

*Original Paper*

Research and Optimization on the Incentive Mechanism for  
High School Teachers under the Background of the New  
College Entrance Examination—Taking Huizhou L High School  
as an Example

Tang Chong<sup>1\*</sup>

<sup>1</sup> Department of Human Resource Management, Shenzhen University, Shenzhen, China

\* Tang Chong, Department of Human Resource Management, Shenzhen University, Shenzhen, China

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**Abstract**

*After the reform of the new college entrance examination, new changes such as the class-taking system have posed new challenges to teachers' work. Based on the two-factor theory of American management scientist Herzberg, taking L High School in Huizhou City as an example, this paper uses the questionnaire method and interview method to investigate the front-line high school teachers, and investigates the front-line teachers' opinions on the existing incentive mechanism and evaluate. Combined with questionnaire data and interview content, the deficiencies of the existing incentive mechanism are analyzed. Through the survey, L secondary schools scored poorly in motivation, and there were unsatisfactory items in hygiene factors. The main reasons are that the performance appraisal mechanism is not scientific enough, the school decision-making not unfair and open enough, and the training and learning do not meet the needs. After sorting out the existing deficiencies and reasons, this paper puts forward improvement measures for hygiene factors and motivation factors, including improving the performance appraisal system, reforming professional title evaluation and other measures to ensure the effect of teachers' job satisfaction and mobilizing teachers' work enthusiasm and to provide references for other schools to promote the sound development of my country's education.*

**Keywords**

*Two-factor Theory, Teacher Incentive, Incentive Mechanism*

## 1. Introduction

### 1.1 Background

Education is not only an important cornerstone for national revitalization and social progress but also a major plan for the country. *China's Education Modernization 2035* points out that China will continue to deepen the modernization of education, realize the overall modernization of education by 2035, enter the ranks of the great country in education, and promote China to become a great country in learning, human resources and talent. The overall development of schools is a multi-level, complex and systematic project, involving not only front-line teaching but also logistics, administration and other links. As the cornerstone of education, teachers play an indispensable role. Training a team of professional and high-quality teachers is an important foundation for the development of education and training of talents. With the advancement of the new college entrance examination, a series of new phenomena and new systems, such as the class system, has posed challenges to teachers and schools. In the past, simply relying on rules and regulations to manage teachers is no longer in line with the current requirements of deepening education reform. There are a number of in-service primary and secondary school teachers in the author's family. They are responsible for heavy teaching tasks, but they more or less believe that their efforts are not proportional to their returns. This situation has hit their work enthusiasm and made the work become a task. The establishment of a scientific and reasonable incentive mechanism can not only improve teachers' job satisfaction but also stimulate teachers' enthusiasm and sense of responsibility.

This study chooses L High School in Huizhou City as the research object. Based on the current incentive situation and the needs of front-line teachers, it puts forward optimization countermeasures for the incentive mechanism from multiple dimensions, such as salary, welfare and promotion, so as to mobilize the enthusiasm of teachers and improve the output of teaching results.

### 1.2 Value of the Topic

#### 1.2.1 Theoretical Value

In the 1950s, the American management scientist Herzberg put forward the two-factor theory after investigating more than 200 accountants and engineers in Pittsburgh. The theory systematically classified and interpreted the incentive factors, and divided the incentive factors into Hygiene factors and Motivation factors. The two-factor theory has had a profound impact on the research on the motivation of enterprise employees, civil servants and other types of employees. The research on motivation in foreign countries started earlier than that in China. Moreover, the cultural environment and social environment at home and abroad are not consistent. This article hopes to collect the opinions of front-line teachers extensively and learn the teacher incentive mechanism based on the two-factor theory, so as to enrich the practical application of the theory and provide a reference for the research on incentive issues based on the theory.

### 1.2.2 Realistic Value

Guangdong Province has carried out the new college entrance examination since 2018, which has reformed the form and content of the examination. L High School is a key public high school directly under Huizhou City, which undertakes important teaching tasks. Through investigation, the author found that the incentive measures of L high school are rigid and superficial. Although there are many types of research on teacher incentive issues, most of them are national and university teachers' incentive studies. However, there are few types of research on Huizhou high school teachers' motivation. The research and optimization of the incentive mechanism of L high school can not only help it solve the problem of insufficient incentives, and improve the competitiveness of the school, but also provide a reference for other key public high schools in Huizhou.

### 1.3 Research Structure and Methods

#### 1.3.1 Structure

Based on Herzberg's two-factor theory to study the teacher incentive mechanism optimization, a large number consult the document of incentive theory and the civil servants, employees, and teachers and other professional incentive mechanisms and the research of literature, for Huizhou L high school, combined with the existing incentive system for first-line teachers handed out targeted questionnaire and interview, After sorting out the shortcomings of the incentive mechanism of L High School in Huizhou City, this paper analyzes the problems and puts forward targeted improvement measures, so as to achieve the goal of optimizing the incentive effect, mobilizing the enthusiasm of teachers and improving the job satisfaction of teachers.

This paper can be roughly divided into five parts:

The first part is the introduction, which discusses the background and significance of this research, and introduces the framework and research methods of this research.

The second part is the literature review, which introduces the concepts of the new college entrance examination and two-factor theory, and summarizes the research situation in china and abroad.

The third part is the introduction of Huizhou L high school's current incentive system and status quo. This part introduces the basic situation of L high school in Huizhou City, the existing incentive system, etc. And through the distribution of questionnaires, face-to-face interviews and other forms of front-line teachers were investigated and analyzed, and finally, the questionnaire and interview results were summarized.

The fourth part is to analyze the problems and reasons for the incentive mechanism of L high school in Huizhou City. Based on the two-factor theory and the results of the questionnaire and interview, this part puts forward the problems existing in the incentive mechanism of L high school and analyzes the reasons and mechanisms behind it.

The fifth part is countermeasures and suggestions. This part will put forward directed improvement measures based on the problems and potential causes mentioned above, combined with the actual situation of L high school, and help L high school to improve the incentive measures.

### 1.3.2 Methods

Literature research: through the data of ten thousand, China CNKI knowledge platform, weipu journal resources integrated service platform, China dissertations full-text database, ABI/INFORM Collection retrieval platform, such as learning motivation theory, at the same time a large number of learning about the use of dual factors theory research, as this study provides a solid theoretical basis and reference.

Questionnaire survey and interview method: According to the two-factor theory and the actual situation of L High School in Huizhou, on the basis of reviewing and summarizing past papers and existing scales, the survey factors were determined and targeted questionnaires were designed to be distributed in L high school, so as to widely understand the satisfaction and appeals of front-line teachers. After sorting out the results of the questionnaire, the front-line teachers were selected for face-to-face interviews to listen to their evaluation opinions and appeals.

Statistical analysis method: The questionnaire data obtained from the questionnaire was imported into the professional analysis software SPSS 26.0 for summary, and the statistical results were converted into more direct data. Charts were made for text analysis, and further attribution analysis was carried out based on the interview results.

## 2. Literature Review

### 2.1 Basic Concepts

#### 2.1.1 The New College Entrance Examination Reform

In September 2014, the CPC Central Committee deliberated and adopted the “Decision of the CPC Central Committee on Some Major Issues Concerning Comprehensively Deepening Reform” at the Third Plenary Session of the 18th CPC Central Committee, which proposed measures to reform the examination and enrollment system. Promulgated by the State Council on deepening the reform of the examination recruitment system implementation opinion “pointed out”: the examinee college entrance examination grade by the unified college entrance examination of Chinese, mathematics, foreign language three subjects, grades and high school level examination selected test of three subject results, the examinee can enter oneself for an examination according to colleges and universities and professional requirements with its own independent choice said. In April 2019, eight provinces and municipalities, including Hebei, Jiangsu, Hunan and Guangdong, issued plans for the comprehensive reform of the college entrance examination, replacing the previous liberal arts and science model and implementing the new “3+1+2” model from autumn 2018.

The further implementation of this model requires local high schools to abandon the traditional teaching-by-subject model and adopt the new class-by-class system and course-selection system. The author found that the high schools in Huizhou generally adopt the class teaching system, that is, students flow to different classes to complete the learning task according to the actual situation of the school and their own course selection. Under the new college entrance examination, the “off-class

system” and “course selection system” respect students’ individualized choice needs and better reflect the education concept of people-oriented and individualized teaching. However, this new model also puts forward higher requirements and challenges to the overall planning ability of schools and teachers’ teaching.

### 2.1.2 Incentive and Incentive Mechanism

In the Chinese dictionary, incentive means to encourage and inspire. In a broad sense, incentive in management mainly refers to the process of creating a favourable environment through scientific systems, means and methods so as to stimulate their work motivation and guide them to work toward the direction conducive to the realization of organizational goals. The important basis of incentive is to meet the needs of the object, which is an indispensable part of the management process.

An incentive mechanism is a collection of a series of specific incentive measures and systems. The managers of the organization develop specific incentive measures after understanding the organization’s goals and members’ needs, and then improve and optimize the incentive measures according to the feedback after the trial so as to maximize the incentive effect. The incentive mechanism in this study mainly refers to the incentive mechanism for teachers in high schools. In this process, schools and local education departments are the subjects of incentive, while teachers and other front-line staff are the objects of incentive. Through a series of material and spiritual incentives such as performance, bonuses and commendation, teachers’ enthusiasm is mobilized to ensure the teaching effect teachers, so as to achieve the goal of improving the teaching level.

### 2.1.3 Two-Factor Theory

The two-factor theory originated from a survey of about 200 engineers and accountants conducted by Herzberg, an American management scientist and psychologist, and the Pittsburgh Psychological Institute in 1959. The survey found that there are two main categories of factors that affect the efficiency and motivation of employees—which can be called “motivational factors” and “Hygiene factors” respectively.

Hygiene factors are related to “corporate policies and management methods”, “compensation”, “interpersonal relations”, “working conditions” and other factors. The lack of these factors will significantly lead to job dissatisfaction among employees, but optimizing and improving these factors will not greatly improve employee satisfaction. The motivation factors are related to “achievement”, “recognition”, “work itself”, “responsibility” and “promotion”. When these factors are better optimized and improved, the job satisfaction of employees will also be greatly improved, but the lack of these factors will not significantly lead to a decline in employee satisfaction. Herzberg’s two-factor theory interprets the factors that influence employee satisfaction from a new perspective. Among them, hygiene factors and incentive factors are not opposites, and the opposite of satisfaction is not un dissatisfaction, but no satisfaction. The opposite of dissatisfaction is not unsatisfaction, but the absence of dissatisfaction. Herzberg’s two-factor theory indicates that the factors affecting employee satisfaction and work efficiency should be classified in the formulation of incentive policies, and the

incentive factors should be optimized as much as possible while the hygiene factors are guaranteed, so as to maximize employee satisfaction and mobilize their work enthusiasm.

At the same time, many scholars have raised doubts and different opinions on the two-factor theory. Herzberg divided the motivation factors into two categories: motivation and hygiene, while some scholars put forward that hygiene factors and motivation factors are not completely different but have a very close relationship, and the two can be transformed into each other to some extent. In addition, Herzberg's survey is mainly based on engineers and programmers. In fact, for employees in some areas with low economic levels and relatively backward development, external factors such as wage level and working environment are the key factors to improving their work enthusiasm and satisfaction.

In general, the two-factor theory is limited by The Times and research objects to a certain extent. However, this theory classifies the incentive factors systematically, which is more consistent with the research on teacher incentive mechanisms. When applying the two-factor theory, we should combine the national conditions of China and the characteristics of school organization, and establish the corresponding incentive mechanism after fully investigating the actual situation.

## 2.2 *Relevant Literature*

### 2.2.1 Domestic Research

About two-factor theory in the study of incentive mechanism, quite a few domestic scholars conducted research, some scholars will be introduced to the two-factor theory of specific industries, such as Wang di (2016) will use dual factors theory in basic education research, that teachers in the teachers' work to enhance the student's humanistic care, also want to strengthen the fair, To give play to the effect of fairness. Guo Li (2021) and other scholars studied the incentive problems of civil servants in a local tax system based on the two-factor theory and concluded that improvement measures should be formulated from the dimensions of interpersonal relations, working environment and salary assessment to improve the incentive effect. Zheng Yu (2020) used the two-factor theory to study the incentive strategies of private high school teachers. Wu Xiangyu (2021) used the two-factor theory to study the incentive problem of first-line law enforcement police and proposed that the potential of first-line law enforcement officers should be stimulated from the core of incentive factors, and hygiene factors should be paid attention to reduce job burnout. Since the two-factor theory was first proposed by the American business scientist Herzberg in the last century, some domestic scholars have improved it on this basis to make the theory more consistent with the national conditions of China. For example, Yang Dong (2010) deeply explored and summarized the two-factor theory in his research, and proposed the "three-factor theory" on this basis. He transformed the incentive and health factors in the two-factor theory into basic factors, material factors and spiritual factors, and believed that the three factors developed dynamically. Later, Cheng Shixuan (2018) tested this theory in the study of enterprise motivation and believed that this theory has universal applicability.

As for the problems existing in the incentive mechanism of schools and other public institutions and public organizations, Wang Yun (2013), in his research on the incentive problem of grassroots civil

servants, believed that the incentive system for civil servants in China was largely imperfect, mainly due to the lack of scientific performance appraisal system, imperfect promotion, and unreasonable salary distribution. Based on the two-factor theory analysis, Chao Lemeng (2015) concluded that the current incentive mechanism for civil servants in China has problems in terms of incentive factors, such as inconsistent rewards and punishments, unreasonable job promotion, and poor training effect. However, in terms of hygiene factors, there are some problems such as the general administrative environment and unscientific salary mechanism.

In terms of the research on teacher motivation, Yang Si (2008) believes that Chinese teachers are highly satisfied with their interpersonal relationships with colleagues, their own achievements and social status, while their satisfaction with salary, benefits and achievement value will increase with the increase of working years. At the same time, he divided the factors affecting teachers' job satisfaction into stability, welfare, respect for others and self-actualization. Sang Wei (2016) pointed out that there are four main factors influencing teachers' motivation: internal factors, external factors, relational factors and moral factors. Research on modern teachers' incentive practice, Kang Yanru, and Gou Long Tao (2016) argues that because the teachers' title rating has a strong administrative colour, and the characteristics of teachers' teaching have a larger difference, and teachers and factory workers, the enterprise staff, the work object is living individuals, and work with periodic and stability, Therefore, fixed quantitative assessment and assessment can not only accurately evaluate the work output of teachers, but also destroy the work enthusiasm of teachers and cause dissatisfaction. Therefore, multiple methods should be combined in the assessment, and quantitative and organic methods should coexist, so as to maximize the incentive effect on teachers.

Study of research on teachers' incentive system, the domestic many researchers use different theories to study the problems existing in the teachers' incentive system Jiang Xiuqing (2015) based on the theory of humanistic management and points out that schools need to really understand the needs of teachers in the management, implement the people-oriented idea, develop a targeted and practical incentive system. Cheng Ying (2017), from the perspective of school management, pointed out that a harmonious atmosphere of colleagues and interpersonal relations can effectively improve teachers' job satisfaction. Taking the United States, Japan and Vietnam as examples, Tang Yanhua (2017) drew on advanced experience from foreign countries in terms of incentive mechanism, assessment method, reward and punishment mechanism, training and learning, and concluded that moral incentives should be carried out while material incentive should be attached importance to, so as to strengthen teachers' ideals and beliefs.

### 2.2.2 Foreign Research

In terms of foreign research, the two-factor theory has been widely verified and applied by foreign scholars since it was proposed in the last century. The research of Hur and Yongbeom (2022) generally confirmed that Herzberg's two-factor incentive theory can be applied to public managers. Based on the two-factor theory, Adolyana (2017) investigated the job satisfaction of hospital staff in Jordan and

found that arranging for doctors, nurses and other staff to participate in training and learning, creates a comfortable working environment and helps them better grow in their career play an important role in improving their satisfaction and playing an incentive effect. Thant and Zaw Min (2021) studied the satisfaction and dissatisfaction factors of government employees in the Ministry of Border Affairs of Myanmar based on the two-factor theory and pointed out that interpersonal relationships, personal life factors, work itself and recognition were the main determinants of job satisfaction. While working conditions, interpersonal relationships, personal life factors, supervision technology and recognition all affect the job dissatisfaction of Burmese civil servants. Prasad Kotni, V. V. Devi (2018) tested the applicability of the two-factor theory in the emerging retail industry through multivariate analysis.

In terms of incentives for foreign schools and teachers, the research on incentives for school staff in Western countries started earlier. Milanowski, Anthony Finster, and Matthew (2016) pointed out in their research that there is a very close relationship between educational reform and school reform. Improving teachers' job satisfaction and work enthusiasm will play a very important role in future education reform. Based on the democratic management of the campus, TM Smith proposed that a good school management atmosphere and fair and open policies can improve teachers' work enthusiasm. Andrall (2011) further summarized the needs of teachers and put forward six key factors for teacher motivation, including internal factors and external factors.

At the same time, some scholars have found that there is a close correlation between teachers' job satisfaction and the improvement of students' performance. When teachers' job satisfaction is high, students' performance will be improved accordingly. Goodman (2013) proposed that improving teachers' compensation and welfare can effectively motivate teachers to innovate in their work, thus improving teaching output.

### **3. Analysis of the Current Situation of Huizhou L High School Incentive**

#### *3.1 Overview of L High School*

Huizhou is a prefecture-level city in Guangdong Province, with eight basic education schools. L High School of Huizhou is a key public high school directly under the municipal government with an investment of 320 million yuan. At present, L High school has 4,658 students and 92 classes. L High school covers a total area of 110,000 square meters, with 100 ordinary multimedia classrooms, 15 special multimedia classrooms, 12 computer rooms, electronic reading rooms, and 3 multifunctional classrooms. There are 54 laboratories and auxiliary rooms, a library of 2,640 square meters with a collection of 300,000 volumes and a reading room with 1,000 seats. The art building has 18 functional rooms for music, dance and art. The classrooms in the school are equipped with air conditioning, and the facilities and equipment are relatively perfect.

In terms of teachers, L High School has 415 staff and 311 teachers by 2021, among whom 15.2% have a doctorate or master's degree. At present, all the teachers in L high school have a bachelor's degree or above, and there are 4 provincial special teachers, 91 senior high school teachers and 198 first-level



high school teachers. There are 18 municipal chief teachers, 62 provincial excellent and backbone teachers, and 75 municipal excellent and backbone teachers.

### *3.2 The Current Situation of the L High School Incentive Mechanism*

#### *3.2.1 Remuneration Package*

In terms of salary, the salary of teachers in L High school mainly consists of a basic salary and a performance appraisal bonus. The basic salary is basically fixed, which is evaluated according to the teachers' titles and working years. The performance appraisal bonus shall be assessed and paid twice a year in accordance with the guidelines of the provincial and municipal education bureaus and the performance plan of L High School.

Performance appraisal bonus. L high school based on more work, excellent reward; Highlight the main job, pay attention to contribution; Open and transparent, the principle of democratic decision-making formulated the program, divided into the spring semester and autumn semester twice to all the faculty ethics, workload, attendance and work performance assessment. The assessment is divided into two parts for calculation. One is to convert the teacher's ethics, workload and attendance into class hours and calculate the average performance value of each class hour. Then, according to the total amount of individual class hours of the staff, the teacher's ethics, workload and attendance of each staff are calculated. Second, 30% of the total amount of actual performance appraisal incentive is taken as the total amount of work performance appraisal incentive of all the staff. According to the school's work performance appraisal rules, the work performance appraisal incentive of grade A, grade B, and grade C is calculated and the work performance appraisal incentive of each staff is determined. A lump sum shall be allocated to the personal bank account of the faculty and staff. The structure of the performance appraisal incentive payment is as follows:

a. Teachers' ethics and style assessment: Teachers' ethics and style assessment have 60 basic class hours per semester, and teachers' performance assessment is carried out according to the principles of "no-fault ownership" and "punishment for mistakes". As long as there is no violation of teachers' ethics, work discipline and school rules and discipline to get the class hour, the year due to the problems of teachers' ethics and ethics were punished, because of illegal and criminal treatment, or the annual assessment for incompetent (unqualified) staff, shall not participate in the year-end incentive performance distribution. The behaviour of the faculty and staff in violation of ethics and school rules shall be verified by the ethics supervision group and deducted accordingly according to the degree of fault.

b. Workload assessment: including the teacher in charge of the examination, the teacher as the teacher in charge of additional performance certification, such as carrying out class meetings, completing the grade assigned tasks, care about the status of students, this part will be converted into class hours in the assessment of evaluation; Work performance assessment, such as late repair duty, class awarded civilized class, organizing students to participate in large-scale activities, etc., for discretionary identification; Calculation of reward hours, the active participation in school activities, management of

students' military training and other behaviours of class hours certification, in performance evaluation to obtain additional hours.

c. Attendance assessment: attendance assessment each semester set 40 basic class hours. Faculty and staff with 100% attendance on weekdays (public holidays for attendance) in each semester will be granted 40 hours, and the rest will be assessed according to the actual conditions. The specific standards are as follows: 1. Late and early leave: Faculty and staff who are late for class, attendance (teaching assistance), flag-raising, school meetings, school activities (including teaching and research activities) and early leave will be deducted 0.5 class hours each time; Those absent without asking for leave will be deducted 1 class hour each time; 2. Absenteeism: Absenteeism of 1 class (including evening study), absenteeism of half a day and absenteeism of 2 class hours each; For absenteeism of more than one week per semester or absence of teaching and research activities without leave or more than four weeks of late study, in addition to the standard deduction of workload hours, 100% of the semester attendance hours will be deducted directly; 3. Leave: for those who ask for public leave, class hours will not be deducted; For those who ask for sick leave or personal leave, 0.5 class hours will be deducted for each missing one class in class or half a day at work; For those who ask for sick leave or personal leave in the whole semester, 100% of the workload hours and attendance hours of the semester will be deducted directly. Personal leave and sick leave shall be subject to written leave, and those without written leave shall be treated as absenteeism. 4. Overtime work: For working overtime during holidays or temporary work, the overtime plan shall be put forward by the head of the office (grade), reviewed by the vice principal in charge, and approved by the principal. The number of bonus hours shall be calculated for the overtime staff. 1.5 hours per night for temporary overtime work, 3 hours per day for weekend (holiday) overtime work.

### 3.2.2 Working Environment and Conditions

As a key high school directly under Huizhou City, L High School has invested heavily in building a modern campus and improving the comfort of the working environment. The school is equipped with computers and microphones for each teacher. At the same time, the office is also equipped with air conditioners, printers and other office equipment. The daily office supplies are timely supplemented by the school's logistics department. The rooms are equipped with air conditioning, but also the introduction of the latest nano blackboard.

### 3.2.3 Training and Learning

L high school every year winter and summer vacation will be held for teachers in the school as a unit, improve the professional level of teachers and education and teaching ability through school-based training. In the form of school-based training, excellent teachers from other schools are invited to share experiences; Invite experts from the education industry to conduct training on the latest teaching concepts, educational thoughts and professional ethics; Train teachers to use the latest educational technology, etc. The training is usually conducted offline and requires all teachers to attend, but it has been gradually switched to online training due to the epidemic in recent years.

### 3.2.4 Reward and Commendation

L High school has formulated the “Annual Evaluation Plan of L High School”. Every year, it will select the top ten models of teaching management, the top ten excellent head teachers, the top ten Advanced individuals of moral education, the top ten annual teachers, etc. Qualified teachers can participate in the evaluation, if the number of participants exceeds the quota, they will be selected according to their teaching performance, workload and other indicators. At the same time, the school will hold a commendation conference to award certificates, trophies and bonuses to the teachers who have been evaluated.

### 3.3 Questionnaire Design and Recovery

#### 3.3.1 Questionnaire Design

L high school as a city directly under the key high school, according to the provincial, municipal bureau of education guidelines issued formulated a series of incentives and assessment scheme, but in the actual investigation and interviews, found that in practice this a series of incentives and mechanisms are one-sided, rigid and other problems, and some incentive content and teachers’ actual needs. In order to better understand the problems existing in the current incentive mechanism of L High school and the feelings of front-line teachers, the questionnaire was designed and distributed.

The questionnaire is mainly based on the theory of double factors of Herzberg, the author in learning a lot about the practical application of the dual factors theory and incentive mechanism, motivation and hygiene factors of literature, references existing for civil servants and enterprise staff’s satisfaction questionnaire was designed after the incentive situation questionnaire for L high school.

The first part of the questionnaire is the preface, which indicates the purpose and purpose of the questionnaire, and emphasizes that the questionnaire should be in an anonymous form and used only for paper research, so as to eliminate the doubts of teachers and ensure the authenticity and objectivity of the answer.

The second part is the main content of the questionnaire, which is based on the two-factor theory and aims at a satisfaction survey of motivation and health factors, with a total of 20 questions. As shown in the table, the first-level dimension of the questionnaire is the incentive factor and guarantee factor in the two-factor theory, and the hygiene factor is designed with three second-level dimensions: salary, working relationship and working environment, and the specific items are designed according to the second-level dimension. Under the incentive factor, there were four secondary dimensions, including work itself, work reward, personal development and organizational management, and questions were set according to the secondary dimension. The questions in this part were answered in the form of a five-level Likert scale, with five options: very satisfied, satisfied, general, dissatisfied and very dissatisfied, which were selected by teachers according to their actual feelings.

The third part collects the basic information of the respondents, including gender, age, teaching years and part-time positions, so as to facilitate more targeted analysis later.

**Table 1. Questionnaire Dimension Table**

<b>Level 1 dimension</b>	<b>The secondary indicators</b>	<b>Item set</b>
Hygiene factors	In compensation	salary
		Performance appraisal
	Working relationship	Relationship between colleagues
		Relationship to the superior
		Environmental conditions
	The work environment	logistics
		identity
	The work itself	A sense of achievement
		Honor
	Motivation factors	Work in return
Personal growth		
Career prospects		Promotion prospects
		Fair and open
		Democratic atmosphere
Organization and management	Personal expression of opinion	

### 3.3.2 Reliability and Validity Analysis of Questionnaire

Reliability and validity analysis is to analyze the authenticity and validity of the questionnaire. Since teachers may have different understandings of the questions when filling out the questionnaire, reliability and validity analysis is an indispensable step to ensure that the questionnaire questions reflect the research questions in a targeted way and that the teachers who fill in the questionnaire correctly understand the items, so as to ensure the high reliability and validity of the questionnaire.

#### a. Reliability analysis

The reliability of the questionnaire refers to the reliability, which refers to the consistency of the results obtained when the respondents are repeatedly measured by the same method. The reliability of this study refers to the consistency of the results obtained by repeatedly measuring teachers' satisfaction with the compiled questionnaire. A credible questionnaire should have a relatively stable result.

Klonbach's  $\alpha$  coefficient is the most commonly used reliability coefficient, which can be applied to the reliability analysis of attitude and opinion questionnaires. Therefore, this method was used to test the reliability of the questionnaire because it was consistent with the questionnaire designed in this study. When the Clonbach  $\alpha$  reliability coefficient method is used, the reliability coefficient is better than 0.8. When the coefficient is between 0.7-0.8, it indicates that the reliability of the questionnaire is acceptable. If the coefficient is less than 0.6, it indicates that the reliability of the questionnaire is low, and the questionnaire needs to be reformulated. A total of 162 valid questionnaires were collected and imported into SPSS 26. The  $\alpha$  coefficient of the total questionnaire reached 0.916 after the  $\alpha$  reliability coefficient method was used to test the questionnaires, indicating that the results of the questionnaire were reliable.

**Table 2.  $\alpha$  Coefficient of the Questionnaire**

	The case number	%	Clonbach Alpha	A number of
effective	162	100.0		
case To rule out	0	0.0	0.916	19
A total of	162	100.0		

#### b. Validity analysis

Validity, or validity, refers to the degree to which a scale can effectively measure the trait it is designed to measure. In this study, validity refers to whether the items of the questionnaire are set reasonably. In this study, factor analysis was used to measure the validity of the entire questionnaire. The results of the questionnaire were imported into SPSS 26 for factor analysis, and the KMO value was 0.884, significantly less than 0.05. It is generally believed that when the KMO value is above 0.9, it is very suitable for factor analysis. When the KMO value is between 0.8-0.9, it is more suitable. When the KMO value is between 0.7-0.8, it is suitable. 0.6-0.7 is suitable; 0.5-0.6 is not very suitable; Less than 0.5 is not good. According to the output KMO value and results, the validity of the questionnaire is high and has high validity.

**Table 3. KMO Value of the Questionnaire**

<b>Number of sampling appropriateness of KMO</b>		<b>0.884</b>
Bartlett's sphericity test	The approximate chi-square	1591.189
	Degrees of freedom	171
	significant	0.000

### 3.3.3 Analysis of L High School Teachers' Motivation Questionnaire

#### a. Basic information

In this study, 169 questionnaires were distributed to teachers in L High School in Huizhou City, and 169 questionnaires were recovered, with a recovery rate of 100%. After eliminating 7 invalid questionnaires that all chose the same option, 162 valid questionnaires were obtained. The basic information of valid questionnaires is shown in the following table:

**Table 4. Basic Information of Valid Questionnaires in L High School**

<b>Project</b>	<b>Options</b>	<b>Sample Size</b>	<b>The percentage</b>
Gender	male	49	30.2
	female	113	69.8
	Under the age of 30,	25	15.4
Age	31-40 years old	72	44.4
	41 to 50 years old	52	32.1
	50 years of age or older	13	8.0
	The following 5 years	22	13.6
	6-10 years	20	12.3
Work age	11 to 15 years	55	34.0
	16-20 years	25	15.4
	21 to 25 years	21	13.0
	26 to 30 years	7	4.3
	More than 30 years	12	7.4
	The director of the grade	5	3.1
Title	Subject leader	12	7.4
	Middle-level administrative	11	6.8
	The teacher in charge	45	27.8
	no title	89	54.9

According to the Table, 49 male teachers and 113 female teachers participated in the survey, accounting for 30.2% and 69.8% respectively. It can be seen that L high school is dominated by female teachers. In

terms of age, it can be seen that teachers in L high school are mainly aged between 31 and 50, accounting for 76.5%. In terms of teaching age, 55 teachers have been engaged in teaching for 11-15 years, accounting for 34%, followed by 25 teachers for 16-20 years, accounting for 15.4%. In terms of part-time positions, 54.9% of the teachers did not concurrently hold other positions. Among the remaining subjects, 45 teachers served as class teachers, accounting for 27.8%.

#### b. Satisfaction

In the analysis of the questionnaire, the options were given a score of 5, 4, 3, 2 and 1 from high to low according to very satisfied, satisfied, general, dissatisfied and very dissatisfied. The questionnaire question 20 "In general, how do you feel about the current work situation? The average score of "3.43" was used as the test value S. The average score of each item under the second-level index was subtracted from S to get the difference value M, and the satisfaction of the item was divided according to the value of M:

When  $m < -0.6$ , it indicates that the surveyed teachers are very dissatisfied with the incentive factors represented by this item. It is necessary to analyze this item to find out the reasons and put forward countermeasures and suggestions for improvement.

When  $-0.3 > m > -0.6$ , it indicates that the surveyed teachers are not satisfied with the incentive factor represented by this item, and it is necessary to analyze this item and put forward optimization measures.

When  $0.3 > m > -0.3$ , it indicates that the surveyed teachers feel general about the incentive factor represented by this item, and there is no obvious satisfaction or dissatisfaction, so it is necessary to find out the deficiency and make improvements.

When  $0.6 > m > 0.3$ , it indicates that the surveyed teachers are satisfied with the motivational factors represented by this item, which can be analyzed and improved.

When  $m > 0.6$ , it indicates that the surveyed teachers are very satisfied with the motivational factor represented by this item, and the reasons need to be analyzed to provide a reference for improving the effectiveness of other motivational factors.

To sum up, the satisfaction of each item under the second-level index is as follows:

**Table 5. Scores of the Questionnaire**

Level 1 dimension	The secondary indicators	Item set	The average score	M value	state
Hygiene factors	In compensation	salary	3.19 + / - 0.94	0.24	general
		Pay more	3.14 + / - 0.93	0.29	general

	Performance appraisal	2.41 + / - 0.91	1.02	Very unsatisfied
Working relationship	Relationship between colleagues	4.06 + / - 0.85	0.63	Very satisfied with
	Relationship between the superior	3.43 + / - 0.86	0	general
The work environment	Environmental conditions	4.02 + / - 0.82	0.59	Satisfied with the
	logistics	3.55 + / - 0.85	0.12	general
The work itself	A sense of achievement	3.74 + / - 0.87	0.31	Satisfied with the
	Social status	3.76 + / - 0.81	0.33	Satisfied with the
Work in return	Honor for	3.14 + / - 0.8	0.29	general
Motivation factors	Personal growth	3.48 + / - 0.82	0.05	general
	Promotion prospects	2.83 + / - 1.01	0.6	Very unsatisfied
	Career prospects			
	Training to learn	3.25 + / - 0.85	0.18	general
Organization and	Fair and open	2.77 + / - 0.92	0.66	Very unsatisfied
	Democratic	2.91 + / - 0.87	0.52	Not satisfied



management	decision-making			with
	Personal expression of opinion	2.9 + / - 0.9	0.51	Not satisfied with
	The management system	3.18 + / - 0.84	0.25	general
	Organization care	3.18 + / - 0.84	0.25	general

As can be seen from the above Table, in terms of health factors, teachers' perception of the salary package is mediocre, with the salary package and salary comparison scoring only 3.19 and 3.14, respectively. However, the score of performance assessment was only 2.41, which was far from the average score of 3.43. 54.4% of the teachers who participated in the survey were dissatisfied or very dissatisfied, indicating that the teachers in L high school were highly dissatisfied with the current performance assessment mechanism.

**Table 6. Satisfaction with Salary Package**

project	frequency	frequency	The percentage
Salary and welfare	Very satisfied with	12	7.4
	Satisfied with the	44	27.2
	general	79	48.8
	Not satisfied with	17	10.5
	Very unsatisfied	10	6.2
Pay more	Very satisfied with	10	6.2
	Satisfied with the	46	28.4
	general	70	43.2
	Not satisfied with	29	17.9
Performance appraisal	Very unsatisfied	7	4.3
	Very satisfied with	3	1.9
	Satisfied with the	12	7.4
	general	60	37
	Not satisfied with	60	37

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Very unsatisfied	27	16.7
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Among the health factors, the score for working relationships was relatively high, the score for superior relationships was 3.43, and the average score for interpersonal relationships was 4.06, which was the highest score in the questionnaire. Nearly 80% of teachers were satisfied or very satisfied with the relationship between teachers and colleagues, indicating that the relationship between teachers and colleagues was harmonious.

**Table 7. Satisfaction with Work Relationship**

project	frequency	frequency	The percentage
Relationship between colleagues	Very satisfied with	52	32.1
	Satisfied with the	77	47.5
	general	24	14.8
	Not satisfied with	8	4.9
	very unsatisfied	1	0.6
Relationship between the superior	Very satisfied with	15	9.3
	Satisfied with the	62	38.9
	general	64	39.5
	Not satisfied with	19	11.7
	very unsatisfied	2	1.2

In terms of working environment, the score of environmental conditions was 4.02, second only to the relationship with colleagues. 76.5% of the teachers who participated in the survey were satisfied or very satisfied with the current environment of L High School, indicating that L High School's investment in school hardware and software in recent years had a good effect on improving teacher satisfaction. The score for logistics support was 3.55. The statistical results of both showed that the working environment and logistics support met the work needs of teachers as much as possible.

**Table 8. Satisfaction with Environmental Conditions**

project	frequency	frequency	The percentage
Environmental conditions	Very satisfied with	49	30.2
	Satisfied with the	75	46.3
	general	32	19.8
	Not satisfied with	5	3.1
	Very unsatisfied	1	0.6
logistics	Very satisfied with	18	11.1

Satisfied with the	71	43.8
general	58	35.8
Not satisfied with	12	7.4
Very unsatisfied	3	1.9

In terms of motivating factors, the scores of sense of achievement and social status in the job itself were 3.74 and 3.76, indicating that the teachers in L high school recognized their profession and current social status. This is mainly because teachers, as a profession that takes teaching and education as its own responsibility, have always been particularly respected by society in Chinese history. Most of the teachers who received the questionnaire said that they felt a sense of accomplishment and a great responsibility to watch students grow up and get good grades. The average score of honorary commendation is 3.14, indicating that the current honorary commendation in L High School has a certain incentive effect on teachers, but the effect is limited.

**Table 9. Satisfaction with Job Reward**

project	frequency	frequency	The percentage
A sense of achievement	Very satisfied with	22	13.6
	Satisfied with the	95	58.6
	general	31	19.1
	Not satisfied with	9	5.6
	Very unsatisfied	5	3.1
Social status	Very satisfied with	26	16
	Satisfied with the	76	51.2
	general	51	25.3
	Not satisfied with	12	7.4
	Very unsatisfied	5	3
Honor for	Very satisfied with	6	3.7
	Satisfied with the	56	34.6
	general	60	37
	Not satisfied with	34	21
	Very unsatisfied	6	3.7

Career prospects under the dimension of prospects for promotion and promotion of fair and open scored an average of 2.83 and 2.77, respectively, for teachers, mainly including the title evaluation and promotion, the change of score indicates that the teachers of this, on the one hand, the teachers take part in the survey 33.9% of the teachers expressed dissatisfaction with the promotion prospects or very

unhappy, 33.9% of the teachers who participated in the survey were dissatisfied or very dissatisfied with the promotion prospect. 35.8% of the teachers were also dissatisfied or very dissatisfied with the promotion of fairness and openness. The average score for the training and learning was 3.25, indicating that the teachers' feeling about the current training and learning was not good.

**Table 10. Satisfaction with Job Return**

project	frequency	frequency	The percentage
Promotion prospects	Very satisfied with	6	3.7
	Satisfied with the	34	21
	general	67	41.4
	Not satisfied with	37	22.8
	Very unsatisfied	18	11.1
Training to learn	Very satisfied with	6	3.7
	Satisfied with the	62	38.3
	general	64	39.5
	Not satisfied with	26	16
	Very unsatisfied	4	2.5
Fair and open	Very satisfied with	5	3.1
	Satisfied with the	25	15.4
	general	74	45.7
	Not satisfied with	44	27.2
	Very unsatisfied	14	8.6

Organization and management under the dimension of the four-item, management system and organizational concern an average score of 3.18, shows that teachers feel about the two general, and democratic decision making and personal opinion expression score of 2.91 and 2.9, more than 20% of the teachers for both discontent, showed the teacher to L high school's democratic atmosphere.

**Table 11. Satisfaction with Organizational Management**

project	frequency	frequency	The percentage
Democratic decision-making	Very satisfied with	6	3.7
	Satisfied with the	31	19.1
	general	73	45.1
	Not satisfied with	46	19.1
	Very unsatisfied	6	3.7
Personal Expression of Opinion	Very satisfied with	5	3.1

	Satisfied with the	36	22.2
	general	67	41.4
	Not satisfied with	46	28.4
	Very unsatisfied	8	4.9
	Very satisfied with	6	3.7
The management system	Satisfied with the	50	30.9
	general	79	48.8
	Not satisfied with	21	13
	Very unsatisfied	6	3.7
	Very satisfied with	7	4.3
Organization care	Satisfied with the	49	30.2
	general	76	46.9
	Not satisfied with	26	16
	Very unsatisfied	4	2.5

In conclusion, L high school teachers are satisfied with their working relationship, working environment and work reward perception, which needs to be further strengthened. However, the perception of organizational management tends to be general or not satisfactory, and the salary treatment and salary comparison feel general, which needs to be found out and improved. They are not satisfied with performance appraisal, promotion prospects and promotion-related fairness and openness, and they need to analyze the reasons and put forward improvement measures and suggestions. Question 19: "If you feel job burnout, what is the main reason?" The top three are the appraisal system, the salary system and the promotion system. This is also consistent with the lower scores in the above items, which on the one hand reflects the lack of assessment mechanism, promotion and salary in L high school, and on the other hand, confirms that the lack of health factors will greatly affect the teachers' job burnout.

**Table 12. Attributions of Job Burnout**

project	frequency	frequency	The percentage	The sorting
	The salary system	59	41.55	3
	The welfare system	39	27.46	7
The main reason you feel burnout is because	Working conditions and environment	41	28.87	6
	Training and learning system	26	18.31	8

The promotion mechanism	60	42.25	2
The assessment mechanism	74	52.11	1
Social status	10	7.04	10
Rewards and punishments system.	45	31.69	5
Pressure of work	57	40.14	4
Interpersonal relationships	15	10.56	9

#### 4. The Problems of Huizhou L High School Incentive

According to Herzberg's two-factor theory, the lack of hygiene factors will stimulate employees' dissatisfaction to a greater extent, affecting their satisfaction and work enthusiasm, while the lack of incentive factors will make employees only maintain a low level of work enthusiasm, which does not conducive to improving work efficiency and output. According to the results of the questionnaire, there are items with high satisfaction scores in the incentive mechanism of L High School in Huizhou, which can be used as reasons for positive experience summary, and there are also factors with a low score that need to be analyzed for improvement. It is necessary to have a more comprehensive understanding of the reasons and the situation, which should be combined with interviews. According to the questionnaire data, the author selected prominent factors to make an interview outline, interviewed three front-line teachers, and summarized the results. This chapter will summarize the experience and problems of L high school's existing incentive mechanism from the aspects of hygiene factors and incentive factors.

**Table 13. Interviewees in L High School**

The serial number	gender	age	work age	The title	Part-time title
L1	female	28	3 years	Primary teachers	Teacher in charge
L2	male	40	16 years	Secondary teachers	No
L3	female	51	30 years	Senior teacher	Subject leader

#### 4.1 Hygiene Factors

Based on the survey of L high school, it can be seen that L high school basically meets the needs of teachers in terms of Hygiene factors such as salary, working environment and working relationship, but the satisfaction score of health factors is not good, and there are few high satisfaction items and some unsatisfactory items.

##### 4.1.1 Superior Working Environment

From the results of the questionnaire, it is not difficult to see that the teachers in L high school are

relatively satisfied with their working environment and the school's logistics support. The score of working environment is second only to the relationship with colleagues. The superior and comfortable working environment can offset the dissatisfaction of some teachers and provide a good mood for the teachers' office teaching.

Interview Abstracts:

L1: I think we're in a good place at the moment. The school leaders have invested a lot in hardware. For example, we've just installed a new nano chalkboard.

L2: I'm quite satisfied with the working environment. There are lots of green plants in the school, the equipment in the office is relatively new, and we can quickly solve our requirements and logistical problems.

L3: I'm quite satisfied with the houseware and software and the classroom environment in our school. Since the headmaster enrolled students in our school, he has made great improvements in all aspects of the school's hardware. Some equipment for teachers' multimedia ah, including all aspects of the office.

#### 4.1.2 Harmonious Working Relationship

The average score for colleague relationships is 4.06, which is the highest score, which is related to the value concept of "harmony, mutual assistance and inclusiveness" advocated by L High School, and the attribute of teachers' teaching and educating people also requires them to be more inclusive and high-quality. Good colleague relationships can strengthen the mutual help and cooperation between the teacher team.

Interview Summary:

Rocky: I have a good relationship with my colleagues, both at school and outside office hours. Teachers generally have a good relationship.

L2: I'm on good terms with the other teachers. We help each other out when we have problems or difficulties.

L3: Do I have a good relationship with my colleagues? Ordinary colleagues have a good relationship, which is related to work. In private, I also have a few colleagues with whom I have good relationships. I think the relationship between colleagues in our school is still relatively harmonious, we do not have any intrigue.

#### 4.1.3 Lack of Feedback on Salary

The comparison scores of salary and salary under the salary package were 3.19 and 3.14 respectively, and the M value was -0.24 and -0.29, which were on the edge of general and unsatisfactory. However, the score of performance appraisal was only 2.41, and the M value was 1.02, which was the lowest satisfaction in the survey.

The salary of L high school consists of two parts: financial salary and performance pay. Since the basic salary is determined by the higher education bureau, the ladder of salary is mainly reflected in the performance pay part. According to Huizhou Statistics Bureau, in 2020, the average annual salary of employees in non-private units in Huizhou was 88,657 yuan, while the average monthly salary of

teachers in L high school was about 8,000 yuan. And some teachers also think that salary should reflect work ability and performance, but the current salary and performance do not have much relationship, and the salary is more related to age, professional title level, and the assessment of professional title level is limited, so some teachers think that it is the same how you do, which also weakens the incentive role of salary. After integrating and analyzing the teaching age data, it is found that young teachers with short teaching time are more dissatisfied with their salaries than old teachers with long teaching time.

Interview Abstracts:

L1: The pay is acceptable. I'm a young teacher and I've done a lot of work as a head teacher, but the pay is the same as everyone else. That's a bit bad.

L2: That's it. If you work for a long time and have a higher title, your salary will be higher.

L3: I'm quite satisfied with the salary, but recently there seems to be a rumour that the salary will be reduced, which may have a great impact on young teachers.

#### 4.1.4 The Performance Appraisal System Is not Scientific

L high school's current performance appraisal program set by the school, the provisions of the staff personal performance evaluation bonus every semester by each semester teacher individual ethics strengthen, workload, attendance, performance appraisal, bonus and personal performance evaluation work performance bonus, but there are hard to quantify, with each section and evaluation are included age group grade ratings and leadership, This results in the orientation of the quota of excellence assessment, and leaders and some groups of teachers can get higher assessment points.

In addition, after the implementation of the new college entrance examination reform, teachers' workload relatively rise before, and three young teachers relative to the high grade 11 teachers bear the pressure of college entrance examination test, and the workload is bigger, Chinese, history, English subject teachers are also responsible for 1 to 2 times per week and later to do morning reading, although schemes to work more, the principles of optimal blue-chip rewards, However, in the actual evaluation, there is no tilt to the teachers of grade three, but there are some teachers of grade three who work hard, and the teachers of grade one, grade two are more excellent, which also hit the enthusiasm of the teachers of grade three to a certain extent.

Finally, the performance pay gap is too large, most of the teacher's annual performance bonus for 3-40000 yuan, but the teacher appraisal recommendation can be up to 100000 yuan or more, ladder type of performance bonus is meant for optimal blue-chip reward, using stepwise bonuses to encourage teachers to work in earnest, arouse their enthusiasm, but bonus gap and created a backlash not fair and open, It not only does not play the role of incentive but also hits the enthusiasm of teachers.

Summary of the interview:

L1: Not really, because there is a big gap between excellent and average teachers. For example, some teachers can get up to 70,000 or 80,000 yuan, but most of them can only get 30,000 or 40,000 yuan. For example, there are not many teachers in our senior year.



L2: I think the performance appraisal is a little bit less open. Although there is a plan to grade, the teachers who do not have a senior three can also be evaluated. What is the standard? We also can't see the grading process.

L3: I am not satisfied with the performance appraisal. Although it is distributed according to work, the disparity is too great. Teachers like us with full workload still don't get the average, but leaders or temporary staff get more, which is not fair. What's more, this plan seems to be just for the purpose of paying performance pay, and many contents are not really referred to.

#### *4.2 Motivation Factors*

In terms of motivation factors, although L high school has basic incentive measures, but in most cases they are superficial or do not really meet the needs of teachers, resulting in low scores under the motivation factors. Teachers feel general about the motivation measures, and the measures do not play a good incentive effect.

##### *4.2.1 Teachers Have a Strong Professional Identity*

As more and more families pay more attention to education in the past decade, teachers have a relatively high status in society and are respected by people. While teachers in L high school undertake the teaching task of the college entrance examination, they also feel a great responsibility and have a strong professional identity.

Interview Summary:

L1: As a teacher, middle school is a crucial stage for every student. The college entrance examination is coming soon, so I think my job is very important. I will take good care of every student and hope they can get good results in the college entrance examination.

L2: I really agree with my job and I want to teach every student well. I also think society respects teachers, so I am satisfied with my job.

L3: I think my job is very important because it is related to the future of children. Because some of them are not very sensible, I try my best to teach them well and help them develop good habits.

##### *4.2.2 Low Scores for Democratic Participation—Teachers' Opinions Are not Taken Seriously*

After the implementation of the new college entrance examination reform, the school adopted a new class teaching system. At the same time, due to the new leadership, the daily teaching and work arrangement also appeared to be a big change. For example, each class should have teachers on duty, and the time of morning reading and evening study should be changed. But the formulation of a new plan did not listen to the teacher's opinions, but by the leadership of "one word" decision, teachers can only passively accept, which to a great extent caused dissatisfaction among teachers. This is mainly because most L high school and high school is the hierarchical management mode, the management of the school is mainly concentrated in the hands of the principal leaders such as power, combined with the management concept and ideas, think the teacher group number is too much, fractured united hard and not willing to listen to the views of teachers painfully, lead to teachers' group is often just the executor of the school work, rather than participants.

Secondly, although the school has the headmaster's mailbox and other channels to express opinions, it will also hold the staff congress, but in the actual operation due to a variety of circumstances to deal with, and did not play its due role. In democratic management, schools pay less attention to the teacher even if have also know how to express opinions, and how to express them, doesn't get a response from the part of teachers, a vicious cycle that most teachers are no longer willing to comment but passive accept the arrangement of the school leader and then affect the education quality of teaching and school management.

Interview Summary:

L1: We don't have much room to talk. Decisions and arrangements are made by people above us.

L2: We teachers can talk, but it's not very useful. We can't complain in the group now. We have to listen to the school leaders.

L3: Some big and small decisions that no one knows about are made by the leaders, and many of them are made directly without notice. I am not satisfied with that.

#### 4.2.3 It Is Difficult to Be Promoted by Professional Title Evaluation

According to the questionnaire, the score of promotion prospects was only 2.83, indicating that teachers were not satisfied with their professional title evaluation or promotion prospects. More than 30 per cent of teachers were not satisfied with this, while only 21 per cent were satisfied with this. The professional title evaluation system is supposed to be conducive to the cultivation and selection of professional talents and encourage teachers to improve their teaching level. However, the current situation runs counter to the original intention of the professional title evaluation system. Instead of playing the role of motivation, some teachers feel that they are "looking at their head" and focus their energy on professional title evaluation rather than classroom teaching or personal ability improvement.

The current professional title evaluation of L high schools is organized and evaluated by the Huizhou Bureau of Education in accordance with the spirit of the national and provincial opinions on deepening the reform of the professional title system, the Interim Regulations on the Management of Professional Title Evaluation, and the Notice of Guangdong Provincial Human Resources and Social Security Department on Issuing the Implementation Measures and Supporting Regulations of Guangdong Provincial Professional Title Evaluation Management Service. The evaluation has clear instructions on the requirements of teachers, the submission of materials and other procedures. However, due to the limitation of quota in the actual operation, many teachers with long teaching experience and good evaluation could not participate in the evaluation.

Interview summary:

L1: Young teachers like me have to wait. One is the quota, the other is the workload and some hard targets.

L2: I'm not so happy with that, because there's a quota for advanced teachers, so there are still a lot of teachers waiting in line. Like me, I'm an intermediate teacher, and I've been doing that for years.

L3: I'm an old teacher now, so I don't have this problem anymore. But for young teachers, I think there

are still fewer opportunities. There are some teachers who have been working for ten years and have not had a chance to get a grade because there is a limit on the number of teachers that I think is a little bit unreasonable.

#### 4.2.4 The training and Learning Are not Realistic

According to the survey, L high school held each year holiday for teachers teaching skills training, training is designed to help teachers learn new teaching methods and ideas, in today's new after the college entrance examination reform, the content and the range would be updated every year, organizing training learning can let the teacher know the latest progress quickly, improve the teaching quality and level. However, in the actual organization and operation process, influenced by time and organization, the content of the training is often unchanged, which does not meet the actual needs of teachers, and it is difficult to meet the new changes and new requirements under the new college entrance examination reform. In this regard, some teachers think that participating in the school training is just to complete the task, which also leads to the training not only does not help teachers improve their skills, but also increasing their sense of resistance.

Interview excerpts:

L1: We have school-based training every year, but it's a little bit too general. Sometimes it's too vague and not necessarily useful in practice.

L2: I'm not very satisfied with that because there is a quota limit for advanced teachers, so many teachers have to wait in line. For example, I'm an intermediate teacher, but I've been doing this for years.

L3: At present, there is school-based training in winter and summer vacation every year. But I think most of them are in a formality and what they say is of little use. It is better for us teachers to focus more on our teaching work.

## 5. Suggestions for Improving L High School Incentives

The construction of advanced and excellent teachers plays an important role in the long-term development of the school and even in the cause of education. As an important way to mobilize the enthusiasm of teachers and give play to their potential, the incentive mechanism is of great importance. Based on the above analysis of the incentive mechanism problems in L high school, this chapter puts forward countermeasures and suggestions to improve the incentive mechanism based on the two-factor theory, in order to provide a reference for the development of L high school and even other schools.

### 5.1 Improve the Hygiene Factors, Play the Role of Hygiene Factors

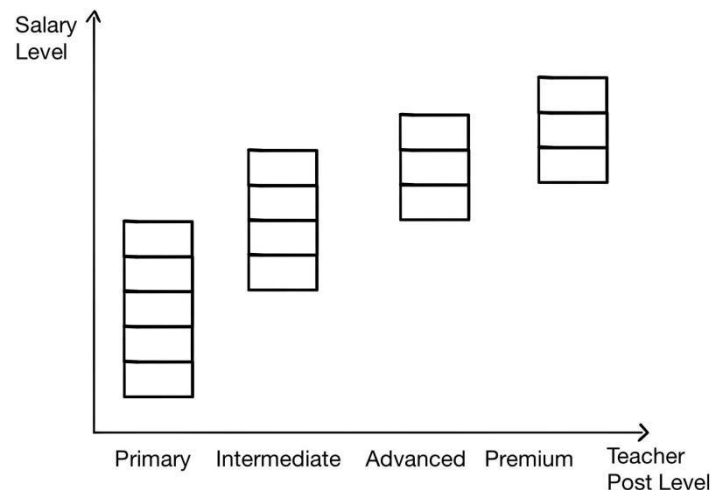
#### 5.1.1 Implement the Principle of Performance Pay Based on More Work and More Reward for Outstanding Performance

The issue of salary and remuneration is related to life, which has always been the most concerned topic of teachers and is also one of the factors that have the greatest impact on teachers' work enthusiasm and satisfaction. For young teachers, marriage, child care and housing are accompanied by economic

pressure that can not be ignored. Only under the premise of ensuring the living standard and obtaining a stable and considerable income can teachers concentrate on their work better and improve their teaching ability and output. Therefore, it is necessary to formulate targeted countermeasures to improve the salary management system based on the actual situation.

Truly implement the principle of more work, more gain and better reward for excellent performance. At present, the salary of L high school is mainly affected by professional title evaluation, working years, workload and other factors, but mainly depends on professional title evaluation and promotion rather than ability, which can not fully reflect the actual work output and ability of teachers. For example, the workload of teachers in the third grade is obviously larger but they do not get a higher salary. Some teachers work hard and are well received, but due to professional titles, teaching years and other reasons, even if their work output is superior, the salary is not un as good as the senior teachers with higher professional titles. In view of this situation, broadband performance pay can be introduced. Broadband compensation is a compensation management method first proposed by American scholars in the last century. This method divides several to dozens of levels in the traditional compensation structure into the same level and increases the internal floating range of each salary level, which breaks the traditional salary structure model of professional title level and salary setting. Within the same compensation broadband, employee compensation floating range will be floating range greater than the traditional pay structure, which makes the ordinary teachers work hard after the chance to get higher pay than high title teachers and let teachers no longer completely put the effort in improving the title, for compensation assessment of existing introduces new possible and vitality. L high schools can adopt the broadband compensation method for the performance bonus part to increase the flexibility of the performance part of the salary and enhance its incentive effect. The specific implementation needs to pay attention to the following three aspects:

First, determine the amount of broadband. The division of the number of broadband can be based on the title of teachers, according to the actual situation of L high school, the number of broadband can be four, primary teachers as a level, intermediate teachers as two, senior teachers as three, special teachers as four. After determining the number of broadband, it is necessary to determine the floating range of each pay broadband and the internal level. According to the survey, L high school currently has a high proportion of junior teachers, so the broadband range of junior teachers is the largest, followed by intermediate teachers, senior teachers and special teachers have the smallest broadband range. After determining the number and range of broadband, it is also necessary to determine the internal level, among which the range of primary teachers is the largest level, designed as the fifth level, the highest level of primary teachers' salary can be close to senior teachers; Intermediate teachers second, design for the fourth level; Senior and special teachers are designed as the third level, and the fourth level broadband overlay constitutes the complete broadband compensation system, as shown in the Figure 1:



**Figure 1. Broadband Structure of Teacher Post Salary**

Second, after determining the amount and range of broadband, it is necessary to establish a matching performance appraisal system to facilitate the determination of each teacher's salary grade. According to the work content of teachers in L High school, the evaluation of salary grade can depend on whether the teacher teaches grade three, workload, teaching results, academic and paper results, awards and other factors.

Third, pay adjustment, broadband pay adjustment includes the same broadband internal pay grade adjustment, also includes the adjustment between different pay broadband. At present, L high school carries out performance assessment and bonus payment twice a year, so it can be considered to carry out a salary adjustment at the end of each year according to the assessment results of the year. Designing a set of scientific compensation systems can not only make teachers who have more energy to take charge of more teaching tasks or participate in competitions and produce academic achievements enjoy more performance bonuses but also reflect the excellent performance reward and encourage the performance to highlight the characteristics of teachers.

#### 5.1.2 Improve the Performance Appraisal System

While designing a scientific compensation system, we should also ensure that the performance evaluation is open and fair. At present, the performance appraisal of L high school is not scientific and comprehensive. It is necessary to improve and perfect the performance appraisal system from the three stages before, during and after the appraisal. Before the appraisal, the appraisal objectives should be clarified, and the quantifiable parts of the appraisal should be eliminated or reduced as far as possible. The principle of fairness should be followed in the improvement. There is a significant positive correlation between the perceived justice of performance appraisal and the perceived organizational support, and the perceived justice includes distributive justice, procedural justice and interactive justice. In terms of procedural fairness, it is necessary to ensure the openness of performance evaluation. Each grade can set up an evaluation team (5-10 members) during the evaluation. The team members are

composed of school leaders, leaders of each grade and front-line teachers with high evaluation. The selection of the assessment team should solicit the opinions of teachers widely, and the grade leaders and front-line teachers participating in the selection should be elected by democratic voting. In terms of interactive fairness, the grading rules should be clearly disclosed, teachers who have objections to the assessment results can appeal the assessment results, and the assessment team should respond to the objections in a timely manner to dispel the doubts of teachers. In general, fairness and openness should not only introduce a more scientific and practical assessment scheme but also create an open communication environment so that teachers can put forward their own opinions and participate in the formulation and assessment process. Finally, it is necessary to improve the appeal mechanism in the later stage to avoid some teachers are not satisfied with the assessment results but have no feedback.

### 5.1.3 Create a Comfortable and Pleasant Working Environment

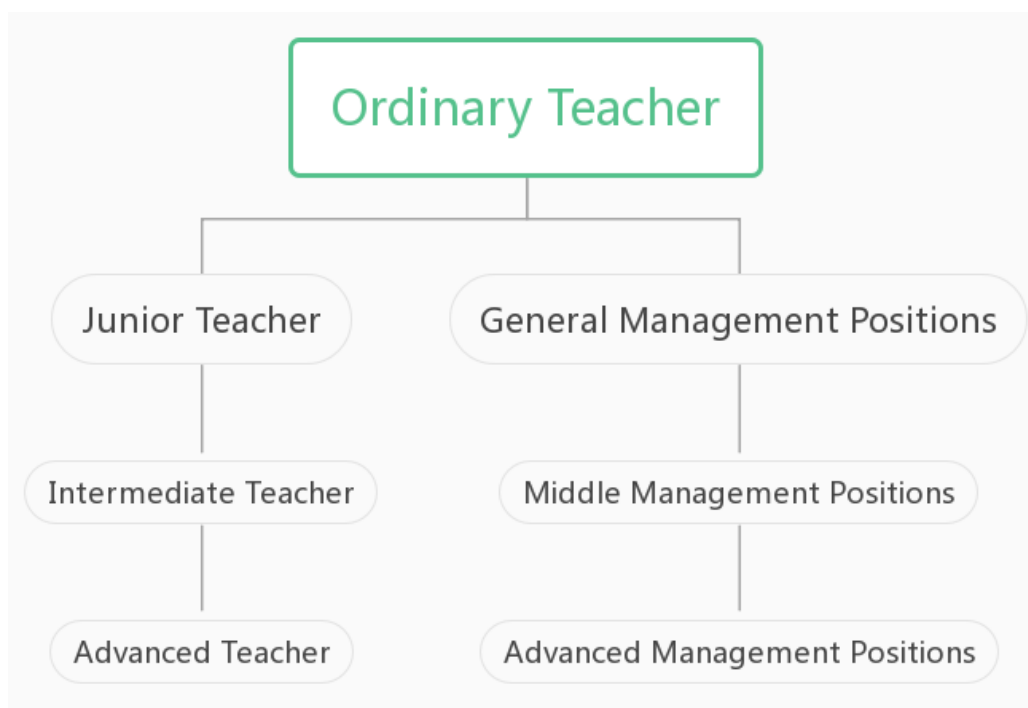
The work environment includes both the physical office environment and the interpersonal relationship with colleagues and superiors. For teachers, a harmonious interpersonal atmosphere plays an important role in improving the output of teaching work. Teachers are faced with students with distinct personalities in daily life. A good mood is a key to keep smooth communication with students and a good mood in teaching. Teachers and staff help and support each other to create a harmonious atmosphere directly affect the enthusiasm and enthusiasm of teachers. In the actual process, teachers can also better communicate with students under the influence of the environment, understand the dynamics of student's life and learning, and better guide students on the right path. Therefore, while the school continues to improve the office environment, it should also pay attention to the construction of an interpersonal atmosphere and create an open and co-prosperity interpersonal atmosphere. Teachers for the higher-education groups, tend to be more attention to gain recognition and respect, so schools should adhere to the people-oriented, pay attention to the teacher, L can be geared to the needs of secondary school teachers organize regular dinner to listen to the voice of, in particular holiday groups such as teacher's day, women's day special events, such as the students to write CARDS, includes comparison, etc., let more teachers feel the care of the school. This can not only improve teachers' job satisfaction but also enhance teachers' sense of identity with the school, so as to achieve a win-win situation.

## 5.2 Optimize Incentive Factors to Improve Teachers' Job Satisfaction

### 5.2.1 Improve the Professional Title Evaluation and Promotion Mechanism

At present, the professional title evaluation of L High School is limited by the quota, and the number of teachers who can participate in the professional title evaluation is limited. Only when the quota is available after the teachers of the school leave can new teachers be selected for the evaluation. Aiming at the problem of the insufficient number of places, can adopt the method of system in the teachers' rank promotion, cancel the quota restrictions, instead of teachers' working years, paper, glory, honour and so on multi-dimensional rate calculation, grading standards of the teacher as a prize can effectively solve the region title assess the problems of the number of school places.

At the same time, the system of teachers' career planning should be improved. Reasonable and effective career planning training for young teachers who are newly engaged in teaching can not only make full use of their talents but also optimize the path of teacher career development. Teachers' professional development route is not only a single technical route, dual channel can be set on the rank promotion teachers promotion, according to the specific needs of teachers design of multi-channel development course, in addition to the technical route from junior to senior teacher development, also can let the willingness and ability of teachers in administrative work, but Excellent teachers with front-line teaching experience can also better understand the shortcomings of teaching management after being promoted to managers, and truly make the best use of their talents.



**Figure 2. Dual Channels for Teacher Rank Promotion**

### 5.2.2 Optimize the Teacher Training and Learning System

L High School will hold school-based training for teachers every year, but the current training content has the characteristics of a cookie-cutter and is too general, which also causes many teachers to lose their enthusiasm for training and learning, resulting in training and learning can not play its due role, it is necessary to improve the development process of school-based training. Before carrying out the training, we should first investigate the real training needs of teachers, and pay attention to the differences in the training needs of different teachers. In the investigation stage, we can issue the training content to teachers to solicit the opinions of the majority of teachers. After the training, teachers' feedback and opinions should be collected in time to find out the deficiencies in the training process and avoid the formalization and superficial situation of the training. According to the interview

and survey results, the training in L High school has limited effect, and teachers think the content is general and not necessary. L high school also can consider setting up their own training expert database, the school outstanding teachers outside experts or will be invited to the training to become a member of the expert panel, tilt the school teachers with the performance of the selected expert database, it can not only improve the pertinence of training but also can motivate the teachers to raise their teaching level, to become a member of the expert database.

In addition to the school-based training held every year, the school should also promote the diversity of learning forms of teacher training, integrate learning into daily work, and avoid the training and learning becoming a mere formality. The frequency of organizing lectures and comments can be increased at ordinary times. The classroom is the main position for teachers to carry out their work. Carrying out lectures and comments among teachers in the school can not only promote cooperation and mutual learning but also help teachers to find their own shortcomings and learn to improve. Can listen to the teacher evaluation according to the monthly held by the group of teachers to organize various subjects, selected speaker teachers and course content will notes after printing to other teachers in class, the current under the background of the new college entrance examination, to student's study contents and requirements are also different, evaluation of teachers can comment on lecture content, is put forward. In the process of class evaluation, we should emphasize the equal status of teachers from both sides, and avoid the situation where teachers' listening and commenting are superficial due to their emotional appearance. Each time, teachers should record their opinions in time and offer sincere opinions to teachers. The suggestions should be collected and handed to the teachers who start the course, and teachers should be organized to discuss and express their opinions at the next subject group meeting.

### 5.2.3 Create a Good Democratic Atmosphere and Attach Importance to Teachers' Opinions

In order to create a good democratic atmosphere, school leaders should enhance their sense of democracy, pay attention to the decentralization of power, and avoid "one word". Some powers related to teachers' interests such as teaching arrangement, training and learning should be scientifically delegated, and teachers' status as masters should be respected, so that teachers can effectively play their roles in school management.

Secondly, L high school does not have a clear and perfect channel to express opinions at present. The major arrangements of the school and the teaching arrangements related to the daily work of teachers are formulated and released by the superior leadership, and teachers can only passively implement them. This practice will discourage teachers' work enthusiasm and have a bad impact on the school atmosphere. In this regard, L high school should carry out multiple channels to strengthen the democratic management of the school, from the organizational system, school affairs open, incentive and guarantee several aspects to build a good school democratic atmosphere. In terms of organizational system, implement and perfect the staff congress, regularly hold the teachers' congress, consult teachers' opinions on the school's recent development planning, teaching arrangements and changes



and teachers' concerns, and improve the transparency of school decision-making. In the meeting can also establish opinion expression group, opinion mailbox and other channels to encourage teachers to express their opinions. In terms of school affairs disclosure, the latest school arrangements and progress can be released on the official website of the school and the school affairs column in a timely manner. Secondly, in addition to playing the role of teachers' representatives, the "principal's mailbox", "school affairs mailbox" and other networks can also be established, so that teachers can give advice and suggestions on school affairs. In terms of encouragement and guarantee, since teachers' daily teaching work is relatively busy, teachers who actively participate in school management and put forward constructive suggestions should be encouraged to participate in school management and express their opinions through material or spiritual means based on commendation and reward.

## 6. Conclusion

Based on Herzberg's two-factor theory, this paper investigates the current incentive mechanism of L High School in Huizhou City and sends questionnaires to the front-line teachers of L High school for investigation. At the same time, it obtains the teachers' dissatisfaction with the current incentive mechanism and their own demands through interviews. It is not difficult to find that the current incentive mechanism of teachers in L high school has problems with health factors and unsatisfied items, and the overall score of motivation factors is not high. It can be concluded that the salary of hygiene factors does not reflect the work output of teachers well. The performance appraisal system is not scientific enough and not unopen and transparent. At the same time, the motivation factors of professional title evaluation and promotion tend to be rigid, which runs counter to the original intention of professional title evaluation. The degree of school democracy is limited, teachers' opinions are not paid attention to, and there is no good channel to express their opinions. The training and learning for teachers are too general and lack pertinence. Under the joint action of these factors, the job satisfaction of teachers in L high school is low, and the incentive mechanism does not play a good effect.

At the same time, this paper also formulated corresponding solutions to the problems mentioned above. The main goal is to optimize the motivation factors while improving the hygiene factors, so as to maximize the effect of the incentive mechanism. In terms of hygiene factors, first of all, we should improve the salary structure and improve the reflection degree of salary. Secondly, we should improve the performance appraisal scheme to ensure its scientific nature and implement the principle of more work, and more reward for excellent performance. In terms of incentives, it is necessary to build a good working environment, including an office environment and interpersonal atmosphere; At the same time, we should strengthen democratic management, listen to the opinions and needs of front-line teachers, and improve the pertinence of training and learning for teachers. We should improve the effectiveness of the incentive mechanism in L high school through multi-pronged approaches, improve the satisfaction of teachers, and mobilize their enthusiasm to ensure the output of teaching results.

Due to the limitation of writing time and knowledge, there are still some shortcomings in this paper:

First, taking the teachers of L High School in Huizhou City as the object, the number of samples is only 169, and there are only 162 valid questionnaires. The sample size is relatively small, and the accuracy of the obtained data is also lacking, which can not fully reflect the actual situation. In addition, the actual management of each school is different, so the results obtained and the countermeasures formulated are inevitably limited.

Second, the countermeasures and plans formulated in this study for the problems in the incentive mechanism of L High school and the demands of teachers are only theoretical plans, and there is no actual implementation test to obtain feedback, and the effectiveness of the research results needs to be verified. As L High school is a public institution at present, it is also difficult to implement the new system.

To sum up, in the future life and study, I hope I can really apply what I have learned to practice, to help L High school better improve the incentive effect on teachers, mobilize the enthusiasm of teachers, and improve the visibility and teaching level of the school.

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