

INFLUENCING FACTORS ON MOTIVATION IN HIGH SCHOOL MANAGEMENT PRACTICES

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Abstract

In order to improve the teaching level of the existing teacher team, Human resource management theory is gradually being integrated into the teacher team management, Pay special attention to the incentive of In order to improve the teaching level of the existing teacher team, Human resource management theory is gradually being integrated into the teacher team management, Pay special attention to the incentive of college teachers, Therefore, how to motivate teachers in recent years, And how to improve teachers' teaching enthusiasm and teaching efficiency It has become a hot topic in various colleges and universities. Based on this, this paper presents a questionnaire survey for teachers from K universities, Obtained the satisfaction degree of the This paper presents a questionnaire survey for teachers from K universities, Obtained the satisfaction degree of the incentive factors and the demand degree data of the K university teachers, and obtained the current situation and the problems behind the problems reflected by the influencing factors of the incentive problems from the data, It also explores the correlation of teacher motivation and motivation behavior, the correlation of demand factors It also explores the correlation of teacher motivation and motivation behavior, the correlation of demand factors and demographic variables, Finally, we put forward some corresponding suggestions for the problem, On the On the one hand, it hopes to provide reference for data analysis and theoretical research for encouraging researchers in university management practice, On the On the other hand, I also hope to help K universities and even other universities to do a good job in encouraging teacher teams and improve I also hope to help K universities and even other universities to do a good job in encouraging teacher teams and improve the level of human resource management.

Keywords: College teachers; Management practice; Human Resources; Incentive

Introduction

Statement of the problems

With the rapid development of colleges and universities, they have been introducing various kinds of teachers, and the structure of teachers has been multilevel. On the one hand, most of the older teachers who have taken up the post of professors and associate professors are loyal to the cause of education, can bear hardships, have a strong sense of responsibility, have made certain achievements, seek stability in their working environment, and are obsessed with their career to get greater achievements. On the other hand, a large number of newly introduced young teachers, generally with higher education, active thinking and strong innovation, are not yet firmly established in their needs. According to the principle of timeliness of human resources, if human resources are not utilized in a timely and appropriate manner,

they will pass away with the passage of time, thus causing a great waste of talents. The assessment principles and standards for teachers in higher education have an important guiding role. In performing the same work, the requirements for senior title staff differ from those for junior title staff, and the assessment standards should be different. Therefore, when implementing the appraisal, it is necessary to fully understand the different requirements for its members in different positions, positions or levels, and to set out the content and standards of the appraisal in different categories. Only by doing this can we ensure the reasonableness and true reliability of the assessment results. Nowadays, most colleges and universities do not distinguish the design of the assessment index system into objects and use a set of assessment standards to measure all teachers. Some of them, even if they are divided into levels, but in practice, they only favor high-level talents, or only grasp the two ends, lacking the assessment of the middle levels.

Research objectives

Improving the quality of education is the eternal theme of higher education and the lifeline of the school's survival and development. As the main body of teaching, teachers' teaching quality is the key factor of higher education quality, and effective motivation for teachers is an important link to improve education quality in higher education. Because, only by establishing effective teachers' incentive mechanism can we give full play to the enthusiasm, initiative and creativity of teachers' work and maximize their work performance so as to improve the education quality and efficiency of the school and provide a power source for the sustainable development of colleges and universities. At present, there are a series of problems such as high motivation means to single, various supporting systems are not scientific and perfect, ignoring the differences of individual teachers' motivation and ignoring the motivation of teachers' inner emotion. As a special social group, teachers in colleges and universities have distinctive characteristics. Therefore, in order to improve the quality of teaching, schools must fully consider the actual situation of teachers, and the motivation of teachers cannot be limited to simple and traditional motivation methods but need to establish a comprehensive and effective incentive mechanism to fully meet their needs, maximize their potential, and guide them to work creatively.

Research Hypothesis

Hypothesis 1: Teachers in K universities are less satisfied with the maintenance factor.

Hypothesis 2: The need for maintenance factors is higher than the need for motivational factors among teachers in K universities.

Secondly, among the hypotheses about the demand situation and relevance of teachers' motivational factors, this paper refers to the results of a large number of scholars' studies and proposes the following hypotheses.

Hypothesis 3: There is a significant correlation between the motivational factor needs of teachers and their own gender, age, length of service, title, education and salary in K college.

Hypothesis 4: The accumulation status of teachers in K college and other universities shows a positive correlation with teachers' work motivation.

Limitation and Scope of the research

Teachers in colleges and universities are the foundation of the development of colleges and universities, and they are the pioneers of the development of education industry, the creators and transmitters of knowledge, etc. They have special characteristics in their thoughts and behaviors that are different from other social groups.

The motivation process of college teachers is different in different periods and different situations. The whole motivation process, from the beginning to the end to the re-motivation, must be made according to the different goals of the university and the teachers in different periods, forming a dynamic and complete system.

Research Benefit and significant

The questionnaire was distributed to the teachers of K University, and statistical analysis, correlation analysis and validity reliability analysis were conducted using SPSS 23.0. It is hoped that the questionnaire can provide a reference for data analysis and theoretical research.

This paper analyzes the problems of teachers' motivation in the management practice of K University with the relevant data obtained from the questionnaire, and proposes solutions to the problems, hoping to help K University and other universities to do a good job of teachers' motivation and improve human resource management.

Literature Reviews

Concept and Theory

Motivation is an important concept in management psychology, which includes the meaning of motivation, encouraging behavior, and creating momentum. Motivation mechanism is a dynamic system that further influences motivation behavior by using motivation system and motivation system, which includes the process of interaction between all factors in the system. Motivate Mechanism refers to the mechanism that the motivating body of college management takes into account the working and psychological characteristics of college teachers, optimizes and integrates all relevant factors affecting the motivation of college teachers, relies on scientific and reasonable motivation system and motivation system, and uses various motivation methods and means to make them give full play to their working potential and enthusiasm, so as to achieve the motivation goal.

Domestic Literature Review

Firstly, in terms of the issues related to the needs and incentives of college teachers, Chen Quan and Shen Bin (2019) obtained data on the needs and incentives of college teachers and processed the data to conclude that college teachers recognize salary and welfare incentives more than spiritual needs, and inferred that the best way to motivate teachers is to improve salary and welfare benefits; Wang Hui, Luan Tian Wang, Hui, Luan, Tim, and Du (2021) judged the influence of professional growth incentives on teachers' professional development from the perspective of teachers' professional development, and concluded that the most significant influence of salary and title improvement on teachers' professional development motivation was found in the content of teachers' growth incentives.

Secondly, in the research of teachers' salary incentive, Zhao Junping (2011) conducted a questionnaire survey for teachers' salary incentive, and also combined with the current situation of salary incentive research in colleges and universities at home and abroad, and made a complete analysis of the salary incentive mechanism of a forestry higher education school, and came to the conclusion that the college is deficient in salary incentive mechanism, and concluded that college teachers have a high demand for salary incentive.

Foreign Literature Review

Unlike domestic studies, foreign studies on motivational influences in university management practices can be divided into four major categories: pay incentives, non-pay incentives, classification of motivational factors, and incentive policies.

Firstly, Shin (1995) investigated the teachers in several colleges and universities through a combination of questionnaires and interviews, and also found that teachers' salaries showed a strong correlation with the length of tenure; Kirby (1999) compiled the salaries of teachers in Texas colleges and universities over the years, and found that the turnover rate of teachers in colleges and universities was positively correlated with salaries, and the higher the salary, the lower the turnover rate. The higher the salary, the lower the turnover rate.

Secondly, the non-pay incentives, Sean (2004) obtained the data of faculty members in several schools by accessing the school database and randomly selected teachers in several colleges and universities to conduct a questionnaire study on motivation-related issues, and the data from the questionnaire concluded that the ways to improve teachers' motivation include welfare incentives in addition to salary, and also found that although non-pay incentives can play a part of It is also found that although non-pay incentives can play a part of positive motivation effect, the significance of negative incentives is significantly higher than positive incentives, and various work environment and interpersonal relationship related factors can significantly affect teachers' work motivation.

Research Methodology

Methods of study

This paper conducted a questionnaire survey on teachers in K college and obtained data on the satisfaction level and demand level of teachers' motivation factors in K college, and also explored the correlation between teachers' motivation and motivational behavior, and the correlation between demand factors and demographic variables. We also explored the correlation between motivation and motivational behaviors, and the correlation between demand factors and demographic variables. We also explored the current situation of motivational factors and the problems behind them, including poor compensation and benefits system, biased performance evaluation, lack of teachers' participation in decision-making, lack of investment in teaching hardware, and limited space for teachers' development.

Population and Sampling method

Since this questionnaire involves many factors and the correlation characteristics need to be studied, SP SS23.0 was chosen as the research tool to analyze the data in the questionnaire to determine the validity of the questionnaire on the one hand and the correlation analysis of

the data to determine the degree of correlation on the other.

In this study, 161 questionnaires were distributed randomly by internet to the full-time teachers of teaching and academic affairs in K college, and 149 questionnaires were finally collected, with a recovery rate of 92.5%; all questionnaires were valid, and the questionnaire efficiency rate was 100%.

Results of Data Analysis

Poor compensation and benefit system

According to the data of this study, it can be learned that the teachers of K college and universities have the highest demand for salary and welfare factors, but at the same time, the satisfaction level of this factor is also the lowest, which fully proves that the teachers of K college and universities are not satisfied with the existing welfare system, and the existing salary and welfare system also cannot meet the needs of teachers, and from the perspective of the college industry, the requirements for college education have gradually increased in recent years, which makes the teachers' demands for their own salary also increase. From the perspective of university industry, the requirements for university education have been gradually increased in recent years, so that teachers' requirements for their own salaries are also increasing, but the salary and welfare model of university is too much based on the factors of job seniority and title, ignoring the evaluation of teachers' performance, so that teachers' efforts cannot be converted into salaries, so it is difficult for teachers to feel satisfied.

Biased performance appraisal evaluation

According to the data of this study, it can be learned that teachers in K college and universities give low evaluation in terms of college fairness, and the college fairness factor is directly connected with the performance appraisal evaluation system of colleges and universities, so it can be considered that the existing performance appraisal evaluation of K college and universities is biased and cannot fairly evaluate the efforts made by teachers, and after the field study in K college and universities, it is found that teachers of all faculties and all majors After the site visit to K college , it was found that there was no difference in the assessment indexes, which led to the fact that the assessment results of teachers could not be shown in a real situation.

Inability of teachers to participate in decision-making

As front-line workers in colleges and universities, college teachers should have the right to participate in college management decisions, but according to the data of this study, we can learn that the satisfaction level of teachers in K college and universities is extremely low and the demand level of management participation factors is high, which also fully illustrates the neglect of teachers' decision-making rights and the scarcity of decision-making rights obtained by teachers in K college and universities, and "scholars rule " is difficult to be truly implemented, and naturally it cannot keep up with the general environment of university reform.

Lack of investment in teaching hardware

It can be learned that the teachers of K college and universities have low satisfaction and high demand for the working environment factor, considering that the working environment includes teaching and research environment, external environment and classroom environment, and the campus of K college and universities has a large area, good external view and comfortable scenery, so it can be considered that the teachers of K college and universities are not satisfied with the teaching and research environment and classroom environment. In addition, the campuses of K college and universities are new and not established in the center of the city, but choose the suburbs which are more remote from the city, meanwhile most of the teachers who give lower ratings and higher demands on the working environment factors are over 40 years old, and this part of college teachers to their family residences are generally inside the city, so the commuting distance of teachers from the city to the school also becomes a reason to influence the teachers' satisfaction with the working environment One of the reasons.

Restricted space for faculty development

Teachers in K college and universities give higher demand for career promotion, which fully indicates that teachers in K college and universities want to get more fair and diversified job promotion opportunities, and in combination with the age distribution of teachers in K college and universities, new teachers do need more job promotion to improve their salary and education career, and the teachers have higher education level, so they are more eager to improve their level and meet their needs. Therefore, they are also more eager to improve their own level and satisfy their own needs.

Conclusions and Discussion

Summary of research results

This paper investigates the factors influencing motivation in management practice and obtains the satisfaction and demand degree of teachers' motivation mechanism. However, there are some shortcomings in this paper, such as the small size of the survey sample and the small number of teacher group positions, which will be further improved in the future research.

Discussion of Results

Optimize the compensation and benefits system

In response to the existing situation that genetic teachers are dissatisfied with the salary and welfare system, K college should abandon the model of seniority-based salary and use the labor-based salary scheme of private enterprises instead, so that teachers can evaluate their daily contribution and teaching level through quantifiable data, so that they can more clearly understand the relationship between their own labor and salary and strengthen their teaching motivation.

Adjustment of performance appraisal evaluation

Whether the performance assessment evaluation is fair and has professional differences is the basis for the smooth operation of performance assessment evaluation. Therefore, K college should, under the premise of fairness and impartiality, adjust the performance assessment evaluation differently according to colleges and majors, such as giving practical performance

evaluation to teachers of professional courses and student satisfaction evaluation to teachers of teaching management, etc. Meanwhile, in terms of assessment period, it can be made according to the rhythm of teachers' courses. For example, teachers with 80-100 monthly class hours can be evaluated quarterly, while teachers of general courses can be evaluated monthly due to their high-class hours.

Increasing faculty decision-making power

The best way to improve the motivation of employees is to give them enough company and management rights in colleges and universities. It is also necessary to establish a joint decision-making mechanism for teachers to participate in the decision-making of the university.

Improve teaching and research hardware investment

In terms of teaching and research hardware, K college need to improve the investment in teaching and research environment, introduce more advanced teaching and research equipment for teachers and provide a more comfortable teaching and research environment, on the other hand, they also need to optimize classroom conditions and equip teachers with more useful and convenient multimedia facilities to assist teachers in their teaching work, so as to improve teachers' experience and enhance their work motivation.

Provide personal development pathways

Considering the high demand of teachers for personal career development and the fact that most of the teachers are young, K college need to establish more open and perfect promotion channels, use performance evaluation and seniority as promotion criteria at the same time, and weight performance evaluation more than seniority, so that teachers can get more rewards for their efforts than salary incentives, and provide promotion platforms for teachers so that they can The company also provides teachers with a promotion platform so that they can achieve personal growth through their efforts.

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