

**CURRENT AND DESIRABLE CONDITIONS OFTEACHER MOTIVATION
MECHANISM OF JINGDEZHEN UNIVERSITY**

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1. Abstract:

This research delves into the current situation and prospect of teacher motivation mechanism in Jingdezhen University, arriving at the conclusions: 1) overall, the assessment of five experts shows that the component indicators of the school's teacher motivation mechanism are at high level; and data indicate that salary motivations, promotion mechanisms, academic research support and award systems have the highest average value, while work environment has high average value; 2) the current situation of motivation mechanism is at the middle level, and data show that promotion mechanisms have the highest average value, followed by academic research support, work environment, award systems, and salary motivations; 3) the expected transformation value of the motivation mechanism is at a high value, and data show that salary system, promotion mechanism and award systems have the highest average value, while academic research support and work environment have high average value.

Keywords: motivation mechanism, Jingdezhen University

2. Introduction

The 14th Five-Year Plan for National Economic and Social Development and the Long-range Goals for 2035 (CPC Central Committee and the State Council, 2019) sets the goal of building China into a modern education powerhouse by 2035, saying that building a strong education country is the basic project of the great rejuvenation of the Chinese nation. As regards higher education, the document makes it clear that China will build a world-class higher education

system with Chinese characteristics, popularization of higher education will reach the level of developed countries, the people will have easier access to high-quality and alternative higher education, the system for the development of the connotation and classification of higher education will become more sound, and a number of universities and disciplines will rank among the top in the world. It says that China will produce tens of millions of specialized personnel, a large number of strategic scientific and technological personnel with international standards, leading scientific and technological personnel, young scientific and technological personnel, and high-level innovation teams; that a number of academic highlands, innovation platforms and think tanks with an international reputation will erect; and that institutions of higher learning will become important sources of knowledge innovation, technological innovation and cultural innovation, with significantly enhanced ability to support economic and social development. The Chinese government, attaching great importance to the development of higher education as an important support for the development of the country and as the main pillar of national and national rejuvenation, sets the goal of building world-class universities and training tens of millions of first-class professionals, stressing that essential to cultivate high-quality talents are university teachers.

Fundamental to university education are university teachers, the motivation of their development constitutes the primary task of universities and governments at all levels in training talents, and the reform of higher education is the main driver to promote the development of teachers and their ideological change, while teaching quality is the ultimate goal of teacher development (Chencong & Caofeng, 2019). Education Modernization in China 2035 (CPC Central Committee and the State Council, 2019) stresses the need to improve the teacher management and development mechanism, attract outstanding talents to teach, spark the vitality among teacher for professional development, and establish a long-term mechanism to stimulate teacher professional development. Guiding Opinions on Strengthening the Reform of the Construction of University Teachers in the New Era (Ministry of Education, Organization Department of the CPC Central Committee, Publicity Department of the CPC Central Committee, Ministry of Finance, Ministry of Human Resources and Social Security, Ministry of Housing and Urban-Rural Development, 2020) states that China will focus on raising teachers' professional competence and reforming the personnel system, and respect the law of education and the law of teacher growth and development, so as to provide qualified teachers to improve the quality of personnel training, enhance the capacity of scientific research and innovation, and serve the country's economic and social development. It also underscores the need to improve the teacher development system, improve the teacher development training system, security system, motivation system and supervision system, and create a favorable environment that encourages the sustainable development of teachers. Teachers are the foundation of university development. Only with a stable and dedicated faculty can a university effectively improves the quality of teaching, while building a stable and efficient teacher team calls for a systematic teacher motivation mechanism.

Motivation is to arouse people's work enthusiasm, initiative and creativity, to inspire people to greater efforts, and to bringing organizational performance to a new height. Effective motivation plays a vital dynamic role in elevating work performance and unleashing personal potential. The motivation of college teachers as an evaluation mechanism is, to some extent, sort of a management of teachers by the school, and a way of steering teachers in a positive direction of teaching and scientific research (Liu, 2021). Essentially, teacher motivation mechanism puts people first, taking teachers' needs into full consideration, encouraging teachers effectively in a reasonable and effective manner, and enabling them to achieve better teaching results and teaching performance. In addition, the motivation mechanism can give teachers a greater sense of presence and achievement and a feeling of fulfillment and being respected, so that they can maximize the use of their potential and make greater contributions to the school and the cause of national education (Gao, 2018). A good teacher motivation mechanism can give teachers a stronger sense of achievement and willingness to tap their potential. With teacher motivation mechanism in place, university teachers will engage themselves in teaching whole-heartedly, thus improving the quality of university personnel training and social service ability.

Given the current conditions, it is completely feasible for all universities to establish and improve teacher motivation mechanism, a democratic, innovative, practical, personalized motivation mechanism that embodies their own educational and teaching advantages and characteristics. They can take advantage of material motivations, including salary and benefits, spirit motivation such as evaluation and award, and goal motivation with good promotion prospect, as well as creating excellent environment, and internal and external training to stimulate the infinite potential of college teachers (Gao, 2018). On a whole, a good teacher motivation mechanism should be one that is multi-faceted, systematic, and targeted in the light of the actual situations of the school. The process of its formulation, implementation and revision should center around two cores, namely pushing the professional development of teachers and serving the school's talent training.

At present, Chinese universities are faced with some problems in establishing and improving effective teaching motivation mechanism. For example, due to insufficient attention to the quality of teaching and the effectiveness of student learning, the efforts of teachers are not treated equally, which directly reduces their teaching enthusiasm. Some college administrators have a poor understanding of the work needs of different teachers, the motivation they adopted is mainly reward and punishment, while the inner needs of teachers' sense of achievement and self-value realization as well as their own development needs are neglected. Such motivation methods lack flexibility and innovation, failing to give full play to the enthusiasm of teachers (Xiao, Wang and Gu, 2019). Some colleges and universities are yet to establish a sound mechanism for salary, assessment, promotion training and other fields, resulting in the implementation of the motivation mechanism is difficult. Some young teachers who are inexperienced may feel their tasks onerous and face with lots of problems, and their pay is likely to be low and their promotions slow. As a result, experienced teachers may lack sense of competition or even enterprise, or feel content with

the status quo, which may bring down the overall education level of the school (Gao, 2018). On the whole, there is a lack of systematization among colleges and universities in China in formulating and executing teacher motivation mechanism. The existing policy fails to fully cover all aspects of teacher career development. The motivation mechanism lacks momentum, and people-centered idea is not fully embodied in policy, with the result that policy is hard to implement, and people-centered concept is not fully followed, which directly leads to the effectiveness of the motivation mechanism.

Jingdezhen University is a multi-subject, full-time state-run local undergraduate college in Jiangxi Province. Its predecessor Jingdezhen University of Education was founded in 1977, and developed into Jingdezhen University in 2013. The school has more than 780 teachers and 11 teaching departments. The Outline of the 14th Five-Year Development Plan for Jingdezhen University (Jingdezhen University, 2021) defines the task of implementing the strategy of “building school with talents” and establishing a talent evaluation system for the new era. It stresses the need to focus on introduction, cultivation, use and stabilization, create a good environment for talent development, and adopt a series of effective measures to produce outstanding talents. It calls for efforts to build a team of high-quality teachers with noble ethics, sufficient quantity, reasonable structure, exquisite business, emancipated mind, who are brave in innovation and meet the needs of application-oriented undergraduate talents training. For this end, it is necessary to stimulate teachers' work enthusiasm, so that teachers devote themselves to teaching and academic research, which requires the school to establish a complete teacher motivation mechanism and evaluation mechanism. A look at the existing system of the school, however, shows that there are just a few documents on salary and welfare, professional title, and promotion. And these documents are mainly focused on management and assessment, giving little consideration to teachers. As a result, teachers show little interest in academic research, which may undermine the quality of talent training in the school.

In conclusion, for there to be a first-class university, there must first be a team of high-quality teachers, which calls for the school to build a systematic, perfect, comprehensive and operable teacher motivation mechanism. If Jingdezhen University wants to grow into a model university in Jiangxi Province, it must strive for steady progress in improving the quality of personnel training and teaching, and encourage teachers to devote themselves to academic research, education and teaching. In addition, the school needs to give consideration to teachers' interests in salary and benefits, promotion mechanism, academic research support, award systems and work environment, work out and implement teacher motivation mechanism, and promote the high-quality development of schools.

3. Methodology

Research area and target group

Five experts engaged in teacher motivation management and research in Jingdezhen University evaluated the component indicators of the school's teacher motivation mechanism. The sample group of this study is 265 teachers from the school.

4. Data Collection

- (1) Components of teacher motivation mechanism are derived from review of literature, concepts, theories, and relevant research.
- (2) Adjustments are made to these components based on the expert confirmation form completed by 5 experts and their advice to finalize the components and sub-components of teacher motivation mechanism.
- (3) A request letter was submitted to the Faculty of Education of Mahasarakham University through the official process and was approved by the Faculty of Education. Then, a letter from the Faculty of Education was mailed to Jingdezhen University for approval to collect data on the example group from Jingdezhen University. After obtaining permission, questionnaires were automatically distributed to 265 teachers of Jingdezhen University through the Questionnaire Star software.

5. Data manipulation and analysis

- (1) Analysis of mean value and standard deviation (S.D.) of teacher motivation mechanism in Jingdezhen University.
- (2) SPSS program was used to analyze the questionnaire data, from which are derived the current situation of teacher motivation mechanism and the mean and standard deviation of the expected transition.

6. Conclusion

- (1) Components and indicators of Jingdezhen University teacher motivation mechanism derived from the review of literature, concepts, theories and relevant research show that the mechanism has 5 components and 15 sub-components, as shown in Table 1.

7. **Table 1** **Components of Teacher Motivation Mechanism**

Components	Sub-components
1. Salary motivations	1.1 Individual characteristics of teachers
	1.2 External environment factors
	1.3 Salary structure
	1.4 Performance assessment
2. Promotion mechanisms	2.1 Fair promotions
	2.2 Promotion assessment
	2.3 Promotion evaluation
	3.1 Support for further education

3.Academic research support	3.2 Training support
	3.3 Support for academic competitions
4.Award systems	4.1 Reward principles
	4.2 Types of rewards
5.Work environment	5.1 Interpersonal emotions
	5.2 The physical workplace environment
	5.3 Management approach

(2) All indicators for the components of teacher motivation mechanism are at a high level. Data show that with the highest average value are salary motivations, promotion mechanisms, academic research support and award systems, and with high average value is work environment, as shown in Table 2.

8. Table 2 Assessment results of the components of teacher motivation mechanism of Jingdezhen University

Teacher Motivation Mechanism	Current status			Desirable state		
	□X	S.D.	Result	□X	S.D.	Result
1.Salary motivations	3.45	0.25	Moderate	4.51	0.17	Highest
2.Promotion mechanisms	3.51	0.28	High	4.51	0.18	Highest
3.Academic research support	3.50	0.33	High	4.48	0.20	High
4.Award systems	3.47	0.40	Moderate	4.51	0.25	Highest
5.Work environment	3.48	0.33	Moderate	4.49	0.23	High
Total	3.48	0.14	Moderate	4.50	0.09	High

(3) Overall, the current situation of teacher motivation mechanism is at the middle level. According to data, in the order of average value are promotion mechanisms, academic research support, work environment, award systems, and salary motivations. The expected transformation value of teacher motivation mechanism is high. Data show that with the highest average value are salary motivations, promotion mechanisms and award systems, while academic research support and work

NO	Components	Appropriately	Accuracy	Feasibility
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environment have high average value, as shown in Table 3.

9. Table 3 Results of the current status and desirable state of teacher motivation mechanism of Jingdezhen University

	□X	S.D	Level of suitability	□X	S.D	Level of suitability	□X	S.D	Level of suitability

1	Salary motivations	4.75	0.25	Very Suitable	4.8	0.33	Very Suitable	4.75	0.25	Very Suitable
2	Promotion mechanism	4.8	0.18	Very Suitable	4.73	0.37	Very Suitable	4.8	0.3	Very Suitable
3	Academic researchsupport	4.73	0.15	Very Suitable	4.73	0.28	Very Suitable	4.73	0.43	Very Suitable
4	Rewardsystems	4.7	0.45	Very Suitable	4.7	0.27	Very Suitable	4.9	0.22	Very Suitable
5	Working environment	4.8	0.30	Very Suitable	4.73	0.28	Very Suitable	4.73	0.28	Very Suitable
Total		4.76	0.21	Very Suitable	4.74	0.16	Very Suitable	4.78	0.22	Very Suitable

Discussion

Research on Jingdezhen University shows that the school's teacher motivation mechanism has a middle-level current situation. Data show that promotion mechanisms have the highest average value, followed by academic research support, work environment, award systems, and salary motivations. Expected transition values of teacher motivation mechanism are all at a high level. Data show that with the highest average value are salary motivations, promotion mechanisms and award systems, while academic research support and work environment have high average value.

Research shows that teacher motivation mechanism and evaluation system are yet to be established. Teacher motivation mechanism in Jingdezhen College University is faced with the following problems. 1) The assessment system is not fully science-based. The assessment system mainly assesses teachers' ethics, teaching, scientific research, discipline construction and personnel training according to the work they have completed. But there is still room for further refinement of the system.

In the school, teachers' performance is still evaluated by supervisors and students,

and assessment indicators are "one-size-fits-all" and disregard the fact that teachers of different disciplines and positions need different time and face different difficulty in achieving results.

2) Salary system is not sound. Despite the school's effort to optimize the implementation plan of performance pay, make performance appraisal and distribution more science-based, there are still some irrational phenomena such as egalitarianism. 3) Management systems are not democratized enough. Poor communication of the school's management in daily work result in low participation

in democracy among teachers. Apart from a lack of in-depth communication and trust between management and teachers, there is also a lack of mutual trust. Insufficient attention is paid by sub-colleges to soft environment such as academic atmosphere, scientific research atmosphere and

humanistic care, resulting in a lack of sense of belonging among teachers who gradually lose their initiative. 4) There is a lack of fairness in promotion mechanisms. The school does not pay enough attention to basic disciplines in the evaluation of professional titles, making it difficult for teachers engaged in teaching and older teachers to get promoted. The evaluation system of professional titles needs to be improved, the sense of fairness is not strong, and some standards and conditions are ambiguous. 5) Young teachers lack individual motivations. The school usually awards outstanding teachers and counselors in the past year on Teachers' Day every year, a practice that is lacking in timeliness. As young teachers attach great importance to timeliness, the practice weakens the incentive effect for young teachers. Also, motivations stress material incentive over spiritual incentive. As young teachers have just entered the society, material incentives, high settling-in fees and research start-up fees for new talents tend to produce obvious effects in the initial stage. However, according to the theory of hierarchy of needs, with the satisfaction of low-level needs, young teachers will, while demanding enough pay, shift their concern to realization of their own value. To address the above-mentioned problems, this paper offers the following suggestions for improvement. 1) Develop scientific and comprehensive educational evaluation

indicators, including students' comprehensive literacy, teaching effect, innovation ability and so on. 2) Adopt multiple evaluation methods, including peer review, student evaluation, and teaching outcome evaluation, so as to gain a comprehensive understanding of teachers' contributions and performance. 3) Establish a performance-based compensation system, in which factors such as teaching results, scientific research level and educational services are to be assessed. 4) Consider the possibility of adopting a phased reward mechanism to encourage teachers to achieve better performance at different stages. 5) Elevate the participation and transparency of school management, encourage teachers to join the decision-making process, and establish a teacher representative system. 6) Solicit teachers' opinions and suggestions through regular seminars and questionnaires to build consensus. 7) Establish a fair and transparent promotion evaluation mechanism, and define promotion criteria and procedures. 8) Strike a balance between teaching and research to avoid one-sided pursuit of one aspect of development. 9) Provide young teachers with professional development support, training, and mentor system to promote their growth. 10) Set up an award program for young teachers to recognize their outstanding contributions in teaching, scientific research and social services.

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