

# Teachers' Needs and Incentive in Selected Private Primary School in Hunan Province

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**Abstract:** Since private education was put forward and implemented, it has been recognized as a successful attempt and practice in the history of education, because of its wonderful complement to public education. China is a country with a large population. The results of the seventh census announcement (No. 2) of the National Bureau of Statistics of the People's Republic of China show that by 2021, the total population of China has reached 1443497378. The demand for education among residents is increasing day by day, and the limited public education resources cannot cover all learning groups. The role of private education is becoming more and more important. The State encourages the establishment of private schools in accordance with the law by means of donation and foundation, and has formulated a series of guidelines and policies to protect the legitimate rights and interests of teaching staff and students at primary school. Chapter IV of the Regulations for the Implementation of the Law of the People's Republic of China on the Promotion of Civilian-run Education (2021) clarifies the teaching qualifications, legal rights and interests, and guaranteed the salary treatment of teachers in private schools. According to the statistical bulletin of the Ministry of Education of the People's Republic of China on the Development of National Education in 2021, there are currently 185700 private schools of all levels and types in China. The proportion of private primary schools is increasing year by year, and the number of teachers working in private primary schools is also increasing. The continuous development of private primary schools has also brought new educational management problems, among which the incentive of teachers has aroused strong concern of the society. The development and expansion of private education cannot be separated from a stable and high-quality teacher team. Whether to have an excellent teacher team becomes the basis and key for the competitive development of private schools. The teachers of private primary schools are different from those of public primary schools. The teachers of private primary schools mainly come from teachers recruited from the society, and a small part from retired teachers of public primary schools. The composition of personnel is complex. At the same time, managers should see that incentives are multifaceted, including economic and non-economic factors. Only by clearly grasping the needs of teachers, can school administrators fully mobilize teachers' enthusiasm, optimize the existing incentive measures for teachers, ultimately improve teachers' work efficiency and ensure the ultimate realization of educational objectives.

**Keywords:** Teachers' needs; Teachers' incentive; Private primary school

## 1. Introduction

The Law of the People's Republic of China on the Promotion of Civilian-run Education has been officially implemented since September 1, 2017. The law clearly points out that private education refers to the activities that individuals or social organizations other than state institutions use non-state financial funds to organize schools and other educational institutions to serve the society. The law also stipulates that private schools enjoy the right to run schools independently, teachers of private schools enjoy the legitimate rights and interests of state teachers. Governments at all levels should guide, encourage and support the development of local private education so that education can develop in a diversified way<sup>[1]</sup>.

With the continuous development of the global economy, people's demand for high-quality education continues to expand. Private education has taken advantage of the trend and developed rapidly into an important part of education. Education is also undergoing continuous reform, because

the society is developing, and the traditional education management mode and thought cannot keep up with the development of the times, so the education managers must keep pace with the times. Private primary school is an important part of private school. Discussing the problems of teachers' needs and incentives in private primary schools can inspire the managers to know what do teachers need most, and to propose corresponding incentive measures for teachers based on their needs. Hongwei Primary School is a private primary school founded in 2005 in Hunan province, with typical characteristics of private primary school. Based on the actual situation of Hongwei Primary School, this study analyzes the teachers incentive of private primary schools.

## **2. The significance of carrying out study on teachers' needs and incentive in private primary school**

Specifically, the following groups can benefit from the study:

**Teachers:** By optimizing the incentive measures for teachers, the incentive program that is suitable for teachers will be established in private primary schools. It can meet the reasonable needs of teachers, maximize the rights and interests of teachers, effectively mobilize the enthusiasm of teachers, and benefit their physical and mental health. It is helpful for teachers to establish correct behavior motivation and evaluation criteria for their own behavior.

**School Administrators:** Teachers are the lifeblood of a school, which is related to the survival and development of the school. Therefore, school administrators can build an excellent teacher team for the school only by carrying out efficient management and fully mobilizing the enthusiasm of teachers. Encouraging teachers can unify the goals of schools and teachers, and make schools and teachers achieve a win-win situation<sup>[2]</sup>. Through the study of this topic, the teacher incentive system of private primary schools can be optimized. At the same time, this study can effectively improve the administrators' management level, also help administrators improve the school's educational quality and comprehensive benefits.

**Students:** Teaching is a human specific talent training activity composed of teachers' teaching and students' learning. Through this planned and organized activity, teachers can guide students to learn and master knowledge and skills purposefully, promote the improvement of students' quality. Teacher incentive can improve teachers' work enthusiasm and work consciousness. And teacher's work efficiency is also greatly improved. A knowledgeable and enthusiastic teacher can directly affect students' learning and living conditions, thus improving students' interest in learning.

## **3. Present situation of teachers' needs and incentive in private primary school**

Through the relevant investigation and research of Hongwei Primary School, and according to current teachers' needs, the author summarizes its incentive status as follows:

### **3.1 Salary system**

The incentives for teachers in private primary schools are mainly material incentives, which are mainly teachers' salaries. The salary composition of the school mainly consists of basic salary, performance salary and overtime class fee. The basic salary is the monthly salary fixed according to the specific position, teaching age, professional title and other conditions of teachers. Performance pay is paid in a lump sum at the end of the year. The school will assess teachers according to their performance in one year, and then grade the performance of teachers according to their assessment results, which are divided into three grades, with the amount of 4000 yuan, 6000 yuan and 8000 yuan respectively. The teacher's overtime class fee is 30 yuan per class hour. In winter and summer vacation, only teachers' basic salary will be paid.

The salary of private primary schools can basically meet the ordinary life needs of teachers, but the salary composition structure is single, the performance grading is not obvious, and the over-workload class fee is low, which are not conducive to promoting the enthusiasm of teachers. Teachers who want to increase their salary should not only take more classes, but also promote their positions. This has led to the bad phenomenon of teacher administration in the school. Many teachers' time and energy are not used to improve the quality of the classroom, but are used to compete for administrative positions. At the same time, the school's rising positions are very limited, so the school's teachers, especially the young teachers who are rooted in classroom teaching, are generally dissatisfied with the school's salary

system, believing that their labor achievements are not proportional to their labor remuneration.

In recent years, the national government has gradually strengthened the treatment and financial investment of public teachers. In 2018, the Central Committee of the Communist Party of China and the State Council issued the Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era across the country, clearly stipulating that teachers in public primary and secondary schools are national public officials, and governments at all levels should protect the various rights and interests of teachers, so as to attract more outstanding talents to teach. The treatment and retention policy that private primary schools have been proud of is losing its advantages [3].

### ***3.2 Working environment***

The working environment of the school is closely related to teachers incentive. The working environment of private primary schools includes the school's hardware environment and software environment.

The hardware environment includes classroom environment and office environment. Private primary schools are independent enrollment to a certain extent, so it is particularly important to build a good campus environment to attract more excellent students to enroll. The classrooms of private primary schools are spacious and bright, with air conditioners, humidifiers and drinking fountains, as well as professional classroom equipment. In contrast, the office environment of teachers is not so satisfactory. In Hongwei Primary School, ordinary teachers do not have separate offices. They are all assigned collective offices according to their grades and majors [4]. Generally, 8-10 teachers have one office, which is extremely private. At the same time, the school is not equipped with teachers' office computers. Teachers bring their own laptops to the school for office work, causing inconvenience to teachers. In addition, the school has not set up a special lounge and fitness room for teachers, and teachers cannot get corresponding physical and mental health protection in the school.

Software environment mainly refers to school management. Through observation and research, Hongwei Primary School has no formal human resources management department. The personnel of teachers is managed by the school office, but none of the staff in the school office department has the educational background of human resources management. Any decisions made by the school, including those closely related to ordinary teachers, are decided by the school leaders at a meeting and will not listen to the opinions of ordinary teachers. Ordinary teachers cannot participate in any management of the school.

The dissatisfaction of teachers with the school work environment will also lead to the decline of teachers' motivation.

### ***3.3 Personal development***

As knowledge talents, teachers pay more attention to personal development. Personal development includes teachers' professional development and job promotion. Hongwei Primary School will conduct pre-job training for teachers. The pre-job training mainly includes the relevant rules and regulations of the school and helps teachers get familiar with the work content as soon as possible. The teaching and research section will conduct a professional discussion once a month after the teachers are employed. However, because there are no special teachers to organize professional seminars, the monthly professional discussions have become formalized. Schools also rarely organize teachers to go out to study, but teachers can ask for leave to go out to participate in relevant training and study, and the relevant costs are borne by the teachers themselves. Many teachers give up the opportunity to go out to study due to economic reasons. As for the promotion of teachers, the school management will recruit from the society or promote from within the school, but ultimately it will be decided by the school leaders at a meeting, lacking the participation and democracy of teachers.

To sum up, private primary schools have major problems in teachers incentive. Specifically, the school's incentive mechanism is mainly based on material incentives, supplemented by certain spiritual incentives. There are relatively few spiritual incentives. In addition to a few honor incentives, the school lacks systematic and effective incentives. And ignores other needs of teaching staff, such as participation in promotion, management, honor, training and incentives [5]. The school lacks the environment and system to serve the motivation of teachers and staff. Many teachers don't feel trust and belonging in the school.

#### **4. Solutions**

This study proposes the following solutions to satisfy teachers' needs and motivate teachers to work passionately:

##### ***4.1 Establishing a reasonable salary system***

Private primary schools should give full play to the advantages of treatment and retention, and reasonably increase teachers' salary according to the actual situation of rising prices in the whole society. At the same time, schools should establish a reasonable salary system on the basis of listening to the opinions of the general teachers, and attach importance to the role of performance pay. The rewards and punishment are clear, so that the results of teachers' work are proportional to their remuneration. Private primary schools also should set up a labor model and play the role of an example.

##### ***4.2 Improving the working environment of teachers***

School is the second home of teachers. Private primary schools should perfect the working environment of teachers, so that teachers can feel warm and loving as soon as they enter school. Schools can allocate special funds to build teachers' offices and rest places, and improve teachers' office facilities to effectively improve teachers' satisfaction. At the same time, schools should implement democratic management. Establish the teachers' congress and effectively guarantee the participation of the teachers' congress and the right to make decisions to a certain extent. That let teachers participate in management can establish the sense of ownership of teachers and strengthen their sense of belonging and happiness.

##### ***4.3 Attaching importance to teachers' personal development***

Private primary schools should always adhere to the people-oriented development thinking and attach importance to the continuing education and professional development of teachers. Private primary schools can regularly organize teachers' training, and should vigorously support teachers to participate in continuing education in terms of economic and work arrangements. The quota for continuing education and learning can be reasonably and fairly distributed according to the learning willingness of teachers.

Private primary schools ought to pay attention to the professional development of teachers, the promotion standards of schools should be publicized in the form of documents within the scope of schools, and the promotion channels should be open and fair to give ordinary teachers more opportunities for development.

#### **5. Conclusions**

According to a survey by William James, a psychologist at Harvard University in the United States, employees who are paid according to time can generally only play 20% - 30% of their abilities. However, if employees' initiative and positive performance are fully developed, their potential can reach 80% - 90%. According to this, there is about 60% gap between the level of work that a person can achieve after being motivated and the level of work that he usually shows. Therefore, it is one of the problems that school administrators must consider to stimulate teachers' enthusiasm and give full play to their potential and subjective initiative. This study takes Hongwei Primary School in Hunan province as an example to analyze the current teachers' needs and incentive status of private primary school, and puts forward targeted solutions, in order to provide some reference for the stability of private primary school teachers and the sustainable development of the school.

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