



An Analysis of the Incentive Mechanism at the Private Universities for Teachers' Job Satisfaction in Easter China: Taking H University as a Case

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Abstract. This research selects the teachers of H private university as the research object. Based on Maslow's Hierarchy of Needs Theory, this research investigates the relevant incentive effects from five aspects: salary and welfare guarantee, sense of belonging, training opportunity and promotion system, performance appraisal system, working environment, and personalized spiritual incentive. This study adopts the method of quantitative investigation. The questionnaire was used as a data collection tool. The statistical data used in the data collection are descriptive analysis, F-test, one-way ANOVA, and correlation analysis. The research shows that the overall satisfaction of teachers' incentive mechanism in H private university is low, and the existing incentive mechanism can not meet the needs of teachers. The better the salary and welfare, the higher the sense of belonging, the fairer the training opportunities, the more attractive the promotion system, the more perfect the performance appraisal system, and the higher the teachers' job satisfaction.

Keywords: H Private University · Incentive Mechanism · Job Satisfaction

1 Introduction

1.1 Background

According to the People's Republic of China Ministry of Education statistics (2020), as of the end of 2019, there were 1,265 colleges and universities at the undergraduate level in the country, including 434 private colleges and universities, accounting for more than 34%, and there is a growing trend. With time, the domestic policy on private education has been continuously strengthened, and private education will continue to improve relatively quickly. However, due to the late establishment of private universities and the lack of guidance from relevant national policies in the school construction process, private universities have received low social recognition, which hindered the development of private universities to a certain extent. In addition, there are common problems in the

development process of private universities, especially human resource management problems, such as a single incentive mechanism, unreasonable overall allocation of human resources, and lack of innovation in the performance appraisal system.

Kuang (2021) thought that with the promulgation of the Law of the People's Republic of China on the Promotion of Private Education and the Outline of the National Medium- and Long-term Education Reform and Development Plan (2010–2020) and other relevant documents and laws and regulations, the state has actively encouraged and strongly supported private education, providing new impetus for the reform and development of Private education in China.

H university was used to comply with privacy concerns. As a private institution of higher learning established in Qingdao, Shandong Province, in 2000 (H University, 2021), H University is a large-scale private institution of higher learning in Qingdao. After Twenty-one years of progress and development, H University has a relatively mature incentive mechanism. However, with the fierce competition for teachers and the reform of the market form of private universities, H University still has many deficiencies in the incentive mechanism, which has led to the decline of the teacher's job satisfaction year by year in recent years, and the teacher turnover rate is serious., which directly affects the sustainable development of the school. In this situation, how to perfect the incentive system of private colleges and universities and then improve teachers' satisfaction to attract and retain talents has become an urgent problem to be solved.

All the data and research show that Shandong Qingdao H Private University is the main object of study in order to enhance private colleges teachers' degree of satisfaction and happiness as the goal for stable run by the local university teachers' staff, improve employee and organizational performance, improve employee satisfaction and loyalty has necessary practical significance. To sum up, research on teachers' incentive policies in private universities conforms to private universities' needs and can also help develop the national education industry.

1.2 Significance of the Problem

China's private higher education has been reformed and developed year by year. As one of the central bodies of the school, teachers are the critical factor in determining the school's quality. A perfect teaching staff can improve the teaching quality and efficiency of the school. Therefore, it has become a significant problem to be solved urgently for private universities to introduce high-quality professional talents, fully improve teachers' satisfaction, and mobilize teachers' work enthusiasm. Establishing a scientific, reasonable, and practical incentive mechanism is not only an effective way to solve this problem but also the core strategy for the long-term development of private universities. Therefore, the key to developing private universities is establishing an effective teacher incentive mechanism and accurately grasping the current incentive situation.

This research studies the satisfaction with the teachers' incentive mechanisms in private universities in China based on the Hierarchy of Needs Theory. In addition, this research analyzes the current incentive mechanism of H Private University from five aspects: salary and welfare guarantee, belonging establishment, training opportunity and promotion system, performance appraisal system, working environment, and personalized spiritual incentive.

Demographic factors are a necessary part of the study. It can be used to determine the impact of differences in the private teacher population on the content of the study. This study explored the impact of private teachers' gender, age, marital status, education level, title, and length of time teaching at the school on satisfaction with incentives.

1.3 Objective of the Research

To find the relationship between teachers' job satisfaction and salary and welfare guarantee.

To find the relationship between teachers' job satisfaction and belonging establishment.

To find the relationship between teachers' job satisfaction, training opportunity, and promotion system.

To find the relationship between teachers' job satisfaction and performance appraisal system.

To find the relationship between teachers' job satisfaction, working environment, and personalized spiritual incentive.

2 Literature Review

2.1 Job Satisfaction

Landy (1989) described teacher job satisfaction in the book "Psychology of Work Behavior" as a general emotional feeling and view of teachers about their work, occupation, and working conditions. It is closely related to teachers' work enthusiasm and has an essential relationship with people's mental health.

Locke (1977) has made significant contributions to the research on job satisfaction and its structure. He believes that the structure of job satisfaction includes four aspects: job satisfaction (refers to employees' satisfaction with the diversity of work content, learning and training opportunities, difficulties, and work autonomy), and compensation satisfaction (refers to employees' satisfaction with the organization's material rewards, welfare benefits, promotion system, and incentive policies), working conditions and environment (refers to employees' satisfaction with work safety, work recognition, the comfort of working environment, organizational policy environment), interpersonal relationship (refers to employees' satisfaction with the relationship with leaders, colleagues and subordinates).

2.2 Salary Treatment and Welfare Security

Zhao (2011) thought that salary is a kind of economic return teachers receive for providing labor to the school. The salary of private colleges and universities includes basic salary, other welfare, and performance bonus. Under the incentive mechanism, the compensation system can consider short-term and long-term interests, better reflect employee performance, and balance talent incentives and cost-benefit.

2.3 Sense of Belonging

Yao (2006) believed that a sense of belonging refers to a feeling when an individual is consciously recognized and accepted by others or a group. The sense of belonging of teachers refers to the relatively stable attitude and emotion that teachers are willing to integrate their personal life into the organization during the long-term interaction in the same school. It is the accumulation, cohesion, and sublimation of teachers' long-term, comprehensive, conscious, and active work enthusiasm and is a deep reflection of teachers on the overall development of the school.

The lack of belonging shows that the organization members disagree with its goals and values and will leave their existing posts when they encounter better employment opportunities. Li and Di (2012) thought that the lack of belonging is also reflected in the lack of work initiative.

2.4 Training Opportunities and Promotion System

Qiao (2012) believed that the training of teachers in colleges and universities involves the formulation of relevant policies, the reservation of training objectives, and the allocation of various resources, and is intricately linked with other factors inside and outside the higher education system. Teacher training can be divided into pre-job training, routine training, and backbone training.

Song (2015) thought that the promotion system improves teachers' economic income and social status, realizes self-worth, and meets teachers' psychological needs. In addition, it indirectly improves teachers' self-confidence and hopes index as knowledge workers, maintains an optimistic working state, and makes it easy to obtain a sense of achievement in their daily work.

2.5 Performance Appraisal System

Li (2007) thought that a performance appraisal system is an effective management method for an organization to check and evaluate employees' performance of their duties according to specific standards under established strategic objectives. In this definition, the Performance appraisal system, as a system, assesses employees' past work behavior and work performance and uses the appraisal results to positively guide employees' future work behavior and work performance, which is a systematic project.

2.6 Working Environment and Spiritual Incentive

Xie (2008) thought that the "working environment" includes complete teaching and scientific research equipment, sufficient scientific research funds, an ideal auxiliary working environment such as a library, harmonious organizational environment of the school. There is smooth information transmission and exchange, more opportunities to contact academic frontiers, a solid academic atmosphere, encouraging teachers to study further, and a comfortable natural school environment.

Wei (2007) considered teachers a unique group or class in society. Compared with other members or groups of society, teachers' spiritual needs have apparent differences,

prominently reflected in the fact that spiritual needs occupy a prominent position in teachers' needs structure. Everyone is independent, and teachers at different levels have different personalized needs. In the process of incentives, we should pay attention to the differential incentive for teachers of different ages, psychology, and personality to build a personalized platform for teachers' development.

3 Research Methods

The research method used in this study is quantitative, with a questionnaire survey and semi-structured interview as the research strategy.

3.1 Scope of the Research

This research was conducted from 1 February 2020–30 October 2021. The research is mainly aimed at the teacher group of H Private University in Qingdao, Shandong. Especially for young and middle-aged teachers who are active in the teaching field. Select these front-line teachers who are deeply affected by the shortcomings and deficiencies of human resources management in universities and universities as research objects, and strive to have the most representative research results.

3.2 The Population and Sample

Based on the statistics on the size of teachers at H Private University, as of January 2021, H Private University has a total of 682 full-time faculty members, according to the statistical "sample size based on confidence level" to determine the sample size requirements:

Calculation formula of sample size by simple random sampling:

$$n = P(1 - p) / e^2 / Z^2 + P(1 - P) / N$$

n: Required sample size.

P: Represents the proportional expectation of the target population, the degree of sample variation. Here, the estimated P is 0.5, which is the maximum value of the degree of variation of the sample.

E: Indicates the half-width of the confidence interval, which is the survey error.

Z: Represents the Z statistic at the confidence level. The Z statistic of 95% confidence level is 1.96, and that of 99% is 2.68.

N: Total units (Jia, J. P., 2004).

In summary, at the 95% confidence level, determine the maximum allowable absolute error of no more than 5%, the effective sample coverage ratio is about 50%, so the preliminary determination of the survey sample size needs to be greater than 246 people.

In this survey, 300 questionnaires were distributed, and 292 questionnaires were collected, of which 284 were valid, with a valid recovery rate of 97.3%, which meets the requirements of statistical analysis. This survey sample has a high proportion of female teachers, mainly young and middle-aged, with more than two years of teaching experience and a relatively low overall title level.

Data Collection Tool, The questionnaire was used as the primary tool for data collection. This research created an online questionnaire and collect relevant data. This research conducted three surveys from June to July 2021 and collected many personal characteristics of full-time teachers in H Private University, their views on school incentive mechanisms, their understanding of job satisfaction, and suggestions to improve satisfaction.

The content of the questionnaire mainly includes a teachers’ information survey, an incentive factors and need level survey, and a satisfaction survey of incentive status. Among them, the satisfaction evaluation survey is based on the pre-survey results from the teachers’ perspective. It investigates the evaluation of five dimensions: salary treatment and welfare security, sense of belonging, Training opportunities and promotion system, performance appraisal system, and personality incentive. In the measurement method of question answer, the non-scoring Likert broad scale is used to measure teachers’ satisfaction and attention to various questions. Statistical Analysis Software was used in the study for data analysis.

The measurement result of Cronbach’s Alpha is 0.898, which shows that the questionnaire’s reliability is good and high.

The KMO value is 0.915, which is more than 0.9, indicating that the correlation between variables is strong, and the validity of the questionnaire is very good. The significance of Bartlett’s spherical test (Sig.) is 0.000, which is less than the significance level of 0.05, indicating significant differences among the scale items.

Data Collection, This questionnaire survey is only for full-time teachers at H Private University. The authors limit the time point to before January 2021. The number of full-time teachers at H Private University is 682, and the total number of samples selected in this survey is 300. Among the 15 colleges of H Private University, 300 full-time teachers were randomly selected in proportion to fill in and collect the questionnaire online or offline. Moreover, the respondents accounted for more than 40% of the total. Two hundred eighty-four valid teacher questionnaires were collected and taken as samples, and the effective recovery rate was 94.7% (Fig. 1).

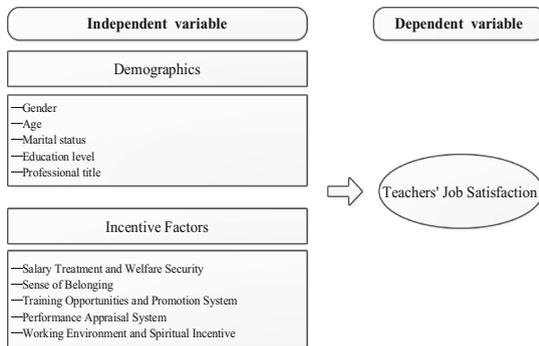


Fig. 1. Conceptual Framework by the author

3.3 Conceptual Framework

3.4 The Research Hypothesis

H1: The job satisfaction of H Private University teachers varies significantly with the demographic.

H2: There is a significant relationship between teachers' job satisfaction and salary and welfare guarantee at H Private University.

H3: There is a significant relationship between teachers' job satisfaction and belonging establishment in H Private University.

H4: There is a significant relationship between teachers' job satisfaction, training opportunities, and the promotion system at H Private University.

H5: There is a significant relationship between teachers' job satisfaction and the performance appraisal system at H Private University.

H6: There is a significant relationship between teachers' job satisfaction and working environment and personalized spiritual incentive at H Private University.

3.5 Statistics

In the research, statistics use descriptive and inferential statistical methods to analyze data and evaluate distributions. The data analysis statistics are mean score (Mean), Standard Deviation (SD), F-test, one-way ANOVA, and correlation analysis.

Ethics of the Questionnaire: The questionnaire survey has been approved and recognized by the college's senior leaders. The activity was carried out anonymously. In particular, it should be noted that the survey activity was not related to the year-end assessment of the school or the job and technical promotion to eliminate the teachers' doubts. Make the survey activities and statistical data more authentic. Ensure the ethics of the questionnaire.

Trustworthiness: Since the questionnaire was completed in China, the researchers displayed it in Chinese when issuing the questionnaire to ensure its credibility of the questionnaire.

4 Results and Discussions

4.1 The Descriptive Statistics

Descriptive analysis is used to describe the relevant characteristics of relevant variables, estimate the relevant ratio, and predict the preference and satisfaction of the respondents. The details of 284 questionnaires were as Table 1:

As can be seen from Table 1, female teachers accounted for a large proportion of the gender. In terms of age, there are mainly young and middle-aged teachers between the ages of 20 and 40. According to marital status, most of the respondents were married teachers. The educational background of teachers at H Private University is mainly graduate education, followed by the number of teachers with undergraduate education and a few with doctoral education. The lecturer title is the most, followed by the teaching

Table 1. Basic information about the sample surveyed

Items	Classification	Frequency	Valid Percent
Gender	Male	68	23.94%
	Female	216	76.06%
	Total	284	100%
Age	Less than 30 years old	46	16.20%
	30–40	157	55.28%
	41–50	54	19.01%
	More than 50 years old	27	9.51%
	Total	284	100%
Marital status	Unmarried (Includes divorced)	91	32.04%
	Married	193	67.96%
	Total	284	100%
Education Level	Bachelor Degree	71	25.00%
	Master Degree	202	71.13%
	Doctor Degree	11	3.87%
	Total	284	100%
Professional title	Teaching Assistant	82	28.87%
	Lecturer	121	42.61%
	Associate professor	58	20.42%
	Professor	23	8.10%
	Total	284	100%
	1–5 years	107	37.68%
	6–10 years	113	39.79%
	More than 10 year	31	10.92%
	Total	284	100%

assistant and associate professor titles. Most of the teachers surveyed have been teaching for 1 to 10 years.

From Table 2, the following results can be drawn:

(1) Teachers' attention to incentive factors in the order of remuneration and benefits, training and promotion, performance appraisal, sense of belonging, and personalized incentives.

(2) The mean values of incentive for compensation and benefits, the incentive for training and promotion, the incentive for performance appraisal, and the incentive for the sense of belonging are all greater than 3. This indicates that the respondents' demand for incentives in these areas is relatively high.

Table 2. Statistics of teachers' needs for each dimension of the incentive mechanism

Incentive factors	Min	Max	Mean	SD	Ranking
Salary treatment and welfare security	4.57	5.00	4.593	1.0851	1
Sense of belonging	3.04	5.00	3.914	1.1561	4
Training opportunities and promotion system	4.25	5.00	4.391	1.1443	2
Performance appraisal system	4.21	5.00	4.283	1.0853	3
Working environment and spiritual incentive	2.87	5.00	3.079	1.1942	5
Overall	3.93	5.00	3.692	0.9118	

Table 3. Statistics of teachers' satisfaction with the dimensions of incentives

Incentive satisfaction	Min	Max	Mean	SD	Ranking
Salary treatment and welfare security	1.00	5.00	2.473	1.0851	5
Sense of belonging	1.25	5.00	2.549	1.1561	3
Training opportunities and promotion system	1.14	5.00	2.514	1.1443	4
Performance appraisal system	1.21	5.00	2.893	1.0853	2
Working environment and spiritual incentive	1.87	5.00	3.319	1.1942	1
Overall	2.05	4.15	2.791	0.8932	

(3) The mean value of personalized incentives is less than 3. Therefore, it indicates that the respondents' demand level is low within this dimension.

From Table 3, the following results can be drawn:

(1) Teachers' satisfaction with incentive factors, in descending order, are working environment and personalized incentive, performance appraisal system incentive, sense of belonging building incentive, training and promotion system incentive, and remuneration package incentive.

(2) The mean value of satisfaction with the work environment and personalized incentives is 3.319, which is greater than 3, indicating that the respondents are more satisfied with the work environment and personalized incentives.

(3) The mean values of the four items of satisfaction with the incentive of salary and benefits system, the incentive of training and promotion system, the incentive of performance appraisal system, and the incentive of sense of belonging establishment are less than 3, indicating that the satisfaction of the respondents in these dimensions is low.

4.2 The Inferential Statistics

In questionnaire analysis, independent sample t-tests and one-way ANOVA are usually used for different analyses. The T-test statistical method is suitable for the different analyses of two variables. One-way ANOVA applies to the different analyses of three or more groups of variables. In this questionnaire, gender is a two-point variable, while age,

Table 4. Teachers' Job Satisfaction with Demographic Factor

Teachers' Job Satisfaction Factor	Difference	Not Difference	H0
Gender	✓		$\mu_1 \neq \mu_2$
Age	✓		$\mu_1 \neq \mu_2 \neq \mu_3 \neq \mu_4$
Marital status		✓	$\mu_1 = \mu_2$
Education Level	✓		$\mu_1 \neq \mu_2 \neq \mu_3$
Professional title	✓		$\mu_1 \neq \mu_2 \neq \mu_3 \neq \mu_4$

marital status, education level, professional title, and teaching age are more than three variables. Therefore, this study uses an independent sample t-test and one-way ANOVA to test whether there are differences in incentive factors. Firstly, the null hypothesis is put forward: the mean of each group is equal. In the t-test and one-way ANOVA results, if P-value is less than 0.05, there is a significant difference between the analyzed factors. Therefore, it is wrong to prove the null hypothesis. In order to accurately verify the results, LSD multiple comparative analysis was further performed. After analysis, the results are shown in Table 4.

4.3 Correlation Analysis

Pearson correlation coefficient (r) is mainly used to determine the correlation between variables and the size of the r value to determine the strength of the relationship between the variables. The larger the absolute value of r , the stronger the correlation. When $r > 0$, the two variables are positively correlated. When the value of one variable is more enormous the.

The value of the other variable is more significant. When $r < 0$, the two variables are negatively correlated. When the value of one variable is larger, the value of the other variable is smaller. When $1 > r > 0.8$, it is considered that the correlation between the two variables is very high. When $0.8 > r > 0.6$, it is considered that the correlation between the two variables is high; when $0.6 > r > 0.4$, it is considered that the correlation between the two variables is moderate; when $0.4 > r > 0.2$, it is considered that the correlation between the two variables is weak; when $0.2 > r > 0$, it is considered that the correlation between the two variables is very weak or no correlation.

It can be seen from Table 5 and Table 6 that there is a significant positive correlation between teachers' job satisfaction and salary treatment and welfare security, sense of being, training opportunities and promotion system, and performance appraisal system.

Table 5. Correlation analysis between the dimensions of teacher incentives

Incentive satisfaction	Salary treatment and welfare security	Sense of belonging	Training opportunities and promotion system	Performance appraisal system	Working environment and spiritual incentive
Salary treatment and welfare security	1				
Sense of belonging	.948**	1			
Training opportunities and promotion system	.934**	.937**	1		
Performance appraisal system	.916**	.041	.910**	1	

Table 6. Analysis of the correlation between the dimensions of incentives and teachers' job satisfaction

Incentive satisfaction	Teachers' job satisfaction
Salary treatment and welfare security	.971**
Sense of belonging	.954**
Training opportunities and promotion system	.966**

5 Conclusions and Recommendations

5.1 Conclusions

The main research conclusions are as follows:

The job satisfaction scores of teachers in the four incentive dimensions of remuneration salary treatment and welfare security, establishment of a sense of belonging, training opportunities and promotion system, and performance appraisal system in H Private University are below the median value of 3, which belongs to dissatisfaction. Only the satisfaction scores of the working environment and spiritual incentive are higher than 3, which is satisfactory. It shows that the overall satisfaction of teachers' incentive mechanism at H Private University is low, and the existing incentive mechanism cannot meet teachers' needs.

5.1.1 Conclusions Based on Demographics

This research showed a significant difference in satisfaction between male and female teachers at H Private University. Female teachers have higher overall job satisfaction than male teachers, and there is a significant difference in satisfaction between older and younger teachers at H Private University. All dimensions are significantly higher than younger teachers except for work environment and interpersonal relationship satisfaction. Furthermore, there is no significant difference in satisfaction among teachers of different marital statuses at H Private University. There is a significant difference in satisfaction among teachers of different educational levels at H Private University. There is a significant difference in satisfaction among teachers with different title levels at H Private University. Job satisfaction is generally higher for teachers with high title levels than those with low. There is a significant difference in satisfaction among teachers of different teaching ages at H Private University. Job satisfaction is generally higher among teachers with more ample teaching experience than those with shorter teaching experience.

5.1.2 Conclusions Based on Salary Treatment and Welfare Security

There is a significant positive relationship between teachers' job satisfaction and compensation package and the benefit security of teachers at H Private University. The better the compensation package and benefit security, the higher the teachers' job satisfaction.

5.1.3 Conclusions Based on Sense of Belonging

There is a significant positive relationship between teachers' job satisfaction and a sense of belonging among the teachers of H Private University. The higher the sense of belonging, the higher the teachers' job satisfaction.

5.1.4 Conclusions Based on Training Opportunities and Promotion System

There is a significant positive relationship between teachers' job satisfaction of teachers and training opportunities and the promotion system at H Private University. The fairer the training opportunities and the more attractive the promotion system, the higher the teachers' job satisfaction.

5.1.5 Conclusions Based on Performance Appraisal System

There is a significant positive relationship between teachers' job satisfaction of teachers and the performance appraisal system at H Private University. The better the performance appraisal system, the higher the teachers' job satisfaction.

5.1.6 Conclusions Based on Working Environment and Spiritual Incentive

There is a significant negative relationship between teachers' job satisfaction, working environment, and spiritual incentive among teachers at H Private University. This indicates that satisfaction in this dimension does not change dissatisfaction in other dimensions and does not change the existing picture of teachers' overall job satisfaction.

5.2 Recommendations

5.2.1 Suggestions Based on Demographics

The study recommends that H Private University provide appropriate incentive programs for women 30–40 years old, married people, masters, lecturers, and teachers with a teaching experience of 1–10 years. This group of people is the backbone of the teachers of H private universities and needs more attention. Teachers can be classified and managed, and incentive plans can be designed accordingly. In the teacher performance appraisal plan, it is necessary to focus on the work of different types of teachers.

5.2.2 Suggestions Based on Salary Treatment and Welfare Security'

Based on fully considering the needs of teachers, H Private University should closely follow the salary changes of other related universities, improve the salary level and welfare of teachers, and establish a perfect salary system. Salary design should meet internal consistency and external competitiveness and be dynamically adjusted according to teachers' performance, ability characteristics, and behavioral attitudes, and individual posts and special arrangements should be implemented for particularly scarce talents. In order to improve the enthusiasm of teachers' work, reduce the loss rate of teachers, and promote orderly competition among teachers.

5.2.3 Suggestions Based on Sense of Belonging

H Private University should put teachers' sense of belonging in the central position, pay attention to particularity and subjective initiative, consider teachers' career development goals, and improve teachers' social status. Furthermore, private universities and colleges should establish an effective incentive mechanism for teachers, improve teachers' post-retirement security, state-provided statutory benefits, and school benefits, expand the influence of private teachers to improve teachers' social status, and gradually improve teachers' occupational affiliation feel.

5.2.4 Suggestions Based on Training Opportunities and Promotion System

H Private University should take the overall development of teachers as the fundamental starting point, create a good career development platform for them, and provide them with training opportunities for their self-development. Therefore, it is necessary to establish a unified assessment standard for teachers' development and school goals, integrate teachers' personal development needs with school development needs, and correctly guide teachers' long-term efforts through performance assessment methods. Teachers can use this to understand the school's development goals and requirements for teachers, determine personal development goals, and achieve the integration of personal and school goals. In addition, teachers' performance can provide feedback on teachers' actual work conditions, and at the same time, a good and fair promotion system can be formulated based on this.

5.2.5 Suggestions Based on Performance Appraisal System

H Private University establishes the evaluation concept of “focusing on teachers’ professional development, supplemented by performance appraisal”. Formulating a teacher performance appraisal system according to the school’s school-running orientation, teachers’ work rules, and the characteristics of different disciplines is necessary. To formulate quantifiable performance indicators that can effectively reflect teachers’ performance, establishing performance goals should be based on school development and teachers’ needs. In the process of performance implementation, attention should be paid to teachers’ actual needs and changes in psychological characteristics, and communication with teachers should be strengthened.

5.2.6 Suggestions Based on Working Environment and Spiritual Incentive

Although working conditions and living environment have little impact on teachers’ job satisfaction, private universities have many deficiencies compared with public universities. The working environment can be improved by creating loose teaching, scientific research, social services, and cultural heritage. In addition, improving the working environment and satisfying employees’ spiritual needs can help teachers be more actively involved in teaching and scientific research.

6 The Limitation and Future of the Research

Due to the limitation of conditions, only 300 teachers from H University were selected as the survey samples, which is typical research. If the survey data and conclusions are to be more universal, the research scope needs to be expanded in the future. We can further understand teachers’ job satisfaction in China by increasing the sample number of teachers in Private universities.

In terms of research methods, this paper only adopts standard research methods such as literature survey, questionnaire survey, and data analysis. However, in future further research, more advanced methods can be used to deepen the research, such as introducing a structural equation model and other in-depth analyses, improving the existing teacher incentive theory and job satisfaction theory research, and theoretical research to promote the development of practice further.’

However, because of COVID-19, most research can only be done online. Moreover, the indicators and dimensions of the questionnaire survey are relatively simple and need to be further expanded. It is expected to include the incentive mechanism and job satisfaction more comprehensively and further enhance the reliability of the research conclusions.

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