

Research on the Incentive Status and Optimization Strategy of Local University Teachers

-- Take Changchun H University as an example

Xin Cao

Ulaanbaatar Erdem University, Ulaanbaatar, 999097-15141, Mongolia

Abstract: Since the reform and opening up, the comprehensive ability of the country has been continuously improved, and the requirements for talents are also getting higher and higher. Therefore, we have invested a lot of money in the development and training of universities, which brings a rare opportunity for the development and training of talents in our universities. Today, the shortage of higher education resources, more than one thousand colleges and universities to a certain extent can solve the needs of modern China, but now, "Chinese and foreign universities", "double top" construction has become the object of colleges, and the construction of high quality, high level of university, cannot leave the optimization of teachers and incentives for teachers.

Keywords: Local universities; incentive mechanism; human resource management; college teachers.

1. Introduction

Today, with the development of science and technology, the impact of science and technology on society is more and more obvious, and human resources are the core of enterprise competition. Only by improving the teaching quality of colleges and universities can we create high-level talents. With the transformation of higher education from "elite" to "public", colleges and universities have basically met the needs of social development in terms of school scale. However, for a long time, the teaching quality of Chinese universities is not optimistic, so we must continue to improve the teaching quality; this is a major problem in the current reform of Chinese college education system. At present, China is actively promoting the construction of "double first-class", taking first-class majors and first-class disciplines as a major measure to improve the level of university education.

At the same time, universities all over the country have been making positive changes to their classroom teaching, from flipped classroom to creating golden class, which puts forward a new requirement for university teachers, that is, to keep up with the pace of The Times and improve the quality of their education and teaching. The construction of university faculty is one of the important factors affecting the quality of university running.[1] How to build and perfect the faculty in China has become an important part of the development of higher education in China.

2. Incentive Status of Changchun H University

2.1. Teachers' awareness of the incentive policies

Table 1. Teachers' awareness of the incentive policies in Changchun H University

Content scale		
Compensation incentive policy	Basic performance pay	100%
	Incentive performance pay	72%
feed back system	Annual assessment	100%
	Job competition	100%
Training system		32%
else	emotion encouragement	100%
	Honor incentive	100%

As can be seen from the above table, the teachers of Changchun H College do not know or say clearly. For example, the table shows that 28% of the teachers are not clear or clear about the incentive performance remuneration. As one of the rewards, many teachers do not find it an incentive. The second is the training system. Due to various objective reasons, there is no way to carry out routine training, and 68% of teachers do not know this part.

2.2. Satisfaction status

The teacher incentive policies formulated by teachers in Changchun H University are mainly manifested in dissatisfaction and general in the questionnaire, which generally account for 40.38%, dissatisfied and very dissatisfied each account for 34.62% and 3.85%, and satisfied and very satisfied only account for 17.31% and 3.85%.

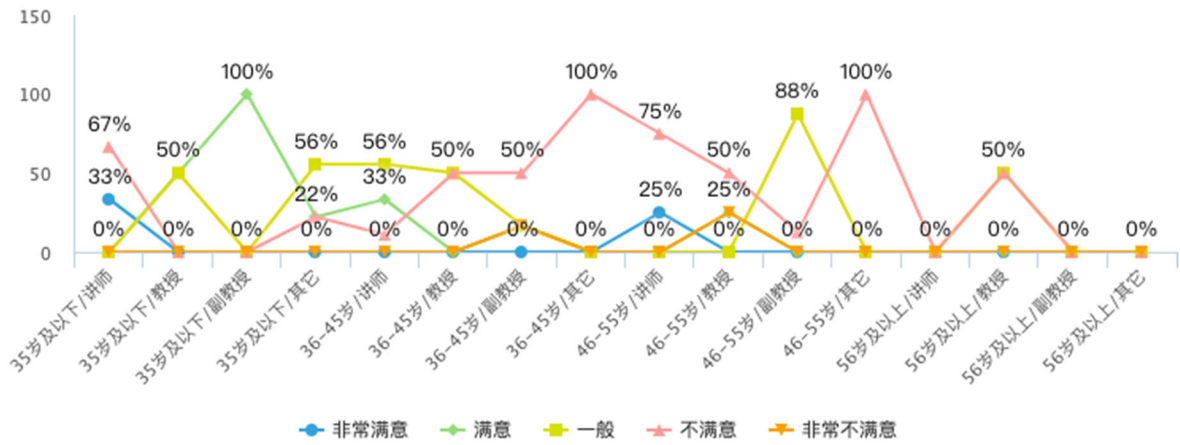


Figure 2-1. Cross-analysis chart of teachers' satisfaction with teacher incentive system

2.2.1. Cross-analysis of teachers' satisfaction with teacher incentive system

The above chart is an interactive analysis chart of the satisfaction of the teachers. In this model, "age" and "professional title" are the independent variable X. "The satisfaction of teachers with the school reward mechanism" is

a variable Y. It is found that the satisfaction degree of students with the reward system for primary and secondary school teachers decreases with the increase of age and position. Therefore, to really grasp the age and title of teachers' different needs, do not blindly use a unified standard to measure everything, to depend on the situation; from the reality, from the reality, grasp the real needs of teachers.

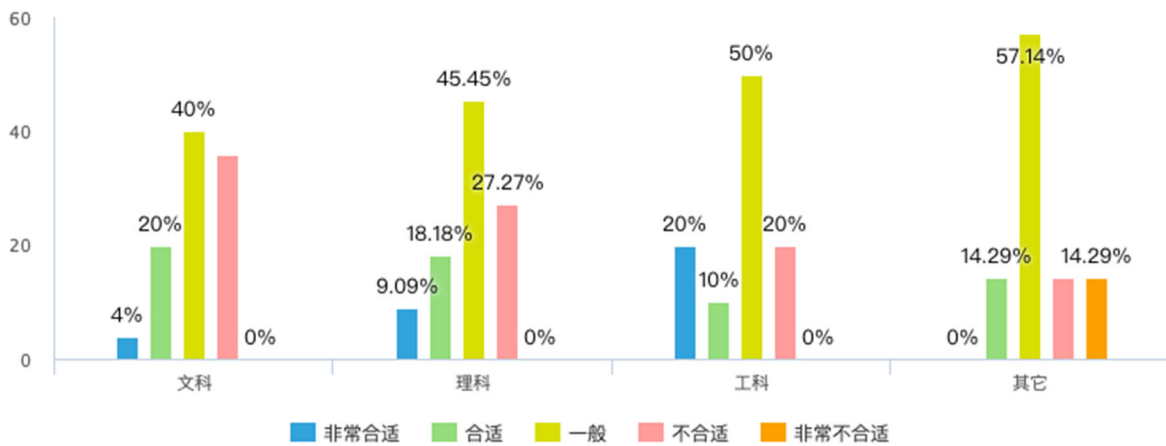


Figure 2-2. Comparison chart of the satisfaction of teachers in liberal arts, engineering and science sciences

2.2.2. Comparison of satisfaction of teachers in arts, engineering and science

The above histogram (2-2) is a comprehensive representation of the appropriate proportion of teaching and research institutions in the teacher assessment. As can be seen from Table 2, the teachers of Engineering and Engineering

departments of Changchun H University are significantly more satisfied with their work than those of the Department of Arts and Sciences. The results show that the teacher reward system of Changchun universities is biased towards science and technology and science. Although teachers of the humanities receive no less education and research than those of science and technology, there is no institutional guarantee.

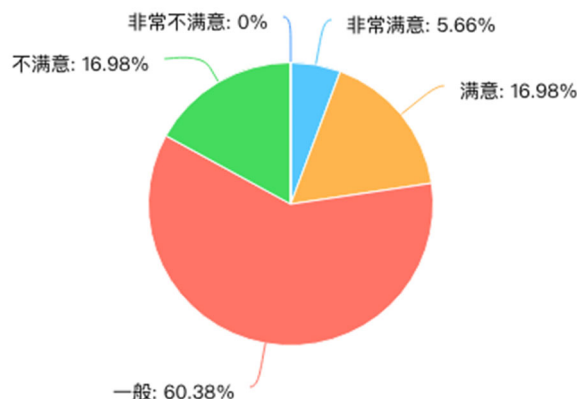


Figure 2-3. Analysis diagram of teachers' satisfaction with the teacher evaluation system

2.2.3. Analysis of teachers' satisfaction with the teacher evaluation system

The pie chart (2-3) is a comprehensive expression of teacher satisfaction in the teacher evaluation system. As can be seen from the above pie table, the satisfaction and dissatisfaction of the teachers participating in the survey are 16.98%, while the evaluation system of the teachers is still relatively ordinary, and 60.38% of the teachers need to be

improved.

The teacher evaluation system is a kind of evaluation system closely related to teachers, which determines the teaching and scientific research of teachers. If the system is too rigid and the judgment method is too simple, then the effect of evaluation will deviate from the real efforts of teachers. The teacher evaluation system must adapt to the development needs of the school, in order to meet the development needs of the school.

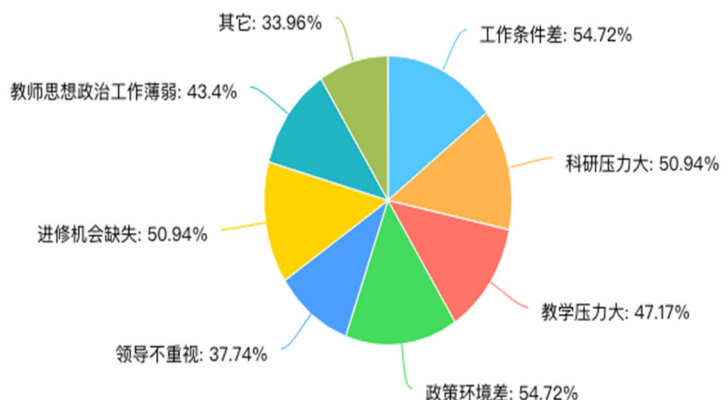


Figure 2-4. Comprehensive expression of management problems

2.2.4. Comprehensive expression of management problems

The above (2-5) is a teacher of Changchun H University summarized some problems in current teaching work, namely

poor working conditions, high research pressure, teaching pressure; poor policy environment, insufficient leadership attention, lack of learning opportunities.

2.3. Equity situation

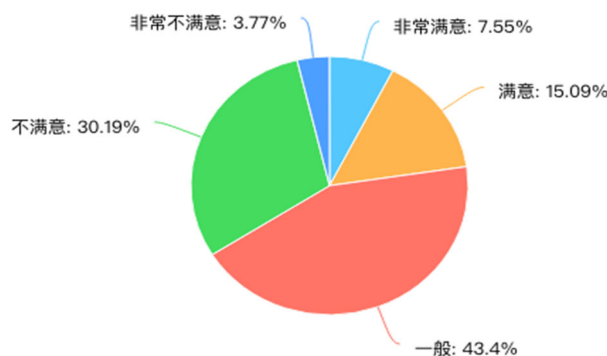


Figure 3-1. Analysis chart of teachers' satisfaction with the current university teacher competition environment

The pie chart (3-1) is a summary of teachers' satisfaction with the current atmosphere of faculty competition in universities. According to the pie chart above, 43.4% of the people thought the competition was good, 30.19% felt dissatisfied, 3.77% did not like it, 15.09%, and 7.55% were dissatisfied.

The healthy competition of university faculty and the existing "gray zone" are not only related to the overall quality of university education, but also related to the long-term development of universities. Through the investigation of the survey results, it is found that there are some shortcomings in the teaching staff in Changchun H University, which are mainly manifested as the lack of fairness and justice to the school. Therefore, we must follow the basic principle of fairness and justice, establish a sound supervision system, and establish a sound supervision system.

Equality is not the same as equality, equality means to

eliminate individual differences, and in human capital, equality can not only play an equal function; therefore, to eliminate the egalitarianism, ensure a fair and just competition environment, establish a fair and just wage system, so that, can play the maximum role.

3. Problems Existing in Teacher Motivation in Changchun H University

3.1. The school does not pay attention to teacher training

In recent years, Changchun H University has focused on building high-quality universities in the region, so it attaches great importance to the improvement of teachers' education and research ability. At the same time, it also provides

students with a lot of after-school training opportunities. However, the training they do can only be used to improve the educational ability of teachers on campus. This causes the teacher training can not meet the needs of educational development. In addition, due to the lack of funds of the school, there is no extra funds for teachers, so many teachers pay their own money abroad for further study, but for a long time, teachers' enthusiasm will be lower and lower, and their sense of achievement will be worse and worse.[2]

3.2. The salary system is not comprehensive enough

As a key system, the payment of remuneration can not only allow teachers to get the most direct enjoyment in material matters, but also be the most direct recognition of their hard work. [3] However, the salary and reward system of Changchun H University is not perfect, and the salary, welfare, bonus and other links are not really implemented to the teachers, so it cannot meet the requirements of the teachers, cannot well stimulate their work enthusiasm, and can not play a good effect.

3.3. Non-differentiated welfare, making the welfare inflexible and personalized

Through the study of the social security system of Changchun H universities, the author through the social security system of Changchun H universities, it is concluded that the defects of "one size fits all", namely "one size fits all" social security system will make the lack of flexibility and personalization, which cannot provide corresponding service for specific teachers.

4. Countermeasures to Improve the Incentive Mechanism of Teachers in Changchun H University

4.1. Strengthen teacher training

According to the research, most of the teachers want to further improve their education and research ability, while the teaching staff of Changchun H College is relatively backward; there are obvious tendency, most of the training is just going through the motions, and the training time is very short, the focus is on the training of young teachers, so the training should play a good role in the motivation atmosphere of teachers; for example, according to the professional level, each teacher can receive several months of training a year, and need to provide special training funds to the college. Secondly, professors can also be lectured by inviting high-quality academic personnel to broaden their horizons. [4] Most importantly, the school administrators must pay enough attention to this, and should not ignore the needs of teachers because of objective reasons such as lack of funds, because teachers are the main force of a school, and only the teachers' education and research can be improved. To raise the overall level of the whole school, no matter how difficult to let the teachers suffer.

4.2. Establish a sound salary and incentive system

4.2.1. Wage and reward

Changchun University H University implements a salary system based on basic performance salary and bonus performance salary. From the higher level to the probation

period, there are several different levels. The basic performance remuneration is decided according to the teacher's title, so there cannot be no big change, but the incentive performance is different. Its formulation is more flexible, can "adjust measures to local conditions" to make the corresponding adjustment. [6] According to Maslow's level of needs in the theory, teachers who have made certain achievements in both research and education can give certain support in both education and science. Teachers can be given a job evaluation and then the salary according to the results of the evaluation, which is both stressful and enthusiastic.

4.2.2. Reward and incentive

Bonus is a kind of compensation given to the labor beyond his ability, it is an auxiliary way for the purpose of labor. Reward is not every teacher can get, in order to make the reward teachers can feel real satisfaction and pride, the requirement is neither too high nor too high; only through this way, can fully mobilize the teacher's enthusiasm for work, in the fair competition, can truly reflect their own value, both can fully tap their potential, but also greatly mobilize their work enthusiasm.

4.3. Implement various forms of incentive policies simultaneously

In order to ensure the effect of incentive measures, it is necessary to fundamentally eliminate the simplification of this system, and to start from the system and adopt the following methods:

4.3.1. Focus on the satisfaction of non-monetary incentives

For example, strengthen emotional communication, distribute commodity rewards, distribute material subsidies; establish a sustainable development platform for teachers, implement paid leave, provide spiritual rewards, but also create a relaxed learning atmosphere for them, create an equal competitive atmosphere, to optimize their creativity. Maximize the value of the teachers.

4.3.2. Design multiple forms of welfare security

In Changchun, the salary and welfare of most of the existing teachers in H College are clearly stipulated by the state, such as pension, medical insurance, housing accumulation fund, etc. However, in order to improve and establish a scientific teacher reward system, there should be greater flexibility in solving the welfare system. For example, the opening of two lakes and one garden makes many teachers buy cars or pay some fuel costs; giving appropriate subsidies within the scope of the school financial resources. In addition, it can be graded according to different years of education, for example, for young teachers who just have a family, a pregnant woman is a school employee. In addition, older teachers can also be checked regularly, which can not only improve teachers' sense of belonging to the school, but also attract those excellent talents who are about to enter the job, contributing to the construction of the school.

5. Conclusion

At present, in the future, the teachers in our universities will still have a significant impact on the development of our universities, we must recognize the seriousness of this problem, break the restriction; dare to change, change teachers, teachers with good working attitude to meet a new round of training, let them to cultivate more high quality talents for the society; this is of great practical significance

for the economic development of a region, even the development of the whole society.

References

- [1] Gong Xiangyang. Thinking on the path of improving the incentive mechanism of university teachers [J]. Journal of Lingling College, 2005 (3): 189-190.
- [2] Niu Weilin. Some thoughts on the construction of teachers in the new century [J]. Higher Education in China, 2001, (20): 32-33.
- [3] Li Guangda. The influence and countermeasures of joining WTO on higher teachers [J]. Liaoning Education Research, 2001, (12): 14-15.
- [4] Blue tai yong. On the construction of teaching staff in colleges and universities [J]. Journal of Zhangzhou Normal University, 2001, (2): 20-21.
- [5] Hu Zhiliang, Chen Jiang. On the construction of incentive Mechanism of College Teachers [J]. Teaching, 2008 (18): 24-25.
- [6] Kong Zhisheng. Research on the incentive mechanism of Middle School teachers in Panyu District [D]. Wuhan: Central China Normal University, 2008:30-32.