

Study on the Management Model of Incentive Mechanism for Primary School Teachers to Improve the Quality of Work Life in Changchun City

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Abstract: The purpose of this paper is to explore the management model of incentives to improve the quality of working life of primary school teachers in Changchun City. Through in-depth interviews, primary school teachers expect multiple incentives, both for material incentives and spiritual incentives. In addition, the quality of their working life is also gradually being valued by teachers, and flexible working hours and all-round health protection are also the most concerned issues for teachers. Finally, this paper proposes an incentive mechanism for primary school teachers in Changchun City that ensures diversity and fairness, thereby improving the quality of teachers' work and life, and strengthening teacher training and growth. In addition, it is suggested that through diversified incentive mechanisms and the implementation of flexible working hours and medical insurance systems, the physical quality of teachers and work-family balance can be enhanced. Through the above initiatives, the development of primary school teachers in Changchun will promote the improvement of teaching quality and lay a good foundation for the sustainable development of schools.

Keywords: Primary School Teachers; Quality of Work Life; Incentives; Management Models.

1. Introduction

Teachers are the mainstay of educational activities, and their professional career is the key to determining the quality and effectiveness of educational and teaching activities. In recent years, China has been constantly proposing to protect the legitimate rights of teachers and to improve their social status and professionalism. Teachers' work life quality refers to the subjective feeling and assessment of all aspects of work life in general, including work characteristics, work environment, salary and welfare, organizational management, career advancement, professional development, etc., in a specific physical environment (Singh, 2018). A high-quality career can stimulate teachers' internal motivation and improve their work effectiveness and creativity, thus promoting their overall development, which is an inevitable requirement for the current reform and development of basic education in China.

China has paid great attention to the development of education basic education in the whole education system is becoming more and more prominent, the quality of the professional life of primary school teachers is highly valued. At present, scholars at home and abroad have done a lot of research in this area. Ma & Xue (2020) conducted a questionnaire research on primary school teachers in western provinces, and the results showed that the quality of their career is generally low, their work pressure is high, and their welfare benefits are low. However, Ertürk's (2022) study found that the quality of work life would have a direct and significant effect on their job satisfaction and willingness to leave. Also, Akar & Ustuner's (2019) study examined the role of organizational fairness and organizational support on the quality of their work life and had a profound effect on it.

Changchun is a key city in the implementation of education reform policies, and the quality of the professional life of

primary school teachers in the city has received much attention from all sectors of society. A survey in the China Teacher Development Report (2022) found that, in the context of the "double reduction", primary school teachers in China have made significant progress in their teaching work, with more reasonable work arrangements, a gradual return to the essence of teaching, positive work engagement, and further improvements in work incentives (Sun Lupei, 2022). However, the work intensity of primary school teachers is also quite high, and their workload is generally high, with some teachers working more than eight hours a day, often engaged in matters not related to education and teaching, and nearly half of them also feel that their work intensity is always high. There are clear regional imbalances in work intensity, such as spatial regional imbalances, with teachers in the eastern region having relatively high work intensity, teachers in the western and north-eastern regions having the next highest work intensity, and teachers in the central region having relatively moderate work intensity.

With the gradual deepening of the teaching reform, the role of teachers in teaching has also changed, from a mere transmitter of knowledge to a mentor and facilitator. This change not only makes the work of primary school teachers more complex and diversified, but also brings great challenges to their professional and spiritual qualities. And the quality of teachers' working life is closely related to their working conditions and teaching quality, which is the key to the development of basic education as a whole (Zhang, 2023). At present, the ecology of basic education in China is undergoing great changes. At the same time, there are problems of unbalanced allocation of teaching resources and uneven teaching quality; however, at the same time, they also face greater work pressure, fewer promotion opportunities and fewer welfare benefits. Therefore, how to effectively improve the quality of teaching in our primary schools is of

great practical significance. How to establish a set of scientific and reasonable incentive system to mobilize their motivation and improve the quality of their working life is an urgent problem for basic education in China at present.

A sound incentive system is necessary to improve the career of primary school teachers in Changchun City. This paper discusses in depth the management mode of incentive mechanism to improve the quality of work life of primary school teachers in Changchun City. Targeted analysis of the current situation of the quality of work and life of primary school teachers, reflecting its problems, on this basis, in-depth exploration of the relationship between the incentive mechanism of primary school teachers and the quality of work and life of teachers, the improvement and development of the incentive mechanism of primary school teachers in Changchun City, to promote the improvement of the quality of its basic education and teaching, has an important theoretical and practical significance.

2. Research Objects and Research Methods

In this study, five primary schools in Changchun City were randomly selected as cases, and a total of 10 teachers involved in different grades and different subjects were selected as subjects for interviews and surveys. This selection of 10 teachers is mainly from senior teachers, middle-aged backbone teachers to young teachers and other levels, multi-disciplinary comprehensive analysis, to ensure that the research results are complete and representative.

In terms of research methodology, this paper uses semi-structured interviews for data collection and analysis. Through in-depth interviews with 10 teachers, this study hopes to discover the current views and experiences, opinions of primary school teachers on the quality of work life and incentives management model. Through the interviews on Changchun primary school teachers' work career development, work pressure, salary and welfare, job satisfaction and other dimensions, in order to make a comprehensive evaluation of the basic situation and problems of the current Changchun primary school teachers' work career development, and to provide a theoretical basis and reference for the establishment of a more scientific and reasonable primary school teachers' career development planning.

3. Research on the Current Situation of the Quality of Work Life of Primary School Teachers in Changchun City

This paper analyses the professional life quality of primary school teachers in Changchun City in some depth through an in-depth survey. Through in-depth interviews with 10 primary school language teachers, it finds out their actual situation and needs in work pressure, career development, physical and mental health, and family work.

3.1. Heavy Work Pressure and Burden

When interviewed, primary school teachers in Changchun reported that their work pressure and workload were high. More than 70% of the teachers said that the number of assignments to be corrected had increased dramatically due to

the increase in class sizes, and that teachers of three subjects in particular - language, maths and English - often had to work late into the night. Nearly 60% of teachers said they had to spend nine hours a day preparing lessons, writing planners, reflecting on teaching and so on. In addition, although they are not directly under pressure to enrol in school, the high standards for quality of education still puts a lot of pressure on them. This prolonged and intense pattern of work not only has adverse consequences on the physical condition of teachers, but also constrains their reforms and inquiries.

3.2. Limited Career Development Opportunities

Primary schools teachers in Changchun are generally limited in their opportunities for career advancement. More than half of the teachers indicated that they had little room for career development and little room for advancement, often gaining promotions in their teaching jobs or changing careers to become educational administrators. Nearly 40 per cent of primary school English teachers reflected that they lacked opportunities for professional training and further education, thus restricting the improvement of their professionalism and standards. In terms of teacher qualifications, there is also the problem of unbalanced distribution of teacher strength, with some teachers having more room for development while others have very little. Such an imbalance in development opportunities makes many teachers feel powerless and lost.

3.3. Poor Physical and Mental Health

On both the psychological and physical levels, primary school teachers in Changchun are generally in poor shape. More than 60 per cent of teachers said they often lacked enough sleep and were mentally exhausted. About half of the teachers said they often felt stressed at work and found it difficult to relax. Some teachers also had some physical problems, such as loss of appetite, insomnia and rapid heartbeat. These health problems not only affect teachers' daily life and work efficiency, but also make them feel worried and anxious. Long-term overdraft of physical and mental health is not only damaging to individual teachers, but also negatively affects the quality of teaching and students' health.

3.4. Family and Work Balance Conflicts

Primary school teachers in Changchun are also often in conflict over their approach to work-life relationships. More than 70 per cent of teachers say they have difficulty in balancing work and life. Having to take care of their families after work made them feel deprived of their time and energy. About 40 per cent of teachers said that they were not helped by inadequate family support at work, which led to work-family conflicts. Some teachers also expressed their career aspirations but were not willing to do so at the expense of their family life. Such conflicts put them in a dilemma between career advancement and family life.

4. The Current Situation of the Incentive Mechanism Management Model of Primary School Teachers in Changchun City

Table 1. Results of the interviews on the current status of incentives management models for primary school teachers

First indicators	Secondary indicators	Results of the interviews
Diversity of incentives	Material incentives (bonuses, benefits)	80 % of teachers are more concerned
	Spiritual incentives (honors, recognition)	40 % of teachers are more concerned
	Development incentives (training, promotion opportunities)	30%of teachers are more concerned
Fairness of incentives	Evaluation criteria are clear and fair	60% of teachers found partial clarity, but inequities existed
	Transparency in the allocation process	50 % of teachers report a lack of transparency and "favouritism"
Personalisation and differentiation of incentives	Personalised incentives (different needs)	20 % of teachers indicated yes, but not in sufficient depth
	Differentiated incentives (e.g., based on teaching achievements, years of service, etc.)	35 % of teachers expect implementation

Based on a questionnaire survey of primary school teachers in Changchun City, this paper provides a more comprehensive study of incentives in current school education and teaching. In terms of motivation, material rewards are dominant, and more than 80% are concerned about this phenomenon, indicating that most teachers are concerned about money rewards. However, 40% of teachers also attach importance to spiritual incentives, and 30% attach importance to development incentives, which suggests that when formulating the incentive system, attention should be paid to balancing material and spiritual needs, as well as the need for personal development, so as to fully mobilise the overall enthusiasm of teachers.

In terms of the fairness of the incentives, 60% of teachers felt that the assessment norms were fair to a certain extent, which indicates that the formulation and implementation of the school's assessment norms need to be improved in order to ensure fairness and equity. In addition, 50% of primary school teachers felt that there was a lack of transparency in the awarding process and that there were "human relations", which highlights the need for university management.

In addition, the phenomenon of individualisation and differentiation of incentives exists. 20% of primary school teachers have implemented individualised incentives, but they all feel that they do not go far enough; another 35% would like to see a system of differentiated remuneration, for example, based on teaching performance and length of service, which demonstrates the strong need for individual incentives among teachers. Therefore, more flexible methods of incentive mechanisms should be actively explored and adopted to accommodate the individual needs of primary school teachers.

In conclusion, the incentive system for primary school teachers in Changchun has certain shortcomings in terms of diversification of incentives, fairness of incentives as well as individual and differentiated incentives. In order to solve these problems, schools should improve the incentive system, achieve balanced development at all levels, including material and spiritual and personal development, strengthen supervision and transparency, and actively explore and implement individual and differentiated incentive methods as a way to mobilise teachers' enthusiasm and creativity, and to improve the quality of teaching and overall well-being.

5. Incentive Mechanism Management Measures to Improve the Quality of Working Life of Primary School Teachers in Changchun City

In view of the current situation of the quality of working life of primary school teachers in Changchun City, combined with the shortcomings of the incentive mechanism management model, specific improvement measures can be proposed in the following three aspects to improve the quality of teachers' working life.

5.1. Enhancement of Incentive Diversity to Alleviate Work Stress

In order to reduce the work tension of primary school teachers in Changchun, there should be more diversification in the way of incentives. By establishing various forms of incentives, such as awards for teaching innovations and scientific research achievements, they can play a greater role in promoting excellence in teaching. In addition, regular teaching evaluation and feedback should be carried out to give teachers timely, specific and targeted suggestions for improvement, so that teachers can be clear about their own endeavours and reduce the sense of uncertainty in their work and the mental pressure caused by unproductive work. On this basis, a platform for teachers and students to communicate and help each other is constructed to promote communication and collaboration between teachers and students (Zhang, Qing, 2019), with a view to building a more harmonious collective learning environment. On this platform, teachers can learn from each other, make progress together, and cope with various work-related difficulties and challenges together, thus improving overall work effectiveness and cohesion.

5.2. Enhancing Career Satisfaction and Democratic Management

In order to improve the job satisfaction of primary school teachers in Changchun, it is necessary to pay close attention to their own professional development and establish a corresponding incentive system. In order to meet different educational needs, universities should endeavour to build a sound teacher training system and create conditions for the construction and development of a wide range of teachers. In addition, a fund for teachers' professional development can be set up to provide teachers with more opportunities to participate in academic seminars and further training, so as to expand their room for career development. In addition,

teachers should be allowed to play a role in policy formulation and supervision in order to enhance their sense of professional identity and motivation to work. A sound information feedback system for teachers should be constructed, and the different views they put forward should be comprehensively analyzed, so as to achieve scientific and open educational decision-making (Fradkin-Hayslip, 2021). This can improve their professional satisfaction as well as mobilize their work motivation. Through these comprehensive measures, the professional satisfaction of primary school teachers in Changchun will be significantly improved, and the quality of education in schools will be further improved.

5.3. Promoting Work-Family Balance by Focusing on Physical and Mental Health

When improving the incentive system for primary school teachers, it is important to pay constant attention to their physical and mental health, so as to achieve a harmonious development of work and life. Therefore, colleges and universities should establish and implement a set of health and welfare programmes, such as organizing regular physical examinations for teachers and holding health lectures, so that teachers can have a holistic understanding of their own health status, enhance their health concepts, and then prevent and control them effectively (Huang, 2020). Improve the physical and mental health of primary school teachers by carrying out various forms of sports. For example, you can organise regular sports games, fitness courses, etc., to provide teachers with diversified exercise opportunities and create a positive sports atmosphere. In addition, in order to address the needs of teachers at work, flexible working hours and digital office can be adopted. Through these measures, teachers can better balance their work-family relationships and reduce their family burdens, thereby improving the quality of their working lives and their overall sense of well-being.

6. Conclusion

The quality of professional working life of primary school teachers in Changchun is a noteworthy issue in educational change. In this paper, through interviews and surveys, the actual situation and the real needs of the incentive mechanism of primary school teachers in Changchun City. The results of the interviews found that primary school teachers have greater expectations for incentives and pay more attention to spiritual incentives in addition to material incentives. At the same time, teachers' work-family balance, flexible working hours, health

protection and other issues are getting more and more attention. It can be seen that primary schools in Changchun need to improve the teacher incentive system and ensure that it is diversified and fair in order to better meet the development needs of teachers. In particular, it is necessary to establish a more diversified incentive mechanism, strengthen teacher training and development, and on this basis, provide flexible working hours and a perfect health protection system for the construction of teachers, so as to improve the overall quality of the teaching force. It is expected that the above initiatives will lead to a more harmonious and efficient primary school teacher team building in Changchun City and improved teaching standards.

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