

Research on the Incentive Mechanism of Higher Vocational Teachers in Provincial Vocational Education Base from the Perspective of Field Theory

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Abstract: With the deepening of China's educational reform and the rapid development of higher vocational colleges, the competition among higher vocational colleges is becoming increasingly fierce, and the rational and effective use of human resources is directly related to the success or failure of the competition. Teachers, as the most precious human resources in higher vocational colleges and the huge assets of colleges, are the key factors for the sustainable development of higher vocational colleges, the core competitiveness of colleges and the key to improving the quality and efficiency of school education. The requirements for professional and technical ability, knowledge structure and practical ability of higher vocational teachers are inevitably different from those of ordinary higher vocational teachers, which requires adopting targeted management system and incentive methods according to the characteristics of higher vocational teachers. Based on the field theory, this paper analyzes the connotation and significance of teachers' incentive mechanism in higher vocational colleges of provincial vocational education base, and puts forward concrete measures to build incentive mechanism from the aspects of teaching professional ability, scientific research ability and social service ability.

1. Introduction

With the continuous deepening of national education reform and the rapid development of higher vocational colleges, the competition between higher vocational colleges is becoming increasingly fierce, and the key to the success of the competition is the full exploration and utilization of human resources [1]. Higher vocational teachers are an indispensable part of higher vocational teachers. Strengthening internal management, improving teachers' enthusiasm, initiative and creativity in teaching, training, scientific research and other activities, and realizing the development goal of higher vocational education have become an urgent problem for higher vocational colleges to further deepen the internal management reform [2]. Higher vocational education is a very important part of China's higher education. The vigorous development of higher vocational education is closely related to China's modernization, is one of the main methods to build a well-off society, and is also the basic demand for the development of productive forces [3]. Higher vocational teachers are the main body of education and teaching in higher vocational colleges. They shoulder the important task of training skilled talents for China's social development. The work of higher vocational teachers directly affects the process of China's social and economic development [4]. How to use scientific incentive mechanism and means to fully mobilize the enthusiasm of teachers in higher vocational colleges, stimulate their internal potential, and give play to their resource advantages has become a problem of great practical significance in the management of teachers in Higher Vocational Colleges in China [5].

If higher vocational colleges want to achieve greater success, the most important measure is to retain talents and give full play to the creativity of teachers [6]. Teacher incentive mechanism plays a very important role in the development of teacher management and higher education. Teacher incentive should pay attention to the needs of teachers, from the social subject of incentive to the teacher subject of incentive, from the emphasis on leadership management to the emphasis on individual incentive of teachers [7]. In the development of higher vocational education, the overall quality of teachers in higher vocational colleges plays a leading role in the development of Higher

Vocational Education [8]. How to improve the incentive mechanism, stimulate teachers' inner motivation and potential, in order to make full use of the existing higher vocational college teachers' resources, is an important problem worthy of study [9]. The requirements of professional and technical ability, knowledge structure and practical ability of higher vocational teachers are different from those of ordinary higher vocational teachers, which requires the adoption of targeted management system and incentive mode according to the characteristics of higher vocational teachers.

2. An analysis of the motivation of teachers in Higher Vocational Colleges

At present, many higher vocational colleges pay more attention to the satisfaction of teachers' material conditions, ignore the differences of teachers' age, personality and psychological tendency, and lack of effective internal incentive for teachers. Whether the incentive mechanism can play a role and achieve the expected purpose depends on whether the mechanism of incentive mechanism conforms to the law of people's psychological activities. The incentive process is a cycle process in which motivation is stimulated by needs and goals are achieved by actions. Management measures should be changed with the change of people's need structure, and corresponding management strategies should be formulated according to the different needs of each person. In order to survive in the society, teachers should first meet the basic physiological needs and safety needs, which must be based on a certain material basis, while the traditional sense of motivation is more spiritual motivation. Teachers in higher vocational colleges are intellectuals with higher education. They not only have the material needs of ordinary people, but also have their own unique spiritual needs [10]. Therefore, higher vocational colleges are required to meet the material and spiritual needs of teachers as much as possible, so as to ensure that teachers can be used by colleges for a long time. A certain development space is extremely needed by every teacher in teaching and research, which can directly affect the choice of teaching content, the display of teaching means and the level of teaching effect. Because of the particularity of teachers' labor form, they must have psychological needs. Therefore, as a manager only emphasizes material incentives, often can not play a very good incentive effect.

Only on the basis of reasonably meeting the material needs of teachers, understanding the actual needs of teachers of different ages and stages, and giving them appropriate spiritual rewards, can we better improve the enthusiasm and initiative of teachers' work. At present, most of the leaders of higher vocational colleges have insufficient understanding of the spiritual needs of teachers, which leads to their only emphasis on meeting the material needs of teachers, but not from the psychological and personality of teachers. This single way of giving incentives only at the material level can not take into account the needs of teachers at different levels, so it is difficult to really motivate teachers. Universities without high-level scientific research achievements are not modern universities, and higher vocational teachers also need certain scientific research projects and achievements. As shown in Figure 1, the dimension of effective classroom environment construction and the path analysis model of learning effect are analyzed.

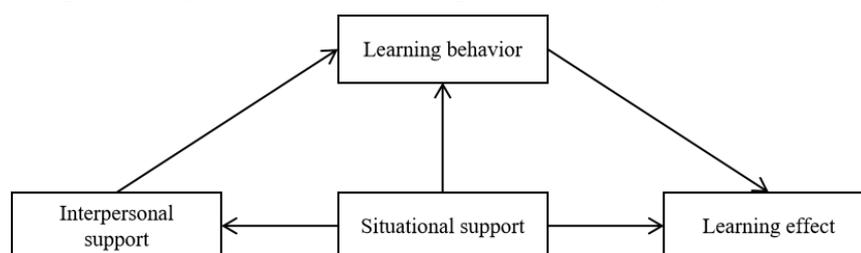


Figure 1 Path analysis model

If higher vocational colleges only require teachers to complete teaching tasks, curriculum teaching, sports training and scientific research will all stop, which will seriously affect the completion of education and teaching objectives and the sustainable development of schools. Because of the particularity of the training objectives of higher vocational education, teachers in

higher vocational colleges are different from ordinary teachers in that they should not only have solid professional knowledge and excellent cultural accomplishment, but also have skilled professional skills and higher practical operation ability. At the same time, we should also be able to master the basic characteristics and laws of higher vocational education, be dedicated and have good professional ethics. Many higher vocational colleges are faced with the dilemma of insufficient funds, so they are unwilling to spend the funds on teacher training. In addition, the state has limited financial support for teacher training, which ultimately leads to the imperfect teacher training system in higher vocational colleges and cannot ensure the long-term maintenance of incentive effect. At present, in order to promote the development of scientific research, many higher vocational colleges tend to actively introduce high-level talents. However, if there is no good incentive mechanism and strong scientific research atmosphere, the strength of only a few people is negligible, and its overall scientific research level is difficult to improve.

3. Countermeasures for teachers' incentive in Higher Vocational Colleges of Provincial Vocational Education Base

Teachers are the most important human capital of a school. As managers, they should build a platform for them to prove their value to the society and realize their dreams. As a term of psychology, motivation refers to the psychological driving force, which means to stimulate motivation, encourage behavior and form motivation. It is a mechanism to stimulate internal factors through external factors to make people excited to achieve goals. The school is a relatively stable management system. In order to make the administrative power of higher vocational colleges play the greatest role in the open and fierce competition environment, we need to provide the staff with the material and appropriate spiritual incentives according to their different needs and the needs of the same individual at different stages, and need the complementation and coordination of academic power and administrative power. In terms of material incentives, compared with ordinary higher vocational colleges, the income of teachers in higher vocational colleges is less, especially the front-line teachers, whose teaching work is very busy, but the salary is not equal. Through salary incentive, reward, job title promotion and other material incentives, teachers' satisfaction with teaching work can be improved to a certain extent, and then play an incentive role [11]. At the same time of spiritual encouragement, we should increase the strength of material encouragement, actively carry out the reform of income distribution system, reward system and welfare system, and try every means to help teachers develop their potential through practice, provide basic guarantee for teachers' teaching, and make them serve education and the future of the motherland wholeheartedly. In terms of environmental incentive, the environmental incentive of higher vocational colleges is divided into external environment and internal environment.

The external environment can not be created by higher vocational colleges, but the internal environment can be created by creating a harmonious cultural environment of Higher Vocational Colleges and improving teachers' office environment and teaching conditions. In higher vocational colleges, academic report meeting should be organized to encourage teachers' active participation, so as to continuously improve teachers' competitiveness. Fourth, promote school enterprise cooperation. Professional and technical talents from enterprises are invited to take up the task of practical teaching in the college. At the same time, teachers in the college are allowed to practice in the enterprise, so as to constantly enrich teachers' practical experience. Schools should set clear short-term, medium-term and long-term development goals, so as to enhance the cohesion and centripetal force of teaching staff. In the atmosphere of fierce competition, the development of the school is directly related to the vital interests of teachers. Let every staff realize that their personal interests are based on the sound operation of the school. Only by working together to make the cause of the school bigger and better, can their personal value be realized accordingly.

4. Conclusions

The incentive of teachers in higher vocational colleges is the most effective way to explore the

potential of teachers. Incentive should start from meeting the needs, the way should be diversified, and the effect should be fair and just. The construction of a perfect incentive mechanism for teachers in higher vocational colleges is conducive to the new requirements of social development and the improvement of the work performance of teachers in higher vocational colleges. Facing the new situation of increasingly fierce competition, if higher vocational colleges want to have their own characteristics, enhance their competitiveness and improve their viability, they should completely change the concept of administration, reform the imperfect part of the traditional personnel system that ignores human care, establish the "people-oriented" management concept, and establish a sound scientific and reasonable management and incentive mechanism. Incentive mechanism can not only set up a ladder for the growth of higher vocational teachers, but also provide inexhaustible energy for the development of higher vocational education. The deep theoretical discussion, analysis and practical application of this problem will help to realize the sustainable development of higher vocational education and the personal career development of higher vocational teachers. As a manager, we should make full use of the modern incentive theory, grasp the different needs of teachers, formulate policies and measures according to the local conditions, and realize the expected goals of the organization by making each teacher achieve his personal goals according to the local economic development level and the actual situation of the school.

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