

## Research on the Application of Incentive Theory in the Teaching Management of Colleges and Universities

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**Abstract:** Teaching management is the core content of the daily work of colleges and universities. The effectiveness of teaching management will directly affect the quality and efficiency of personnel training in Colleges and universities. With the continuous improvement and development of incentive theory, many colleges and universities have introduced incentive theory in teaching management, giving full play to the positive incentive role of incentive theory, in order to improve the quality and efficiency of teaching management. However, in the practical application of incentive theory, some colleges and universities still have problems such as lack of a good incentive environment, imperfect incentive system, and excessive emphasis on administrative power. The article mainly analyzes the problems existing in the application of incentive theory in college teaching management, and proposes specific solutions.

### 1. The Connotation and Main Types of Incentive Theory

When people have a certain need of certain strength, if this need is temporarily unsatisfied, there will be a state of anxiety and tension in the psychological, which will be transformed into an internal driving force. When stimulated by certain external conditions, people will take certain actions or actions. Thus, the formation of people's behavioral motivation requires two conditions, namely, internal demand and external stimulation. Incentive theory is to analyze people's internal needs, use external incentive conditions to stimulate and guide individual organizations to strive towards organizational development goals, in order to promote the organization to achieve the desired goals, incentives can be regarded as a psychological adjustment. That is to say, through material incentives and spiritual incentives to enhance personal performance and achieve organizational goals.

According to different classification criteria, incentive methods can be divided into many types, such as different incentive methods can be divided into internal incentive and external incentive. Among them, intrinsic motivation is motivation caused by intrinsic motivation of behavior, such as interest in work, sense of achievement in work, etc. External motivation mainly includes salary, welfare, promotion and harmonious interpersonal relationship. Although the internal incentive is mainly regulated and judged by the individual, which reflects the individual's pursuit of growth goals, we still need to pay attention to the internal incentive in the external incentive management. Intrinsic motivation and external motivation are complementary and inseparable. One-sided emphasis on internal motivation will weaken employees' sense of value recognition created by themselves. Too much emphasis on external incentives will ignore the huge incentive value contained in the work process itself. For example, depending on the nature of the stimulus, it can be divided into two types: positive excitation and negative excitation. According to the content of the incentives, they can be divided into material incentives and spiritual incentives.

### 2. Problems in the Application of Incentive Theory in Teaching Management in Colleges and Universities

Although the incentive theory of teaching management in colleges and universities can improve management efficiency and quality of personnel training, the following problems still exist in actual management:

## **2.1 The right to administrative management in colleges and universities**

In addition to the rules and regulations of the school itself, the main influencing factors of the teaching management in China's colleges and universities are also affected by the factors of social and political systems. Therefore, the teaching management of colleges and universities is inseparable from certain administrative instructions and administrative will. In order to strengthen the leadership will and administrative will in teaching management, colleges and universities will continuously infiltrate economic interests into teaching management activities. In order to achieve the purpose of managing and controlling teacher behavior, schools often use incentives to stimulate teachers with power and material. Although the necessary material incentives are an important means to ensure management effects, the single use of such means does not achieve better incentive effects. . On the one hand, it is because the infiltration of administrative power into teaching management in Colleges and universities is too strong and the will to rights is too arbitrary, which easily causes people's dissatisfaction, but leads to the decline of teaching efficiency. On the other hand, too one-sided material incentives will affect the academic quality and spiritual behavior of University teaching, and enhance the utilitarian color of university teaching management.

## **2.2 Lack of a Good Encouraging Environment for Teaching Management in Colleges and Universities**

Unlike other industries, university teachers do not compete as fiercely as between departments and employees in enterprises. The academic atmosphere of universities is good, and it is easier to accept new knowledge and theories than ordinary enterprises. Moreover, teachers in Colleges and universities pursue higher spiritual level, and they hope to be respected and pursue spiritual honor. Moreover, teachers have a thirst for knowledge, a strong sense of enterprising, coupled with their higher social status, can maximize the enthusiasm of their thinking and strong professional ability. However, the labor form of teachers is individual, but its labor results reflect collectiveness, and domestic colleges and universities generally focus on teaching achievements. Therefore, the application of incentive theory is not targeted. Only the motivation theory of enterprises can not be better adapted to the characteristics of teaching management in colleges and universities and the professional characteristics of teachers. Colleges and universities lack a good incentive environment, so the application of incentive theory cannot be guaranteed.

## **2.3 Unable to guarantee the effectiveness of the incentive method**

The main purpose of applying incentives is to stimulate the intrinsic motivation of the motivational object to make the expected behavior to achieve the organization's stated goals. The individualized differences and group differences of the incentive objects determine that the same incentives are not applicable to everyone, and the same incentive methods may have different results. For college teachers, different teachers have different living environments, and their inherent motivation needs are different. Some teachers' income is not directly proportional to the actual intellectual investment. If the material demand is not satisfied, the spiritual incentive mechanism will be invalid. Some teachers have lower requirements for materials, but they have higher requirements for working environment and scientific research conditions. For such teachers, the effect of material incentives will be unsatisfactory. It can be seen that teachers have different personal situations and different internal needs, and the incentives used must be differentiated in order to achieve better incentive effects. However, in practice, the incentive mechanism of many colleges and universities does not fully take into account the professional nature of teachers, age levels, student ring background, but adopts a single incentive means "one size fits all", which lacks targeted incentive methods can not give full play to the good effect of incentive theory. In addition, the incentive mechanism of many colleges and universities still has the problem of "attaching importance to material and neglecting spirit". Appropriate material reward is the recognition of the value of teachers, but the effect of material incentive for teachers with good living background and strong ambition is more short-lived. And material incentives will also make some teachers'normal behavior materialized, that is, work as a tool to gain benefits, this result is also contrary to the

original intention of the application of incentive theory.

### **3. Strategies for the Efficient Application of Incentive Theory in College Teaching Management**

In order to improve the effect of the application of incentive theory, it is suggested to improve it from the following aspects:

#### **3.1 Establishing Incentive Principles Based on Teachers' Practical Needs and Organizational Management Objectives**

The motivation theory is based on the intrinsic needs of individuals. Teachers' life activities have social characteristics. Therefore, it needs not only low-level material incentives, but also higher spiritual pursuit, and with the development and growth of teachers themselves, their internal needs will continue to change. Colleges and universities should set up dynamic incentive measures according to the actual situation and development of teachers, so as to give full play to the important role of incentive measures in improving organizational performance. College teachers usually pursue more successful career for academic professionals. Therefore, the incentive mechanism of colleges and universities should be based on the actual needs of teachers, provide better conditions for their development, create a supportive atmosphere, and establish a scientific long-term incentive mechanism. University management decision-makers should listen to the opinions of teachers and students on teaching management through open channels and channels, and improve the democratic nature of incentive measures, so that teachers and students have the opportunity to participate in the teaching management decision-making process. Teaching managers should let teachers further clarify the relationship between performance and rewards, the relationship between performance and teachers' own efforts, and incentives should be based on performance. It is no accident that teachers need to be clear about the creation of performance. They need to work hard to achieve higher performance. The rewards given according to the individual performance of teachers should be consistent with the organizational development goals and personal development goals to ensure the effectiveness of the incentive mechanism.

#### **3.2 Create a good incentive environment**

The methods of incentives and incentives are determined by a combination of factors such as reward content, reward system, organizational division of labor, setting of goal-oriented actions, assessment system, and overall management level of the organization. If the individuals in the organization are not in a good and appropriate environment, as mentioned above, the incentive behavior requires not only the internal needs of the individual, but also the external conditional stimulus. Therefore, to ensure the effectiveness of the incentive mechanism, we must create a good incentive environment. The greatest environmental factors affecting the individual behavior of university teachers are not the social environment, but the living and working environment on campus, which are specific environments that teachers can directly perceive. To some extent, university managers can limit and control the specific environment through scientific management measures, so as to promote teachers to give full play to their work potential, and make the school environment atmosphere more conducive to the realization of organizational goals. College administrators should set up corresponding restraint mechanism according to their own actual situation. If there are faults in teachers' teaching behavior, they should bear the corresponding results.

#### **3.3 Establishing a Scientific Performance Appraisal System for Teaching Management**

On the one hand, the results of teaching work should be evaluated. The results of teaching work are the key content of performance evaluation. The evaluation indexes of teaching work results include teachers' class hours, teaching quality, scientific research results and so on. The school calculates the class hours according to its own actual situation, and gives corresponding rewards to teachers. The main contents of the evaluation of scientific research achievements include teaching

reform, publishing academic papers, project setting, etc. The daily teaching management includes the quality of the completion of teaching programs, the formulation of teaching plans, etc. In the whole process of teaching assessment, teaching quality is the core link. The school mainly encourages teachers according to the results of teaching quality assessment. Of course, the assessment of teaching quality should pay attention to ensuring the comprehensiveness of the assessment subject, and should not be too subjective. We should use various kinds of assessment methods to evaluate teachers' teaching quality from multiple perspectives and in an all-round way, so as to avoid the deviation of assessment results caused by single subject assessment. The content of assessment and evaluation should be comprehensive, and the combination of qualitative and quantitative evaluation methods should be adhered to in order to ensure the effectiveness, objectivity and comprehensiveness of the evaluation results. On the other hand, it is necessary to strengthen the assessment of teachers' teaching behaviors. Teaching work behavior includes work ability and work attitude. Because the work ability and work attitude are not easy to quantify. Therefore, university administrators should conduct scientific assessments, including direct assessments and indirect assessments. The direct assessment mainly analyzes the situation of teachers completing various tasks through lectures and trial activities. Indirect evaluation is to evaluate the teacher's work attitude and work ability through teaching results and student's reflection.

#### **4. Conclusion**

In short, the scientific incentive mechanism is based on the study of the needs and psychological characteristics of different individuals. Therefore, colleges and universities should design a reasonable incentive mechanism based on the correct analysis of the characteristics of teachers' needs. Of course, the teaching management activities are very complicated, and the establishment of corresponding incentive mechanisms is also very complicated. University administrators should combine advanced incentive theories according to their actual conditions. Establish a scientific evaluation system of teaching management to ensure the fairness, objectivity and rationality of incentive measures. Adhering to the management concept of "people-oriented", avoiding the influence of administrative power of University administrators, in order to better stimulate the enthusiasm and creativity of faculty and staff work, give full play to its inherent potential, and promote the sound development of the strategy of Strengthening Universities by talents.

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