

Research Status and Countermeasures of Teaching Incentive Mechanism for University Teacher

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Abstract: Colleges and universities shoulder the important task of talent training. They are the main carrier of "establishing moralities and cultivating people", and it is also the key force for cultivating qualified builders and reliable successors. Under the background that colleges and universities are paying more and more attention to the construction of teachers and the improvement of teachers' teaching level, perfecting the teaching incentive mechanism of colleges and universities has theoretical and practical significance for improving teachers' initiative in teaching and improving the quality of talents. This article uses research methods of literature and logical analysis to analyze the existence of the phenomenon of "emphasizing scientific research and neglecting teaching" in colleges and universities, the insufficient teaching management model, and the imperfect teaching assessment system to analyze the existence of teaching incentives in Chinese colleges and universities. This article proposed measures such as reforming the professional title evaluation system, improving the teaching management model, and building a diversified teaching evaluation system for teachers in colleges and universities to improve the teaching level of teachers.

Keywords: teaching motivation, university teachers, teaching level

1. Introduction

Teachers are an important support for talent training. Colleges and universities have an indispensable and important position as the cradle of talent training. Higher education teachers are the main force of college teaching and shoulder the historical mission of cultivating socialist qualified builders and reliable successors. Their behavior and the direction of effort directly affects the normal operation of teaching activities in colleges and universities. It is of great significance to improve the overall quality and ability of the teacher team, improve the enthusiasm and initiative of teachers, and improve the teaching level of teachers by establishing a sound scientific and reasonable teaching incentive mechanism.

2. Status quo of research on teaching motivation for university teacher

2.1 The phenomenon of "emphasizing scientific research and neglecting teaching" is widespread

The phenomenon of "emphasizing scientific research and neglecting teaching" is mainly manifested in two aspects: in terms of resource allocation, universities are more inclined to support scientific research, while support for teaching is relatively small. This makes some teaching software and hardware limited due to limited resources. Restricted, it is not conducive to the flexible and effective teaching activities of university teachers, which affects the overall teaching effect; in terms of rewards, universities are also more inclined to scientific research, and they have more rewards for scientific research, and have set up a clear reward mechanism with greater rewards, the rewards for teaching are generally small, and the rewards are also relatively small [1].

In terms of professional title evaluation, the evaluation generally starts from teaching and scientific research. The proportion of the two elements guides the focus and direction of the teachers' daily work in a certain sense. If more time and effort are invested in scientific research, energy will affect the investment in teaching. In the evaluation of professional titles, the evaluation indicators of teaching are

difficult to quantify, except for the specific quantitative standards for the amount of class hours. The evaluation of scientific research is different. Most scientific research indicators can be quantified by grade and quantity [2]. In addition, quantified scientific research indicators can effectively reflect the differences between different teachers and different universities. Therefore, more and more universities have set a lower proportion of teaching indicators than scientific research indicators, and teachers have shifted their focus to scientific research aspect.

2.2 There are deficiencies in the teaching management model

College teachers generally have the characteristics of high academic level, strong subjective initiative, and rich knowledge reserves. At the same time, college teachers have high requirements for self and environment. College teachers need challenging tasks, appropriate training, and work autonomy sexuality and flexibility, so the management and incentives for such knowledge workers are particularly important. With the continuous improvement of the status and remuneration of teachers at all levels across the country, some problems have also become prominent. For example, the supervised management style of colleges and universities will affect the creativity and enthusiasm of college teachers in teaching to a certain extent [3]. Many colleges and universities still use traditional supervision and assessment methods to regulate the teaching behavior of teachers, which limits the teaching behavior of teachers to a certain extent, and are restricted in their own teaching advantages and innovative teaching methods; in teaching management and disciplines development and other aspects lack a sense of ownership, teachers' participation in major decision-making is not high, and the right to speak is limited. Teachers are more of the objects of inspection and supervision, which also reduces teachers' initiative; due to the methods and methods of teaching evaluation due to procedures and other reasons, teachers have opinions on the evaluation results, which reduces their enthusiasm and enthusiasm for work. Therefore, improving the teaching management model can effectively improve the enthusiasm and initiative of teachers, improve teaching quality and teaching level, and guarantee the cultivation of high-quality talents.

2.3 The teaching assessment system is not sound

The teaching assessment system is the most effective tool to measure the input and output of teachers in colleges and universities. The importance of colleges and universities on teacher assessment is constantly increasing, but there are still some problems in the assessment system. First of all, the assessment process and the assessment results are out of balance. The assessment results are easier to evaluate and assess than the teaching assessment process. Therefore, more colleges and universities set the proportion of the assessment results higher than the teaching assessment process in the teaching assessment, or even ignore the process and only focus on the assessment results [4]. It is ideal for teachers to devote more time and energy to teaching and to produce good teaching results. However, it is more difficult for some teachers with less teaching experience and improper teaching methods to achieve this. The frustration of these teachers is not conducive to improving teaching initiative. At the same time, because they have not received effective guidance and training in teaching methods and teaching behaviors, the direction of their efforts is unclear. Secondly, there are certain problems with the scientific rationality of the assessment indicators, mainly the selection of key assessment indicators, the determination of indicator standards and weights, etc. The assessment indicators have a certain directivity to the work behavior of teachers. Colleges and universities have a large proportion of scientific research when formulating assessment indicators, which makes more teachers willing to allocate time to scientific research, and their attention to teaching is relatively reduced; in addition, teaching work In addition to the traditional indicators, the assessment indicators lack innovative and time-advanced indicators. Furthermore, the issue of the impact of the results of the teaching assessment on related aspects [5]. The evaluation results affect the salary level of teachers, but most of the composition of the teacher salary is linked to the professional title, so the effect of the teaching evaluation results on the salary level is limited; similar problems also exist in the evaluation and professional title evaluation, and scientific research accounts for a large proportion of the professional title evaluation, and teaching takes a small proportion, and the gap between each teacher in teaching is limited, and teaching effectiveness is difficult to quantify. All these have caused college teachers to spend more time and energy on scientific research that is easy to quantify and account for a high proportion, and their attention and enthusiasm for teaching has declined.

3. Countermeasures of teaching incentive mechanism for college teachers

3.1 Reform the title evaluation system

The setting of the proportion of teaching and scientific research in the evaluation of professional titles has a certain orientation to the work behavior of college teachers. If the proportion of scientific research is too large, teachers will pay more attention to scientific research and neglect teaching. This has advantages for teachers with outstanding scientific research capabilities, but it does not have an advantage for teachers with stronger teaching and weaker scientific research [6]. Therefore, colleges and universities need to adjust their professional title evaluation standards to give full play to the advantages of college teachers in teaching and scientific research. The teacher positions are further divided according to certain standards, according to the different advantages of teachers and based on the consultation of teachers' opinions, such as teaching, scientific research, teaching and scientific research. Different types of teaching and scientific research are set up for different types of positions. The assessment target is used as the standard and basis for the evaluation of professional titles. Setting up reasonable job categories that have a high degree of matching with college teachers can give full play to the advantages of teachers, stimulate teachers' work potential, and improve teaching standards.

For teachers who choose teaching-based positions, the following aspects can be evaluated during the evaluation of professional titles: a certain amount and quality of teaching work is stipulated, and after the basic teaching workload is completed, additional points can be given to the excess workload. And rewards; will guide students to participate in various competitions into the assessment system, pay attention to and add points to those who get rewards in national, provincial and ministerial competitions, and classify competitions in other categories and award levels, and add points and points according to regulations. Rewards: teachers who participate in national, provincial, municipal, or school-level lecture competitions or other teaching awards will be given points and rewards according to their grades; teachers with outstanding teaching performance and high student evaluation scores will be given priority; teaching is the choice the main teacher position can be assessed by grades, and different qualifications and corresponding salary levels can be set for each rank, that is, the salary level can be improved through the rank, and college teachers can be encouraged to use more energy in teaching work. For teachers who choose scientific research-oriented posts, in the evaluation of professional titles, more assessments are made on the level of approved projects, project awards, published papers, and awards.

3.2 Improve the teaching management model

Improve the teaching management model, encourage faculty and staff to participate in teaching management, improve the status of teachers in teaching management, increase teachers' participation and discourse power, strengthen the sense of ownership of college teachers, gradually shift the focus of teachers' work to teaching, and improve scientific research at the same time, we should pay more attention to improving the quality of teaching and make full preparations for training talents [7]. Colleges and universities should establish a democratic, interactive and innovative management model, based on teachers, truly integrate college teachers into teaching management, find problems in their work and make improvements; reform and improve various systems, such as job title evaluation, salary distribution, assessment, training and development systems to improve the relevance and proportion of teaching effectiveness and these aspects, so that teachers pay attention to teaching and teaching results; increase the reform and innovation of teaching evaluation indicators, and integrate emerging teaching methods and methods, expand the content of teaching evaluation indicators, increase the weight of teaching indicators, and guide teachers to pay more attention to teaching; at the same time, colleges and universities should pay attention to teachers' job satisfaction and emotional needs, and improve teachers' satisfaction and work through rich material and spiritual incentives. Enthusiasm, improve work efficiency; strengthen professional training for college teachers, improve teachers' teaching ability and skills, give teachers greater teaching autonomy, provide selective and challenging work content, stimulate teachers' teaching potential, and improve teaching level.

3.3 Constructing a diversified teaching evaluation system for college teachers

Colleges and universities can evaluate college teachers from multiple levels such as student evaluation, colleague evaluation, relevant person-in-charge and college leadership evaluation, external expert evaluation, personal evaluation, etc., and conduct open and transparent evaluations through

information technology, which combines teaching and scientific research as two important factors. The factors are set according to a certain proportion and incorporated into the teaching evaluation system [8]. Pay attention to the setting of the proportion of process evaluation and result evaluation, so as to carry out scientific and reasonable evaluation; at the same time, we must adhere to the comprehensiveness of evaluation, adhere to the principle of innovation and keeping pace with the times, and build a pre-evaluation system, a timeliness evaluation system, stage evaluation system, evaluation feedback system, etc., conduct innovative and all-round evaluations in an open and transparent manner. Colleges and universities should strengthen the multi-faceted applicability of the teacher's teaching evaluation system, so that the evaluation system should be linked to the evaluation of job levels, evaluation of teacher titles, annual teacher evaluation, teacher promotion, and salary levels. Since there are many phenomena of over-emphasizing scientific research and neglecting teaching in traditional professional title evaluation, it is necessary to set a scientific and reasonable proportion in the evaluation system, and guide college teachers to rationally allocate time and energy based on their own advantages. On the one hand, they must focus on scientific research and on the other, pay attention to the high-quality development of teaching work. Salary is one of the most important factors that reflect the value of teachers' work, a reasonable and stimulating salary system is particularly effective in motivating teachers. Colleges and universities should formulate differentiated incentive salaries based on the principles of fairness and justice to break more the traditional salary distribution model based on scientific research achievements and professional title evaluation, adjust the salary structure, establish an incentive salary model based on teaching achievements, and give certain incentive salaries to teachers who have made greater contributions to teaching, and encourage teachers the focus of work is not only on scientific research, but also on teaching, so as to mobilize teachers' enthusiasm and initiative in teaching work.

4. Conclusion

The teaching incentive mechanism of college teachers is an important guarantee measure to effectively improve the teaching effect of teachers. Through reforming the professional title evaluation system, improving the teaching management model, and constructing a diversified teaching evaluation system for college teachers and other teaching incentive mechanisms, the evaluation of professional titles and salaries and benefits, annual assessments and awards, training development, and job promotion are more scientific and reasonable. Thereby effectively motivate college teachers to improve their teaching level, stimulate their work potential, innovate working methods and work behaviors, increase work enthusiasm and enthusiasm, make teachers pay more attention to teaching quality, and promote college teachers to make breakthroughs in teaching ability, teaching level and teaching effectiveness, to provide an important basic guarantee for the improvement of teaching quality and talent training in colleges and universities.

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