

Analysis on the Incentive Mechanism of University Teachers' Management

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Abstract. As a special social group, college teachers have very distinctive characteristics. They are highly educated, especially young teachers, and usually have a master's or doctoral degree. University teachers are the main body of the university and the main human resources of the university. William James, a psychologist at Harvard University in the United States, found that when a person lacks motivation, his or her performance can only reach 20% to 30% of his or her ability. When they are motivated, they can demonstrate an ability of 80% to 90%. The teaching, scientific research, personnel training and campus culture construction of colleges and universities are inseparable from the creative work of teachers. Therefore, the establishment of a sound and scientific teacher management incentive mechanism plays an important role in the development of colleges and universities.

At present, colleges and universities face enormous development opportunities and challenges. Through a series of reform measures, universities have developed rapidly. How to mobilize the enthusiasm of teachers and improve the quality of teaching has become a major problem facing colleges and universities. Therefore, perfecting the incentive mechanism for college teachers is the core content of college reform. In the incentive mechanism of college teachers, the establishment of the evaluation system is an important issue that deserves extensive attention from scholars.

Analysis of the status quo of university teacher management

The overall salary level is in a low level

According to the statistics of the Ministry of Education of the Ministry of Education in 2005, the number of teachers is under the age of 30 in colleges and universities nationwide is accounted for 29.32%, and the teachers under 40 years old is accounted for 65.23%. Young teachers in colleges and universities are in a disadvantaged position in terms of qualifications due to short working hours. In the structure of the university teacher group income pyramid, young teachers have lower wages and are at the bottom of the pyramid, so most of the young teachers are not satisfied with their wage income. The survey shows that 75% of young teachers are not satisfied with their wages and incomes. Young teachers are mostly faced with real life pressures such as pension, buying a house, getting married and having children, and the material demand is relatively strong. However, the actual wage income level is in sharp contrast with the strong material demand, which also leads to the lazy mood of young teachers, and the quality and efficiency of work have declined to varying degrees. This has caused a series of negative effects. For example, in recent years, many young teachers have been seeking part-time teaching outside the school, and even part-time teaching has become their main business, and the responsibility of teaching and research itself has been retired as a sideline.

Lack of effective competition mechanism and scientific and reasonable evaluation system

The nature of public service in colleges and universities determines that the human resources of colleges and universities cannot fully implement the employment system in accordance with market rules. Although a series of personnel reforms and employment contract systems have been implemented in recent years, a considerable part of the university teacher employment system has not yet been fully established. At present, in order to ensure that colleges and universities do not have too many underemployed or low-employment personnel, they will often carry out corresponding job setup and overall arrangement. The rational and orderly configuration of human resources is a relatively difficult matter.

Scientifically and reasonably evaluate the performance evaluation methods of college teachers, evaluating the work behaviors, attitudes and results of college teachers, and obtaining relevant and accurate information, so as to evaluate the performance level of teachers and determine the treatment of teachers. However, in practice, many college and university teachers' performance appraisal methods are not scientific and reasonable. It is difficult to comprehensively and objectively reflect the achievements and problems of teachers' work, and does not provide an objective basis for teachers. Thus, it weakens into vary degrees. The teacher's initiative, sense of responsibility and sense of accomplishment, and easily lead to conflicts between managers and teachers, which will inevitably weaken the performance evaluation effect of teachers.

Teachers are seriously burned-out

According to Beverly Porter, a well-known American psychologist, job burnout is the feeling of being bored with work due to excessive stress.

In recent years, due to the increasingly fierce competition of talents, the pressure on the work of college teachers in China is growing. With the expansion of enrollment in colleges and universities, the number of students enrolled in schools has increased significantly. It is difficult for teachers to really solve problems such as students being tired of learning and poor learning attitudes. This uncontrollable nature of work often makes teachers feel anxious. At the same time, the school lacks science in the teacher management and evaluation system, especially in the job title evaluation and teacher appointment system. Excessive emphasis on digital quantification adds to the burden of teachers' work, blurs the teacher's work goals, which leads to academic corruption, and has a tendency of "utilitarian" prevailing on campus. Driven by the interests, the competition between teachers has become very fierce. At the same time, normal cooperation and communication have been significantly reduced. Colleagues have mutual suspicion, which has led to individual teachers even experiencing depression, loneliness and anxiety, and has aggravated teachers' burnout, which may seriously affect the development of education.

Young teachers should have a stronger motivation for achievement. Individual achievement motivation is a motive in the whole motivation system intertwined with seeking knowledge, self-improvement, creation and praise, obedience and belonging. Achievement motivation directly affects the success of each teacher.

Second, the main problems existing in the current university teacher management incentive mechanism

The management consciousness is relatively backward and the teacher incentive mechanism is not perfect.

At present, the personnel management of most colleges and universities are still follow the traditional "personnel management" thinking, and the institutionalized management mode of incentive mechanism still does not see the significance of the construction of teacher incentive mechanism from the perspective of modern human resource management. Due to the lag in concept, there have been phenomena such as "heavy management, heavy service", "heavy use, heavy training", "heavy short-term benefits, and long-term consideration". Management is still at a flat management level, and the incentive mechanism mainly adopts an institutionalized rigid operation, which cannot really stimulate the enthusiasm of teachers. Therefore, only by changing the traditional "personnel" concept can a good human resource management system and an effective teacher incentive mechanism be established.

A single incentive mechanism does not meet the needs of teachers at all levels.

According to Maslow's hierarchy of needs, people's needs are divided into five levels: survival, security, social interaction, respect and self-realization in order of low to high. Some colleges and universities often adopt the same incentives when formulating incentive policies, ignoring individual differences. Lack of understanding of teachers of different ages, levels of work and education leads to a lack of flexibility and creativity in motivation. Universities are places where intellectuals gather. Incentives must consider the characteristics of intellectuals, especially the young teachers. Young teachers shoulder the heavy responsibility of teaching and research,

shouldering the heavy responsibility of the future development of colleges and universities. They are the main force of the school, but they are treated relatively low. Although intellectuals need material stimulation as well as ordinary people, they cannot ignore the higher levels of spiritual satisfaction. For them, high-level demand is often more than low-level demand, spiritual demand is more than material demand, and social demand is more than life demand. In other words, the pursuit of career success and value realization. At present, most colleges only use bonuses as incentives, ignoring different levels of human capital needs.

Unreasonable teacher evaluation system.

Teacher evaluation reflects the value of human capital to a certain extent. However, most college teacher evaluation standards tend to focus on quantity while ignoring quality, often too quantitative and standardized. The teacher evaluation system did not play its due role. For example, measuring and evaluating the teaching work of teachers, publishing works, research, publishing papers, etc. In the past year, how much research funding and how many academic papers were published. Among the papers published, how many are core journals, and how many are included in SCI, EI, etc. This focus on quantitative evaluation indicators often leads to insufficient positive motivation and increased negative motivation. Assessment does not become a guide to the correct work objectives, which has a significant negative impact on the healthy growth of teachers. In addition, some teachers spend a lot of energy on papers, books, and accumulated class hours to evaluate, and they spend less on teaching and research, which affects the quality of teaching and research in schools.

Third, the construction of university teacher management incentive mechanism

Adhere to the people-oriented management philosophy.

University teachers are the main body of the school and the main human resources of the university. They are highly educated, especially young teachers, and usually have a master's or doctoral degree. The nature of teachers' work is mainly mental work, and the work results have high scientific and technological content. Teachers' groups are rich in psychological activities, sensitive, liberating, active in thinking, strong sense of responsibility, strong sense of democracy, focus on spiritual pursuit and treatment, and hope to participate in school management. They pay more attention to their own development opportunities and the school's respect for teachers, but also pay more attention to the atmosphere, which is the second requirement of welfare treatment. However, traditional human resource management assumes that people are "economic people", and the purpose of teachers' work is for money. Therefore, we must adhere to the people-oriented management philosophy, improve working methods and methods, strengthen democratic management, strengthen teacher participation in management, fully respect the needs of teachers, stimulate teachers' sense of responsibility, fully mobilize enthusiasm, initiative and creative teachers, and improve school education quality and education level.

The combination of material and spiritual incentives.

The enthusiasm of human capital is actually a conscious and automatic behavior generated by individuals under the stimulation of various factors. The economic law shows that when the level of material incentives reaches a certain level, the effect of material incentives will become weaker and weaker, sometimes without the effect of incentives. Therefore, the teacher's incentive mechanism should be combined with material incentives and spiritual incentives. College teachers are advanced intellectuals who attach great importance to spiritual needs. The combination of spiritual motivation and material incentives can realize the realization of material safety and spiritual self-worth. Although the management of college teachers in China is still based on material incentives, the importance of spiritual incentives has become increasingly prominent. Therefore, many university administrators also realize that it is necessary to combine material incentives and spiritual incentives to continuously motivate teachers in various forms and means, and give full play to the teachers' innovative spirit and creativity, so as to achieve better incentive effects.

Establish and improve a scientific and reasonable performance appraisal system.

The scientific evaluation of the performance of college teachers is an important guarantee for the rapid and healthy development of colleges and universities. Improve the employment, performance

appraisal and allowance distribution system in colleges and universities. Only by establishing and perfecting a practical, scientific and reasonable performance appraisal system can we standardize and strengthen the responsibilities and behaviors of each teacher, enhancing the sense of responsibility of teachers, and fully mobilize the enthusiasm of teachers to perform their duties. When formulating the assessment indicators, it is necessary to comprehensively assess the quantity and quality, so that the assessment indicators are as scientific as possible and accurately evaluate the performance of each teacher. It fully reflects the high-quality work results of teachers, better reflects the true value of human capital, and fully mobilizes the enthusiasm, initiative and creativity of teachers.

Establish a good campus culture incentive mechanism.

College teachers have a rich spiritual and humanistic needs. Most of them love their careers and don't easily change jobs. University administrators should strengthen humanistic care based on teachers' psychology. It is necessary to establish a relaxed, harmonious, scientific and humanistic campus culture that truly reflects the intrinsic value pursuit and spiritual concept of college teachers, so that college teachers can establish a good world outlook, outlook on life and values. It is necessary to establish good interpersonal relationships so that people feel happy, encouraging each other, and respect each other. It is necessary to cultivate the team spirit of teachers, giving play to the group effectiveness of teachers, enhancing the group consciousness of teachers, and make teachers have a sense of identity and belonging. "The power of the example is endless." You can choose some excellent teachers, such as "teachers" and "my favorite teachers", as role models for teachers to learn and imitate, thus enhancing the incentive effect.

Conclusion

In short, colleges and universities are places where intellectuals gather and are training places for socialist builders and successors. Teachers are the main implementers of the educational function of colleges and universities. The construction of teacher incentive mechanism is of great significance to the healthy and rapid development of colleges and universities. At present, there are still many shortcomings in the incentive mechanism for college teachers, which need to be improved. Only by establishing a reasonable teacher incentive mechanism that is more in line with the needs of colleges and universities can we fully mobilize the enthusiasm, initiative and creativity of teachers, thus improving the quality and efficiency of schools.

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