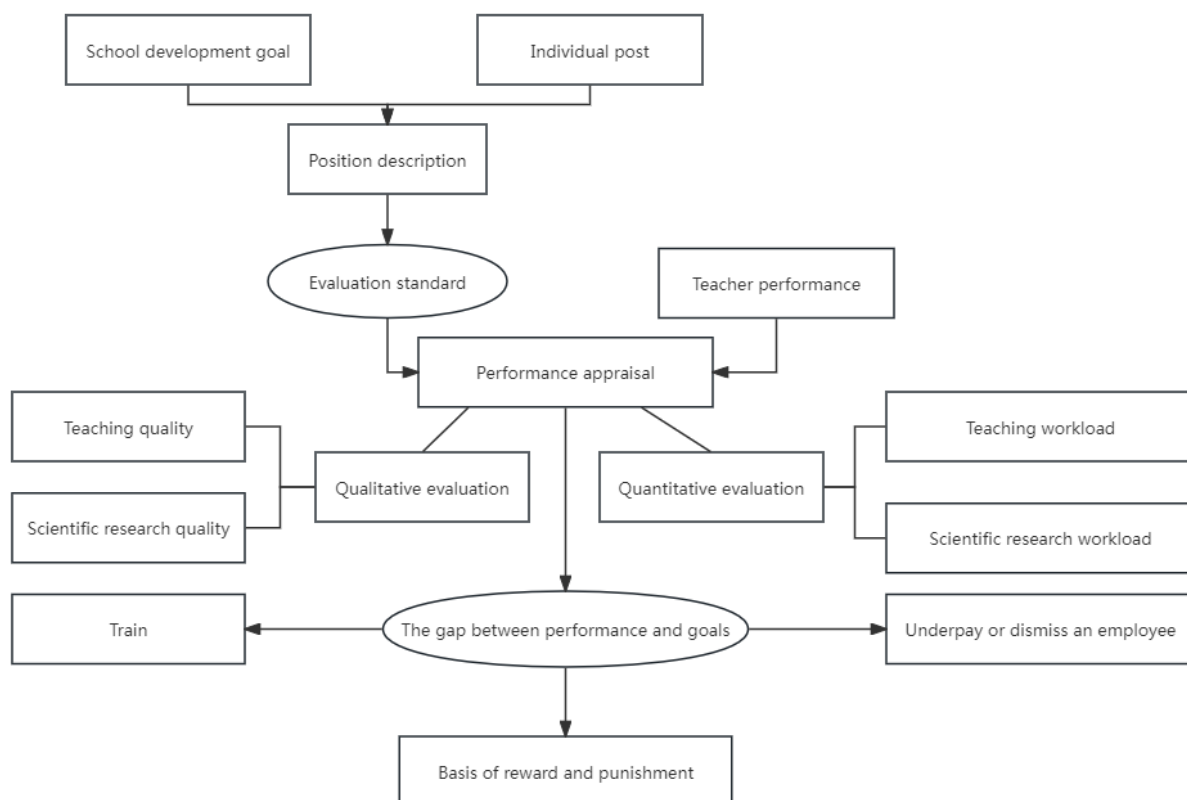


Figure 3.2 -Performance appraisal system design

## (2) Assessment standards

The assessment of college teachers mainly includes teaching and scientific research. According to the different positions and levels of different teachers, the weight of each project should be different, and each project can be divided into corresponding different elements. According to the nature of the elements, the assessment can be carried out in accordance with qualitative or quantitative methods. For example, the workload of each post level, classroom teaching, extracurricular guidance, teaching and research workload, etc., can be regarded as quantitative factors, and other factors that cannot be accounted for by data can be regarded as qualitative factors. This can not only objectively conduct an effective and comprehensive assessment of teachers' work, but also reflect the school's more clear

requirements for teaching quality, scientific research level and social service, pay attention to "quality improvement", and not only reflect the teaching effect in mathematics and teaching research. Can reflect the level and strength in scientific research, but also in social services, discipline construction, professional construction, social information services and other aspects of the results. Enhance the school's social impact.

### (3) The incentive effect of the assessment results

According to the unified examination form of the school, the comprehensive assessment of teachers' full performance of post duties and other conditions is carried out. Colleges at all levels can determine the scores of teachers at each post level. The assessment results are divided into four grades: excellent, qualified, basically qualified and unqualified. In the evaluation of full-time teachers, we should pay attention to the evaluation of teachers' ethics and teaching management, and for teachers who have seriously damaged the teachers' ethics and teaching accidents, the evaluation of teachers' ethics and teaching evaluation should be one-vote negative in the appointment of teachers. As long as one of the teacher's ethics evaluation or teaching effect is unqualified, it will be treated as unqualified in the assessment.

According to the assessment results, the school should have corresponding reward and punishment measures. The assessment results should be linked to the post allowance, the assessment performance of excellent, qualified, basically qualified, unqualified post allowance coefficient is 1.2, 1.0, 0.9, 0.8. In addition to material punishment, teachers who fail to pass the assessment should also be given relevant treatment such as adjustment work according to the actual situation. At the same time, the results of the assessment should also be used as an important basis for cross-level appointment or application for training qualification. This practice can play a role in promoting and motivating teachers themselves, so that teachers can clearly straighten out their own position, find their own shortcomings, so as to determine their own efforts and stimulate the initiative of teachers. In addition, the assessment results should also be linked to the relevant work of the secondary college, so as to promote the secondary college to strengthen the management and

supervision of teachers, and further promote the development of relevant work.

The salary system of college teachers is different from that of enterprises and institutions in the general sense. The salary system mentioned here is not a simple distribution system, but a reward and recognition mechanism. The work of college teachers has its own characteristics. The teaching work and talent training they engage in can only evaluate the learning effect of students after six months to one year, and the students they train can only be recognized by the job market after four years. The scientific research activities of university teachers often take several years or even longer to produce results. Therefore, we should formulate a salary system that benefits both the whole and the individual according to the general characteristics of university teachers and the individual characteristics of HX University at the same time, which has become the focus and difficulty of building an incentive system plan.

#### (1) Basic salary

The basic wage is what we commonly call the state wage. It is determined in accordance with the relevant documents of the state, according to the teacher's title, salary system limits and other factors.

#### (2) Post salary

Post salary is post allowance, which can be divided into basic allowance and teaching allowance for colleges and universities. Teachers shall perform their duties and complete their tasks in accordance with the requirements and regulations of their post duties, and enjoy basic allowances on this basis. Teachers with a doctor's degree or a master's degree shall enjoy master's and doctoral allowances; Teaching allowance refers to class pay, which is generally graded according to teachers' professional titles in high schools. In colleges and universities, the scientific research of teachers has always been the focus of the overall development of the school and the individual development of teachers, so the scientific research workload of teachers has always been paid attention to. Therefore, a basic teaching workload can be specified for different categories of teachers, and then the grade level of teaching and scientific research can be determined. The scientific research workload can

replace or equal the corresponding teaching workload. In this way, from the perspective of motivation, schools can let teachers give full play to their strengths and avoid their shortcomings, improve the enthusiasm of teachers and enhance the stability of teachers, which is beneficial to the development of schools and teachers.

### (3) Flexible salary

Basic salary and post salary are mainly based on material incentives, while in the salary design scheme, spiritual incentive is indispensable, which is a decisive part of the incentive measures, and it is the core work and key elements to improve the overall cohesion of the team, which can be considered from the following aspects.

Work environment motivation. A good and relaxed working environment can make people physically and mentally happy, and can be put into work in the best state. Schools should provide teachers with a good working environment and comfortable atmosphere, implement the music education project, and create a good teaching and living environment for teachers. Schools should attach great importance to the improvement of teachers' working conditions and living conditions. Because the school is located in the relatively marginal urban area, which brings many objective problems and difficulties to the work and life of teachers, the school must face the problems down to earth, so the school should make more efforts to create a better working environment and teaching conditions for teachers. For example, schools can appropriately increase the office area of full-time teachers, open up public space and provide facilities and equipment to facilitate teachers to carry out teaching and research activities and teacher-student exchanges; Increase the openness of the coffee bar and tea room, facilitate the academic exchange of teachers, and build a platform for the school to carry out interdisciplinary and cross-professional scientific research activities; The personalized teaching seminar room is set up in the teaching building, equipped with computers, air conditioning and access control system, which is specially used for teachers' small tutoring reports, special seminars, extracurricular exchanges and tutoring.

Management style incentive. College teachers generally have a higher degree, in the process of studying for a long time, they have a strong ability to acquire

knowledge and apply knowledge, they often have a strong subjective initiative, not according to the conventional way to deal with daily affairs. Due to the high education and high level of college teachers, they may be arrogant because of their own expertise to some extent. They need to be fully respected by leaders, colleagues and students, respect their personality and ideas, and protect their innovation and dedication, which requires schools to establish a working atmosphere that is good at listening. Enable teachers to fully display their talents, which is conducive to the development of work, and enable information to be communicated through multiple channels, but also more effectively improve teacher morale, enhance teacher cohesion.

Promotion incentives. In colleges and universities with high education and high ability, the promotion of professional title or position is generally valued by teachers. Promotion itself is not only a reflection of meridian value, but also closely related to the development of teachers themselves. Colleges and universities have a set of systematic and strict methods for the evaluation and recruitment of professional and technical posts, which of course cannot be separated from the efforts of teachers. As a school, teachers' personal career planning can be fully understood, so that teachers can get fair promotion opportunities along with the rapid development of the school. Each teacher has different specialties, different ideas, different abilities and levels, so everyone has different values. Schools should provide channels for different kinds of teachers to be promoted. Some teachers are good at management work, some teachers are unique in teaching work, and some teachers devote themselves to research and make contributions in scientific research work. Therefore, promotion should be different for each teacher, and they should be assigned to positions that they can take on. Let them engage in their favorite work and give full play to their expertise. Otherwise, talents will be wasted, time will be delayed, work will be shelved, and the long-term development of the school will be extremely unfavorable.

Emotional stimulation. At present, there is such a common situation in colleges and universities, such and such meetings are particularly numerous, and

school administrators attach importance to the construction of rules and regulations, and light emotional incentive management. School administrators usually focus most of their energy on the top-level design of the school, which is not unreasonable in itself. However, if school leaders are always high in the hierarchy and have no time to deeply understand the work situation, life difficulties and ideological trends of teachers, they will virtually isolate themselves from grass-roots teachers and rely solely on administrative power to manage teachers. It's hard to really mobilize and motivate staff in this way. Administrators or management departments of colleges and universities, if they can communicate with teachers often, understand their specific actual situation, life hardships, and strive to create conditions for improvement, this kind of care is undoubtedly an impact on the minds of teachers, which requires the relevant departments of the school to do a lot of concrete work. In addition, the school's positive praise for teachers' work and life, daily rewards, encouragement, and honors are also a kind of recognition for teachers, and this working environment itself is the most intangible incentive for teachers.

The team of young teachers is an important part of the school education and teaching work, and it is also the hope of the school to achieve the long-term development goal. Therefore, effectively mobilizing the enthusiasm of young teachers should become an important and complicated work in the teacher management of colleges and universities. Young teachers in colleges and universities generally have the common characteristics of high educational level, strong ability level, full of energy and so on. In the management of young teachers, multi-level measures should be taken and multi-angle incentive methods should be adopted to tap their potential and build a stage for them to show, so that they can grow faster and better, and will also play a strong role in promoting the development of the school.

Schools should serve the growth of young teachers from many aspects, such as training, teaching assistant development, production, research and practice, and build a platform for young teachers to grow up. First of all, we should strengthen the pre-job training of young teachers. Strengthen the training and guidance of new

teachers' teaching preparation and teaching attitude to ensure the starting level of new teachers. The second is to implement the tutorial system for young teachers. The tutors should be the backbone teachers of the discipline (specialty) who have noble ethics, love and dedication, strong sense of responsibility, rigorous study, rich teaching experience and strong scientific research ability. The tutors should have profound theoretical foundation knowledge related to the main course, good teaching effect, and should have professional and technical positions of associate professor or above. Tutors can help young teachers to cultivate good ethics, set up correct values, outlook on life and world outlook, train young teachers to have scientific, diligent and rigorous spirit of learning, and love teaching and educating people in education. The third is to institutionalize the work of teaching assistants for young teachers, making it clear that teaching assistants should serve as curriculum guidance, experiment guidance, classroom discussion, homework correction, exams, question answering, practice and other teaching work, guide students' daily learning, and keep in touch with students. The fourth is to select young teachers with development potential for various forms of advanced learning, and provide more favorable support conditions to accelerate the renewal of young teachers' subject knowledge and the improvement of their academic level, and play a more active role in education and teaching. Schools should also regularly organize various forms of reports, symposia, surveys, academic salons, etc., to strengthen the teaching and scientific research ability of young teachers. The fifth is to create an activity platform for young teachers and organize the teaching competition of young teachers, which can not only increase the exchange and communication between young teachers, but also provide a stage for them to show their talents and promote the rapid growth of young teachers. The sixth is to establish a temporary training system for young teachers to enterprises. Only teachers with rich professional practice ability can train skilled talents with strong practical ability and meet the requirements of employers.

Schools should encourage teachers to organize high-level team building. Team building here mainly refers to innovative academic teams or training

The "three creation" team building to raise high-level applied technical talents.

Schools should give full play to the role of professors, encourage professors to build academic teams, and encourage professors to lead disciplines and majors to build collaborative innovation platforms with industry enterprises, in order to support the promotion of stable cooperation and industry-advanced industry-learning research platforms, teacher practice bases, collaborative innovation team construction, and the construction of senior professional and technical teachers in the industry. With the collaborative innovation platform as the carrier, it attracts senior experts from the industry and professional academic leaders to work together, vigorously promote the dual engine model of "academic + practice", and select teachers under the guidance of industry mentors and academic mentors, rely on the platform to deeply cooperate with enterprises, participate in technological innovation and topic research, and strengthen the training of industry-university-research capabilities. According to the discipline construction and development direction of the school, it focuses on encouraging professional academic teams focusing on the development of high-tech industries such as intelligent manufacturing, electronic information, new materials, new energy, energy conservation and environmental protection, big health, and big data, so as to promote the normal working mode of "production, learning, research and application" of the school.

The school should not only provide financial support, but also give incentives in the form of multi-angle assessment during team building assessment. For example, the school should not only assess the research indicators such as the papers published by the team, patents and national projects, but also the scientific research status of undergraduate and postgraduate students, the employment status and internship status of students recommended by the school. Such multi-angle and multi-dimensional assessment can help the school improve its social status while building a high-level academic team. Increase students' practical ability. With the guidance of national policies, the university has clarified the orientation of application-oriented colleges and universities, and also believes that "three creative education"

is suitable for the talent training approach of high-level applied technology universities, and can be an important starting point for the school to truly implement the characteristics of application-oriented talent training. Therefore, schools should vigorously support the organization and guidance of college students' innovation, entrepreneurship and creativity education, provide financial or policy support for teachers to serve as mentors of the "three creativity" team according to their own strengths, encourage them to guide students' "three creativity" activities, participate in various discipline skills competitions, and support teachers to serve as mentors of students' various community activities. Guide students to carry out social research, academic science and technology exploration activities, and encourage teachers with professional talents to serve as class mentors, in-depth class and community organization to carry out class activities, protect teachers' enthusiasm, and promote the overall development of the school.

Learning itself is human nature, not to mention in the talent and knowledge-intensive institutions of higher learning, every teacher hopes to have the opportunity to participate in the professional development of their own disciplines related to further training. Getting such opportunities not only reflects the school's recognition of teachers themselves, but also meets the needs of teachers to realize their own value. Therefore, training and further study are one of the most popular ways to motivate teachers. When schools provide various training and further education inputs, they should not only be regarded as the "cost" of the school, but from another perspective, they should be regarded as a kind of talent "investment" of the school, investment in the human capital of teachers, and provide teachers with learning

opportunities to continuously improve their own level.

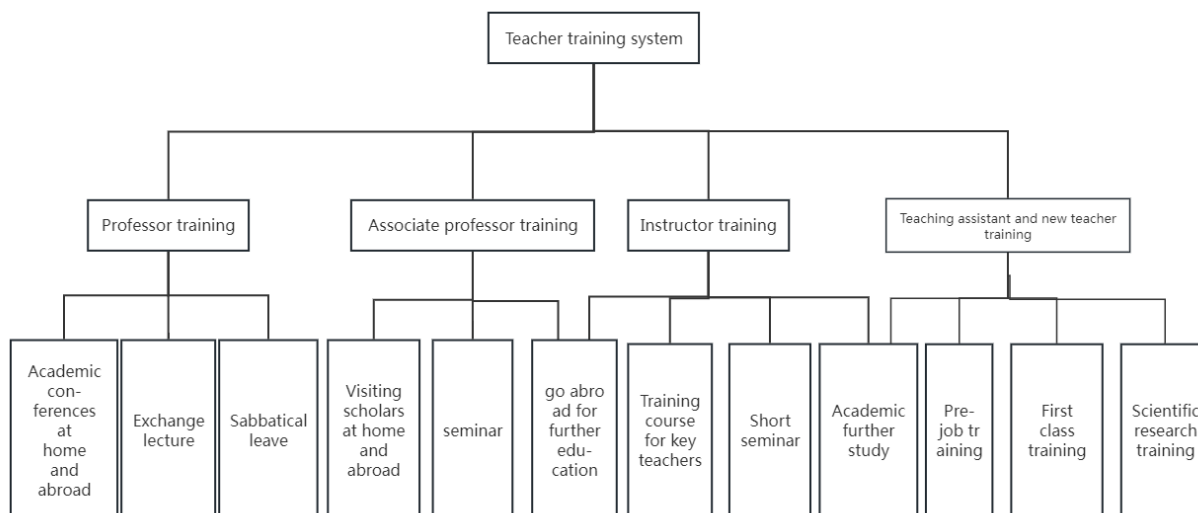


Figure 3.3 - Teacher training system

In order to meet the different needs of different teachers for training and fully reflect the incentive role of training, schools should conduct classified training for different types of teachers according to needs. Schools should rely on training platforms and focus on improving teachers' professional competence. Schools can not only rely on the teacher training of the Municipal Education Commission, and teachers participate in various professional training. The nature, intensity and effect of such training are not enough, and it is necessary to increase professional training efforts and increase funding investment, so that teachers can do their best. Schools should take the training of young and middle-aged teachers as an important task and strengthen the construction of teachers' echelons. Pre-job training for new full-time teachers, carry out mentoring and pair help activities, let professors and associate professors to guide young teachers; Through various forms of reports, symposiums, surveys, academic salons, temporary training, etc., to strengthen the teaching and scientific research ability of young teachers. The school should select and send teachers to domestic and foreign universities as visiting scholars in a planned way to learn advanced experience, improve academic level, enhance teaching and research ability and international exchange ability; Plan to select teachers to carry

out industry-university-research practice in enterprises, enrich engineering practice experience, expand school-enterprise cooperation channels, and realize the docking of school-enterprise industry-university-research; Strengthen the construction of laboratory teachers and enhance the ability of engineering practice teaching. In addition, with the goal of training high-level applied talents, schools should strengthen the training of "dual teachers and dual abilities" teachers, expand the construction of "dual teachers and dual abilities" teachers, insist on training and introduction at the same time, and ensure that the knowledge and ability structure of "dual teachers and dual abilities" teachers meet the requirements of applied talents training. The school should vigorously implement the introduction and training plan of senior experts in the industry, improve the introduction and training of senior professional and technical experts in the industry, the implementation of management measures and other related policies, and implement corresponding policies in personnel recruitment, post setting, training, assessment and evaluation, salary incentives and other aspects. At the same time, we will improve the identification standards and policies of "dual teachers and dual abilities" teachers, encourage teachers to carry out industry-university-research practices, apply for professional qualification certificates, and encourage full-time teachers to enter the practice base and participate in technological innovation, subject research and other activities, so as to realize the dynamic improvement of the quality of "dual teachers and dual abilities" teachers.

In short, this part discusses various parts of the incentive setting in the incentive system for university teachers, including job appointment incentive, performance appraisal incentive, salary system incentive, young teacher-oriented incentive, group incentive, and training-based incentive. Each part discusses the design process of the incentive system, which together constitute the HX University organizational personnel incentive system.

### **3.3 HX University teacher incentive system operation and implementation**

At present, Shandong is deeply implementing the "four Comprehensives" strategic layout, accelerating the construction of the "four centers" and a modern socialist international metropolis, as well as a scientific and technological innovation center with global influence, and actively adapting to the new normal of economic development. At the same time, Shandong's higher education is facing great opportunities and challenges to comprehensively deepen the comprehensive reform of education, accelerate the transformation and development, and improve the connotation and quality. In such an era of development, the successful implementation of the incentive plan in HX University needs to proceed from the actual situation, combine the education level and economic development of the Yangtze River Delta region, flexibly use the incentive theory, and effectively build the operation basis of the incentive model through multi-angles and multi-channels to promote the realization of the overall goal of the school

Ideology is the basis of action, schools should first increase the publicity of the implementation of the incentive system, and further unify the ideological understanding of cadres and teachers and students. From the ideological launch and unified recognition to the concrete implementation of the program steps, so that teachers can seriously learn to understand, deeply understand and implement, clear the working principles and specific requirements of the incentive plan, and form a joint force. Take the incentive plan as an opportunity to stimulate the enthusiasm and vitality of teachers to concentrate on teaching and scientific research, so as to improve the teaching and scientific research level of the school, and better educate students to grow and become. Only in this way can we effectively promote the implementation of the incentive plan, truly form a long-term mechanism, create a good teaching ecology, and make the incentive plan become an important part of HX "culture". Secondly, it is necessary to do a good job of the specific implementation

work at the level of secondary colleges. The key link in the operation of the incentive system is teachers, whose essence is to encourage teachers to return to the essence of teaching and educating by improving their benefits and perfecting the system design. Without the full support of teachers, the blueprint of the incentive program will remain just a paper project. Therefore, we must mobilize teachers to actively participate in the implementation of incentive programs in the aspects of secondary college and professional subject development. Third, strengthen the Party's organizational building, Party organizations at all levels should give full play to the core role of politics, use the strength of the organization to rally people's hearts, and ensure the smooth implementation of policies.

The implementation of the incentive plan is not only empty talk, it must be implemented, and it must truly form a model that allows teachers to develop and benefits students. Teacher development, from the personal perspective of teachers, can promote the improvement of teachers' ability, make teachers feel that they still have great prospects and achievements in this work, and create conditions for teachers' career development, so that teachers can work with more dignity and dignity. From the perspective of the school, the overall structure of the school's teaching staff is more optimized and the level is higher. Therefore, schools should pay full attention to teachers' teaching and research work: let teachers feel the prospect of work; It is necessary to fully protect the enthusiasm and initiative of teachers to work, adjust and allocate work reasonably, so that each teacher has a full task and gives full play to his/her strengths; At the same time, the school should create a stage for teachers to display their talents, so that teachers can perform on the stage and create conditions for outstanding talents to stand out.

Schools should improve relevant systems, and on the basis of fully respecting teachers' democratic rights, ensure that teachers have opportunities and channels to express their views and participate in the discussion of major school events. An integrated democratic decision-making system should be formed in the whole process before, during and after decision-making. Strive to achieve genuine democracy in political and social life at the grassroots level. In addition, democratic

management of schools needs to be strengthened. For example, a certain number of teachers' representatives should attend important school meetings such as the Standing Committee of the Party Committee, the President's office, and the Teaching Congress. In particular, on matters involving the vital interests of teachers, the opinions of teachers should be widely listened to and solicited, so as to ensure that democracy is not just a formality, but can be truly implemented and accept the opinions and supervision of teachers.

First of all, in the formulation of the salary system, schools should strive to increase the income of teachers who devote more time and energy in teaching and school development, teaching performance and contribution, so as to achieve more work, more pay and excellent performance. At the same time, it is also necessary to improve the two-level management of the school and the linkage between the upper and lower levels, so that each work line can operate cooperatively, and create a harmonious atmosphere for the education of all staff in the school. Secondly, pay attention to the combination of material and spiritual encouragement, the school can set up special awards for teachers who have outstanding performance and contributions in a certain field, and carry out regular evaluation and reward. This kind of spiritual motivation fully reflects the school's recognition of teachers' achievements, and is undoubtedly an effective incentive. Third, preferential policies can be formulated conditionally and within a certain range, and exceptional promotions can be implemented for outstanding teacher titles or post appointments with outstanding achievements in a certain aspect, so that those teachers who do have leadership ability can fully show themselves. Based on the principle of making the best use of things and making the best use of people, we do not engage in seniority, so as to promote excellent teachers to stand out and create a relaxed environment for young teachers to achieve their careers.

In May 2015, The State Council issued the Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities, which clearly pointed out that the teaching methods and assessment methods should be reformed. To carry out a wide range of heuristic,

discussion and participatory teaching, promote teachers to integrate international cutting-edge academic developments, the latest research results and practical experience into classroom teaching, focus on cultivating students' critical and creative thinking, and stimulate innovation and entrepreneurship... At the same time, the "incentive plan" has been included in the comprehensive reform plan of Shanghai Education (2014-2020), which mentions that "we should strengthen teaching incentives, build an incentive system for teachers to devote themselves to teaching and improve the quality of education; It is necessary to use incentive plan to leverage the reform of personnel system, so that all school systems can be used as teaching support; Teaching work should be listed as the primary condition for the appointment and assessment of teachers; Let all teachers really pay attention to teaching and make good courses for undergraduates as the first priority. Under the current new situation and new requirements of deepening the comprehensive reform of education and improving the quality of application-oriented personnel training, schools should pay more attention to the formulation and implementation of teacher incentive plans. Although a lot of work is being explored and practiced, it also means that schools should carry out a series of reforms to optimize the curriculum system and teaching content on the premise of more clearly positioning the training objectives. It is bound to promote the development and improvement of the school. The implementation of incentive system is a comprehensive systematic project, which is essentially a project of deepening teaching reform and perfecting school system construction. It is based on financial support, takes multiple projects as the starting point, takes assessment and evaluation as the means, and takes system construction as the foundation, comprehensively integrates teaching elements and resources, involves a wide range of deep-rooted problems, and has many practical difficulties. Schools must be based on the actual situation, fully anticipate the difficulties and problems that may be encountered in the implementation, gather the collective wisdom of all cadres and teachers to solve problems together, overcome difficulties, and move forward step by step.

First of all, collaboration between the various departments of the school is crucial, and concerted efforts are most valuable. Personnel Department, Teaching Affairs Office, Assets and laboratory Management Office, logistics support Office, information technology center, Finance Department and other departments, each work line should be in line with the purpose of all personnel education, according to the unified deployment of the school, cooperate with each other and support each other, and jointly create full-time teachers, counselors, experimentalists, teaching and auxiliary personnel and management personnel to fulfill their responsibilities. A good educational and teaching ecological environment for all staff.

Second, to ensure the smooth implementation of the incentive plan, the Personnel department and the Academic Affairs Office are the key departments, which play the most important roles. In accordance with the principle of "personnel leadership, educational administration implementation", there is a division of labor but not separated, close connection, timely summary, the implementation of the phased results with the personnel system and teaching regulations solidified, become a new starting point for work, the new normal of teaching. The Personnel department should give full play to the role of the leading department, do a good job in the construction of the whole school teachers, revise and improve the personnel system of teachers' appointment, assessment and promotion. The Academic Affairs Office shall formulate corresponding teaching tasks and objectives according to the characteristics of each second-level college, provide targeted guidance to the second-level college, formulate implementation plans for various teaching projects and organize the implementation of them for each second-level college with the goal of standardizing teaching operation, promoting professional construction and improving teaching quality, strengthen monitoring and analysis of daily teaching status, and steadily improve undergraduate teaching quality.

Third, the functional departments of organs should do a good job in related work. The Asset and Laboratory management Department should continuously optimize the teaching conditions, the logistics support department should strive to do a good job in the bus and accommodation security brought by the school in the

outer suburbs, and the information technology center should continue to improve the incentive plan information system and the construction of the digital campus.

### **Conclusions on Section 3**

In view of the current situation and existing problems of human resource management in HX University, the researchers put forward the principles of incentive system design in colleges and universities, namely, the principles of seeking truth from facts, fairness, the combination of material incentive and spiritual incentive, and the consideration of the whole and personality. Then it improves the incentive system from six aspects: job appointment, performance appraisal, salary system, young teacher incentive, team and training incentive. In addition, in terms of the implementation and operation of the incentive system, the author puts forward the ideological orientation mechanism, the career attraction mechanism, the management democratic mechanism and the policy incentive system, hoping that the reform of the existing incentive system of HX University can enhance the efficiency of employee management and promote the rapid and sustainable development of HX University

## CONCLUSIONS

This paper mainly takes HX University as the research object, studies the optimization measures of the incentive system of organizational personnel, and provides practical suggestions for the employee incentive system of enterprises, especially universities

The first part of this paper expounds three aspects of content. First, the significance and function of higher education incentive. Studying the incentive system of staff in colleges and universities is helpful to optimize the human resources of colleges and universities. It not only helps to improve the enthusiasm and enthusiasm of staff for work, but also stimulates the creativity and innovation ability of teachers. Secondly, it expounds the basic theory of motivation. It mainly includes Maslow's hierarchy of needs theory, Herzberg's two-factor theory, Porter and Lawler's summation incentive theory, etc. These theories have laid a solid theoretical foundation for the development of this paper. Finally, the paper expounds the design principles and contents of incentive system, including people-oriented, growth and achievement, emphasizing the organic combination of team incentive and organizational incentive, short-term incentive and long-term incentive.

The second part of the study analyzes the current situation of human resource management in universities. Taking the staff of secondary colleges of HX University as the research object, questionnaire survey method was adopted. After data analysis, it was found that the main problems of human resource management in HX University include: the incentive system and evaluation system of teachers characterized by application-oriented has not been established; In the existing incentive models, the motivation to promote the promotion and development of the professional ability of teachers, especially young teachers, is still insufficient. The fund investment mechanism to adapt to the training of applied talents is not perfect. The reasons are as follows: for the talent incentive system of application-oriented schools, there is no mature paradigm for reference at present, so the system and

policy of teacher team construction for reference are often based on the evaluation index system of academic and basic research; Although the highly educated talents introduced by the school have high professional quality, they lack practical ability and are not clear about the orientation and actual demand of talents cultivated by application-oriented colleges and universities. The school needs high-level and high-level technical talents from industry enterprises to expand the existing teaching staff, but it is difficult for industry technical personnel to enter the frontline work of teachers.

The third part of this study describes how to solve the problems in the organizational personnel incentive system of HX University, including: improving the salary system, optimizing the evaluation index, strengthening the supervision and guidance role of secondary colleges, and increasing the training of young teachers. These measures are aimed at stimulating teachers' work enthusiasm, improving their work efficiency and promoting the long-term development of schools.

In terms of improving the salary system, this paper suggests that HX University should formulate a more flexible salary policy according to the work characteristics and needs of teachers, fully consider the workload, work quality, work results and other factors of teachers, and realize the close combination of salary and performance. In addition, a reward mechanism can be set up to encourage teachers to achieve excellent results in teaching and scientific research.

In terms of optimizing the evaluation index, this paper suggests that HX University should adjust the evaluation index system according to the new requirements of the development of The Times, so as to make it more targeted and effective. Specifically, teachers can be comprehensively evaluated from multiple dimensions such as teaching quality, scientific research achievements, and social services to ensure that the assessment results can truly reflect the performance of teachers.

In terms of strengthening the supervision and guidance function of the secondary college, this paper suggests that HX University should strengthen the

management and support of the secondary college and improve the status and function of the secondary college in the teacher incentive system. This goal can be achieved by strengthening the training of the leaders of the secondary colleges and improving the management ability and level of the secondary colleges.

In terms of strengthening the training of young teachers, this paper suggests that HX University should pay more attention to the training and selection of young teachers, and provide them with more training opportunities and development platforms. We can promote the growth and development of young teachers by setting up special training plans and strengthening the construction of teachers' ethics and style.

In short, through a comprehensive and in-depth analysis of the current teacher incentive system in HX University, this paper puts forward a series of targeted improvement measures, aiming at building a more scientific, reasonable and effective teacher incentive system. These measures are of great significance to promote the rapid development of HX University and enhance its social influence. At the same time, these measures can also provide a certain reference for other similar universities and promote the development of the whole higher education cause.

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## ANNEXES

**HX University Teacher Motivation Research" questionnaire**

Dear teachers,

Hello! In order to understand the state of HX University teachers' investment in teaching and research activities, explore the operation status of the current incentive measures for teachers and their impact on teachers, build a more effective incentive system for teachers in undergraduate colleges and universities, and create a fair and reasonable working environment for teachers, we are all oriented

The teachers of our school have conducted this questionnaire survey and sincerely hope for your support.

This questionnaire is purely for academic research purposes. It is an anonymous survey. Please fill it out according to your actual situation and thoughts.

I would like to express my sincere thanks to you!

1. Your gender:

A, Male B, female

2. Your age:

A, 30 years old and below B, 31-40 years old

C, 41-50 years old D, 51 years old and above

3, the current highest degree is:

A, graduate B, bachelor C, college degree or below

4. Your current highest degree is:

A, Doctor B, Master C, Bachelor (including no degree)

5, your professional and technical position:

A, Senior B, Deputy Senior C, Intermediate D, Junior (including no position)

6. How many years have you taught?

A, less than 3 years B, 3-5 years

C, 5-10 years D, 10-20 years E, more than 20 years

7. Your college is:

8. Your actual teaching hours in the last academic year:

A, 4 class hours per week or less B, 4-8 class hours per week

C, 8-12 class hours per week D, 12 class hours per week or more

9. How do you evaluate the amount of work tasks you undertake?

A, overload B, full

C, complete the standard workload D, not full E, serious shortage

10. What do you think is the impact of stress on your work performance and willingness to work?

A, very positive B, positive C, general D, negative E, very negative

11. The main difficulties you have encountered in your work are (please select at most three):

A, poor working conditions B, heavy work burden

C, leaders do not pay attention to D, interpersonal tension

E, lack of opportunities for further study at home and abroad F, few opportunities for job promotion G, publishing academic papers, difficulty in writing H, others

12. What do you think the working environment of HX University has a great impact on your work performance and work willingness: (multiple choices)

A, comfortable office conditions B, relaxed teaching and research environment  
C, good interpersonal status D, strong campus culture construction environment E, none of the above

13. Are you willing to participate in skills training at HX University?

A, very willing B, willing C, doesn't matter

14. What do you think of the training opportunities at HX University?

A, very easy B, relatively easy C, generally D, more difficult E, very difficult

15. What do you think is the difficulty of promotion in HX University?

A, very easy B, relatively easy C, generally D, more difficult E, very difficult

16. What is your satisfaction with your work in HX University?

A, very satisfied B, fairly satisfied C, generally D, not very satisfied E, very

dissatisfied

17. Your satisfaction with the achievement status of HX University is:

A, very satisfied B, fairly satisfied C, generally D, not very satisfied E, very  
dissatisfied

18. What is your attitude towards the development prospect of the school?

A, Very optimistic B, more optimistic C, generally D, more pessimistic E, very  
pessimistic

19, the purpose of your hard work is:

A, get a sense of accomplishment B, complete the responsibility of teaching C,  
improve their own level D, earn money E, others

20, What factors do you think motivate you at work?

A, get honors B, get a sense of achievement in teaching C, get promotion  
opportunities D, get bonuses E, others:

21. What is your opinion or suggestion on the incentive system of HX University?

This is the end of the investigation, thank you again for your assistance and  
support!

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
V.N. KARAZIN KHARKIV NATIONAL UNIVERSITY



# CERTIFICATE

## **TANG Nailing**

participated at the International Scientific and Practical  
Internet Conference

**«PROBLEMS AND PROSPECTS OF ENSURING  
SUSTAINABLE SOCIO-ECONOMIC  
DEVELOPMENT OF TERRITORIES»**

The topic of the speech at the conference:

*«Optimization of talent incentive system for 90s  
generation in chinese small and medium-sized  
private enterprises»*

Deputy Head  
of the Scientific Committee  
of the Conference,  
D.Sc. (Economics), Professor

Volodymyr RODCHENKO

October 27, 2023