

Research on the Incentive Mechanism of Teachers in Private Schools

-- Take S School as an Example

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Abstract: In the face of the vigorous development of today's society, with the continuous progress of economy and society, the education policy is constantly improved, and the people's attention to education is constantly increasing, and the demand for high-quality education is gradually rising. Under such a social background, private education has entered a period of rapid development. The number of private schools and the number of students has been on the rise, and the education of private schools has become an important part of the development of education in our country. However, due to the relatively short development time of private schools, the relatively weak teachers in some schools, and the imperfect internal incentive mechanism of schools, there are problems in the incentive mechanism of private teachers in the current stage, such as poor evaluation of professional titles, disharmony between material incentives and spiritual incentives, and low participation of teachers, which is not conducive to the improvement of teachers' enthusiasm and work level. Therefore, improving the incentive mechanism of teachers in private schools is conducive to stimulating the enthusiasm of teachers and improving the quality of teachers' work, and plays a positive role in enhancing the overall strength of private schools. This paper takes S private school as the research object, based on the two-factor theory and equity theory, mainly through some problems in the current teacher incentive mechanism of S private school, and puts forward improvement suggestions in view of existing problems, to provide some references for other private schools.

Keywords: Private Schools; Teacher; Incentive Mechanism; Teacher Demand.

1. Quote

Faced with the severe employment situation, the employment pressure of college graduates is relatively large, and the competition for positions is fierce, so more graduates turn their attention to the work of teachers in colleges and universities. Compared with private schools, college graduates are more inclined to work in public schools. Through the investigation, it is found that one of the important reasons why private schools are not attractive to teacher resources is that there are some problems in the teacher incentive mechanism of some schools. So how private schools can improve the teacher incentive mechanism and attract more teachers to work in schools has become an important issue that schools need to solve urgently. Private schools refer to schools or educational institutions established by non-state organizations and individuals using non-financial funds to enroll students in society [1]. This paper takes S private school as the research object, analyzes the actual needs of teachers in S private school, puts forward the existing problems, analyzes the causes, and makes improvements, hoping to increase the stability of the teacher team, stimulate the potential of teachers to the greatest extent, and thus promote the common progress and development of S private school and teachers. Improve the competitiveness of schools in the education market [2]. It can also provide some references for the employment of college students. In addition, private schools have certain particularity, so the research on the incentive mechanism of teachers in private schools will provide a solid theoretical foundation for the incentive mechanism of teachers in private schools, and also play a role in promoting the development of private schools in China [3].

2. S Basic Information on Private Schools

2.1. S Private School Background

S Private School was founded in 2012, is a nine-year consistent boarding system fully closed management private school approved by Chengde Municipal Education Bureau, for the city to recruit university students. The foundation fund of the school is funded by entrepreneurs, and the source of funds is composed of the business assets owned by the founders of S private school and the tuition and miscellaneous fees paid by students. Schools operate much like companies, with contracts and relationships with teachers, who are paid based on performance and performance reviews.

Although S private school has a certain strength and has been recognized by most parents, with the further development of the school, there are gradually problems such as high teacher mobility, lack of excellent teachers and declining teaching quality. Through the interview, it is found that the main reason for this problem is that the school's management system for teachers is not perfect, and there are some problems in the incentive mechanism.

2.2. S Situation of Teachers in Private Schools

At present, there are 240 teachers in private schools, and the educational qualifications of teachers mainly include junior college, undergraduate and postgraduate degrees. There are 28 faculty members with junior college degrees, 186 faculty members with undergraduate degrees, and 26 faculty members with graduate degrees. The teachers of private middle schools are assembled in a short period of time, and the teaching team has the characteristics of "big at two

ends, small in the middle", that is, the backbone of the middle is small, and retirees and young teachers account for a large proportion [4].

2.3. S Interviews with Private Schools

Based on the understanding of the teachers around, 10 representative excellent teachers, 4 male teachers and 6 female teachers were selected for interview, including 4 from 25 to 35 years old, 4 from 35 to 45 years old and 2 from 45 to 60 years old. In the case of obtaining the consent of the other party, face-to-face interview with these 10 teachers was conducted in spare time, and the interview lasted about 40 minutes. The content of the interview mainly focuses on the following aspects, including salary, performance management, humanistic care and career development. Communicate with each teacher according to the outline of the talk, and guide teachers to express more about this research in the process of communication, so as to better understand the work and life of teachers. The specific representative contents are as follows:

2.3.1. Unreasonable Salary Distribution and Low Welfare Benefits

Through the communication with the interviewed teachers, I know that the school's salary and welfare benefits are difficult to meet the teachers' inner expectations. First, in terms of salary, teachers generally believe that high-intensity work is not rewarded with corresponding income. Secondly, in terms of welfare, although the salaries of teachers in private colleges and universities have increased to a certain extent, they are still far from those of some public teachers [5], and most teachers think that welfare benefits are mere formalities and have not been truly implemented, especially in the relatively low contribution base and proportion of housing funds. The following is the description of an interview with a teacher: The interviewee, Mr. Li, reflected that "Although the salary offered by the school can meet the basic needs of life, the salary gap of teachers in the school is relatively large, and the income gap between ordinary teachers and the leaders of the management is large, and the time and energy paid cannot be proportional to the income earned." Since the school is a private school, welfare benefits and social security are not as good as those of public schools. I hope the school can improve the welfare and social security system.

2.3.2. Performance Appraisal is Strict and Management is Subjective

Through the communication with the interviewed teachers, it can be understood that teachers feel that there are problems in the school's performance appraisal system. The school performance appraisal is very strict and there are many terms, and you will be punished if you are not careful. S The performance appraisal system of private and private schools is not completely reasonable. The appraisal is mainly conducted by school leaders, and the results are often subjective, which leads to low credibility of the performance appraisal results, and these appraisal modes cannot fully represent the work achievements and efforts of teachers. Another point is that the assessment method of the school is not very fair, and the opinions of the school leaders are more important. The following is the description of an interview with a teacher: the interviewee Mr. Chen reflected that "not only the teaching task is heavier, but also the work of the class teacher, and the class teacher fee is less, and the class teacher fee is not much left after the assessment." The management

of the school is relatively strict, and deduction of fees is inevitable. When the grades of the class are not satisfactory, the performance assessment will be greatly affected, and it is clear that they work very hard but the results do not meet the expectations. I hope the school can improve the performance appraisal method [6].

2.3.3. Teacher Training Opportunities are Few and the Form and Content are Single

When asked whether teachers have a clear plan for their future career, most of them say they are not sure. Due to the few opportunities provided by the school and the lack of attention to teacher training, many young teachers fall into a period of career confusion and do not know how to adapt to the role of teachers. On the one hand, S private schools are reluctant to spend too much money on teacher training, and the annual fund for teacher training is only about 100,000 yuan. However, the effectiveness of teacher motivation in the school is not strong, resulting in problems such as low enthusiasm for work and reduced sense of belonging to the school [7]. On the other hand, schools force teachers to participate in formal training, and teachers' enthusiasm is not high. Moreover, the content of training is relatively simple, and cannot provide substantive help to teachers. In the theory of human capital investment, Schulz said that people do not give up self-study in the rapid development of education [8], so teachers are constantly exploring ways to make progress. In this regard, teachers hope to improve the teacher training mechanism, give play to the advantages of the mentoring system, drive new teachers to better adapt to work, and stimulate the enthusiasm of old teachers. The following is the description of an interview with a teacher: The interviewee, Mr. Zhu, is a teacher who has just started working in the school as a Chinese teacher. When asked whether he has a clear plan for the future, Mr. Zhu replied, "No, because there are few training opportunities in the school, and the school does not help new teachers establish career development plans, and it is more of a formality. As a result, I am confused about my future career development and do not know how to develop. I hope schools will take this seriously.

3. S Incentive Mechanism of Private Schools

3.1. Salary Distribution Tends to the Management, and Teachers' Welfare Benefits are Relatively Low

The most important function of a school is teaching. When the school allocates more funds to the management, teachers who are really engaged in education get less salary, and their hard work is not rewarded properly. As a health care factor, when the salary of teachers meets the needs of teachers, it will not play an obvious incentive role, but when the salary of teachers does not meet the needs of teachers, it will discourage the enthusiasm of teachers, resulting in teachers' unwillingness to study teaching and strive to get closer to the management. At the same time, teachers in private schools do not get higher salaries. Compared with public schools, teachers in private schools have lower social security and welfare benefits, so teachers are less motivated.

3.2. There are Too Many Teacher Assessment Items and the Assessment Process is not Standardized

First of all, the purpose of S private school attendance is not to regulate teachers' behavior, but to punish teachers, asking for personal leave will be deducted 15 yuan a day, asking for sick leave will be deducted 8 yuan a day, being late or leaving early will be deducted 3 yuan each time, failing to attend meetings will be deducted 20 yuan each time, and absence from safety duty will be deducted 3 yuan each time. Such a humanistic attendance penalty will make teachers lose enthusiasm and enthusiasm for work.

Secondly, almost every teacher in S private school has heavy work tasks, and the long-term overwork makes everyone tired. Not only is one person responsible for several classes of teaching, but also the school inspection, teaching and research tasks make teachers have more work content and great work pressure.

Finally, the school performance appraisal is often formulated by the school administration meeting, and the results obtained are not comprehensive, objective, and convincing, which may cause teachers' dissatisfaction and is not conducive to creating a good working atmosphere.

On the one hand, the efforts made by teachers are not completely proportional to the income they get; on the other hand, the imperfect performance appraisal model results in incomplete and unfair performance appraisal results. Therefore, from the perspective of demand, the time and energy invested in hard work cannot be recognized and the respect needs of teachers cannot be met, which will reduce the enthusiasm of teachers. Moreover, unfair competition may cause problems in the relationship between teachers, which is not conducive to building a good teacher-staff relationship and can not meet the social needs of teachers.

3.3. The Training Mechanism of the School is Superficial, and the Career of Teachers is Limited

The essential attribute of teachers is knowledge workers, who may have higher pursuits in their work. Therefore, teachers in private schools are more eager to realize their own value in actual work. However, schools ignore the personal development needs of teachers. First of all, teachers have a long teaching time and many tasks. On the one hand, teachers lack training time; on the other hand, school leaders do not pay enough attention to teacher training and development, so the school lacks scientific and systematic training mode, and the training is only superficial and not targeted, which cannot meet the needs of teacher development. Secondly, the demand is reflected in the school's failure to help teachers form a scientific and effective career development plan, neglect the career development of teachers, and fail to give correct guidance to teachers, thus making teachers easily confused.

4. S Measures to Improve the Incentive Mechanism of Private Schools

4.1. Improve the Salary Distribution Mechanism to Broaden Income Sources

In order to enhance the competitiveness of salary and improve the stability of the teacher team, the school should establish a scientific salary and welfare distribution

mechanism according to the actual situation of the school:

First of all, the basic requirements of salary payment are designed according to the contribution degree of teachers, and the basic salary is determined according to the different age stages and educational background of teachers. Secondly, the salary of some excellent teachers is appropriately raised according to the contribution of teachers. Secondly, for young teachers who have just joined the work and do not have the ability to buy a house, low-rent housing or housing provident fund will be provided with their salaries. For teachers who commute a long distance, public transportation is provided, or commuting subsidies are provided on a monthly basis with their monthly salaries. Solve some teachers' life problems, and gradually improve the school welfare treatment measures.

Secondly, schools can increase other income by renting school sites or providing other services, so as to increase school fund reserves and better improve teachers' salaries and benefits.

4.2. Optimize the Performance Appraisal System

First of all, the school pays attention to the comprehensiveness, fairness and scientificity of the assessment rules when formulating the assessment system. It is necessary to clarify the work content of teachers, establish a detailed and standardized management system, and point out the red lines in teachers' work and life. At the same time, corresponding punishment measures should be implemented for teachers who do not abide by relevant norms, so as to form guidance and norms for teachers' teaching behaviors [8]. School leaders must attach importance to teachers' participation in school management in their work, realize that they also have the right to express their opinions, do not completely identify teachers as the managed, and give play to the role of teachers in school management. Learn from teachers' opinions to formulate more scientific and effective evaluation standards, establish correct performance evaluation and evaluation concepts, give full play to the incentive effect of the evaluation conclusions on teachers, form a healthy competitive relationship among teachers and create a good working environment, so as to improve the enthusiasm of the teacher team [9].

Secondly, the establishment of a standardized assessment team can assess teachers more professionally. At the same time, it is necessary to pay attention to the supervision and evaluation of the assessors themselves, reduce the error rate and reduce bias. Establish feedback channels for teachers, so that when teachers encounter unfair treatment or suggestions on school construction, they can give feedback and deal with them in time.

Finally, teacher assessment should not only be limited to the three aspects of student performance, the number of classes in charge and the total teaching time. Performance assessment should take into account the professional ability, political consciousness, teaching achievements and ideological consciousness of teachers in a more comprehensive way. Secondly, consider the implementation of teacher to teacher, teacher and parents in the aspects of multi-faceted evaluation, the maximum reflection of teachers' teaching quality.

4.3. Improve the Career Planning and Training System for Teachers

First of all, a clear and definite career development plan for

teachers should be established. As a guiding indicator, career planning is always related to the growth of knowledge employees in their career development. Starting from the growth law of teachers, the discovery goal of the school should be combined with the personal development goal of teachers. Hanushek and Karin proposed that the potential inherent qualities of teachers could be tapped in the daily education and teaching process, so as to continuously improve their education and teaching ability. By analyzing the advantages and disadvantages of teachers, the organic unity of post setting, teacher selection and job assignment could be realized [10].

Secondly, schools need to build a comprehensive, systematic, scientific and effective training system. Private schools should increase capital investment to provide teachers with opportunities for continuous progress, so that teachers can continue to learn excellent management and teaching experience, and thus improve their own ability and level. Enhance the effectiveness of training, adopt a variety of ways to train teachers, such as practice, dialogue and other training methods, improve the enthusiasm of teacher training. At the same time, the training content should be targeted and different, and different training modes should be proposed for different types of teachers. The school should actively explore the training system suitable for the school according to the specific situation of the school, so as to stimulate the potential of teachers to the maximum extent and give play to the value of teachers.

5. Conclusion

Based on the two-factor theory and the fairness theory, this paper analyzes the current teacher incentive mechanism of S private school, conducts semi-structured interviews with representative teachers, analyzes the contents obtained from the interviews, explores the problems of teacher incentive mechanism and the causes of these problems, and puts forward suggestions for improvement. It is hoped that it can provide reference for the improvement of the incentive mechanism for teachers in other private schools, so as to improve the teaching level and quality of teachers, promote the development of private schools, and further promote the development of education.

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Appendix

School teacher incentive mechanism interview

1. Can your monthly salary meet your daily living expenses?
2. Are you satisfied with the school welfare benefits?
3. How long do you work or how many classes do you need to attend in a week on average? Are you satisfied with the work intensity?
4. Do you think your current job in a private school is stable?
5. Are you satisfied with the current management mode of the school?
6. Are you satisfied with the current employment system in your school?
7. Are you satisfied with the school's current social security regulations?
8. Do you think the current reward and punishment mechanism for teachers in the school is reasonable?
9. Do you think it is reasonable for the school to implement the current performance appraisal system?
10. Do you think the school performance appraisal method is reasonable? Can it really be implemented?
11. Do you have the opportunity to participate in major decisions of the school?
12. Do you think the current promotion mechanism in the school is reasonable?
13. Do you feel the care and respect from the school when you work?
14. Do you think this job can bring you a sense of accomplishment and satisfaction?
15. Do you think private schools can be widely recognized by the society? Is the work you do socially acceptable?
16. Do you think there is enough room for advancement and development in private schools?
17. Do you have any idea about your future career development plan?
18. Do you think the school's training opportunities can meet the demand? What needs to be improved?
19. Do you have any suggestions for the assessment of school teachers' performance and leave?
20. What do you think are the fundamental ways to motivate private teachers?