

A Study on The Impact of Incentive System on The Performance of Teachers in Chinese Higher Education Institutions

Chen Yueqin¹ & Lubna Ali Mohammed²

^{1,2}Department of Education, Faculty of Social Science, Arts and Humanities,
Lincoln University College, Malaysia

Corresponding author: Chenyueqin666@outlook.com

Received: 30 January 2024 | Accepted: 28 February 2024 | Published: 28 March 2024

Abstract: In recent years, all sectors of society have paid more and more attention to the work performance of college teachers and improved the level of teachers' work performance. This is a long-term mechanism for the development of colleges and universities. To this end, universities need to stimulate the potential abilities of teachers, encourage teachers to actively engage in scientific research and teaching, and improve the organizational performance and core competitiveness of universities. At present, my country's colleges and universities have introduced a variety of incentive systems to maximize teachers' work enthusiasm and strive to improve teacher performance. The level of scientific research and teaching performance is high, but incentive failure occurs from time to time. Therefore, how to design a scientific and reasonable incentive system is particularly important to motivate teachers to work harder. This study is based on the existing problems of the incentive system in colleges and universities in my country. It fully understands the connotation of the incentive system and teachers' work performance. It is oriented by the school's organizational goals, based on performance management theory and dual-task incentives, and uses a mixed research method to investigate the impact of the incentive system on college teachers. The impact of work performance, assessment of the impact of incentive factors on teachers' scientific research performance and teaching performance, provides reference for the establishment of targeted incentive systems in colleges and universities.

Keywords: Teachers Incentive System, Work Performance, Scientific Research Performance, Teaching Performance

Cite this article: Chen Yueqin & Lubna Ali Mohammed. (2024). A Study on The Impact of Incentive System on The Performance of Teachers in Chinese Higher Education Institutions. *Global Journal of Educational Research and Management (GERMANE)*, 4 (1), p. 67-82.

INTRODUCTION

In the context of globalization, new changes have taken place in the management and practice of human resources in universities. How to improve the efficiency of human resource utilization in universities, promote the growth vitality of universities, enhance the innovation capabilities of universities, gradually establish order and norms, pay attention to fairness, stimulate vitality, and improve efficiency Establishing a salary incentive mechanism and promoting the formation of a reasonable and orderly income distribution pattern is an important way for the sustainable development of universities. It is an important issue faced by governments at all levels and university managers in China, and is also a cutting-edge issue to be studied in the management community (Wang, 2019) . As an important part of talent management, incentives play an important role in attracting and retaining outstanding talents,

thereby continuously gaining competitive advantages for organizational development. Scientific incentive mechanisms are the source for colleges and universities to attract talents, enhance innovation capabilities and improve core competitiveness, and are the guarantee for the sustainable development of colleges and universities. Therefore, studying the incentive mechanism of college teachers is crucial for colleges and universities.

Since the 21st century, with the strong support of the government and society, the enrollment of higher education institutions in my country has increased rapidly, the number of higher education teachers has also continued to increase, and the scale of the entire higher education system has expanded rapidly. While the quantity and scale of higher education continue to expand, scholars and education research experts from various countries are also focusing on research on the quality of higher education. How to ensure the simultaneous growth of the quality of higher education and the scale of higher education, and maximize the role of higher education, It has become the focus of research in various countries. As an important part of higher education, teachers' work performance is the key to ensuring the quality of higher education. The connotation of university teachers' work performance includes teaching, scientific research, social services, and interpersonal promotion (Loyalka et al., 2019). The level of their work performance plays a vital role in the development of universities, so how to promote their work performance The improvement of education has become an important topic in higher education research.

As important builders and participants of university organizations, university teachers bear important responsibilities in student training, scientific research and social services. However, in recent years, as my country vigorously promotes the construction of double-first-class universities, the ecological balance within the original organizational field of universities has gradually been broken, forming a series of new mainstream models for the introduction and recruitment, assessment and evaluation, and incentives of university teachers. Related universities The living conditions of teachers, including material life, work pressure, teaching, scientific research output, etc., have gradually received more attention (Liu et al., 2016). From a general perspective, issues that receive higher attention include incentives for teachers, scientific research behavior of teachers' current work performance, and other issues. This section will gradually explain the impact of the incentive system on the work performance of Chinese university teachers from the aspects of actual conditions, national policy texts and existing systems.

BACKGROUND

In recent years, the performance issue of college teachers has attracted attention from all walks of life. With the development of higher education and education and the continuous advancement of institutional reforms, university administrators and related scholars have gradually realized the importance of improving teachers' scientific research and teaching levels. Performance is the key to ensuring the smooth development of universities (Ding & Lehrer, 2012). Scientific research and teaching are the two major responsibilities of university teachers. The relationship between research and teaching has always been an issue of great concern to the higher education academic community. At this stage, because scientific research results play a relatively important role in teacher evaluation, teaching results are difficult to measure. Many scholars believe that in the evaluation of Chinese university teachers, there are still phenomena that emphasize scientific research but neglect teaching, there is an imbalance in the development of scientific research and teaching, scientific research evaluation emphasizes quantity over quality, and there is insufficient investment in quality and teachers. In order to further improve the teacher incentive mechanism, the State Council, the Ministry of Education and the Ministry of Finance issued the "Opinions on Deepening the Reform of the Professional

Title System", "Opinions on Deepening the Reform of the Professional Title System for Teachers in Colleges and Universities" and the "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era" and other relevant Policies, from overall requirements to specific organizational implementation, must resolutely overcome the phenomenon of "emphasis on scientific research and neglect of teaching" (Zhang et al., 2020). Encourage the implementation of representative achievement evaluation, establish and implement methods that are conducive to teachers' efficient performance, and reverse the unscientific evaluation orientation of performance evaluation (Mu & Liu, 2014).

In contractual economics, the relationship between universities and teachers is a typical principal-agent problem. Due to information asymmetry, universities as subjects can only observe teachers' efforts based on scientific research and teaching performance. According to the dual-task incentive theory, universities, as rational economic persons, will increase incentives for scientific research tasks with low uncertainty, while incentives for teaching activities whose performance is difficult to measure will be significantly reduced (Gao, & Xu, 2021). Performance management theory believes that in order to achieve the best performance level, universities need to establish an incentive system and optimize the resource allocation of teachers' scientific research tasks and teaching activities (Hao, 2023). On the basis of exploring the teacher incentive system, this study integrates the issues of scientific research performance and teaching performance to analyze the work performance of teachers who complete scientific research and teaching tasks at the same time. At the same time, it expands the application scope of performance management theory in the field of higher education, promotes colleges and universities to establish scientific and effective performance incentive systems, and reverses the imbalance between scientific research and teaching in teacher evaluation. However, result-oriented scientific research incentive systems are widespread. The tendency of universities to "emphasize scientific research and neglect teaching" has made scientific research performance the core indicator for evaluating teachers, and teachers' teaching abilities have also been affected (Lu & Wu, 2021). Since the teaching evaluation of university teachers involves a variety of subjects, it is difficult to handle it in a single quantification. Therefore, in order to solve the problems existing in teacher performance evaluation and enable teachers' scientific research and teaching to be comprehensively and reasonably evaluated, universities should improve the incentive system and balance the interests of scientific research and teaching relationships, thereby improving overall management quality. Existing research rarely considers the impact of incentive systems on university teachers' work performance. This study explores the impact of the incentive system on university teachers' performance through empirical research, with a view to improving teachers' scientific research performance and teaching performance.

Incentive System

Motivation first appeared in various employee management activities of enterprise organizations (Falout, 2010). It is a behavior to improve employees' work efficiency, stimulate their intrinsic motivation, and then achieve the desired goals of the organization. People initially paid attention to extrinsic incentives. Intrinsic incentives were first proposed by psychologist White in 1959. When conducting experimental studies on animal behavior, he found that animals would still spontaneously repeat certain behaviors without giving them extrinsic rewards. One action (Han & Yin, 2016). It shows that in addition to extrinsic motivation, intrinsic motivation also plays an important role in an individual's series of behaviors. Subsequently, many studies related to internal and external motivation appeared. Mu and Liu (2014) pointed out that motivation refers to targeting individuals or groups and using directional methods in management to effectively stimulate people's enthusiasm and mobilize people's enthusiasm for work, so as to achieve the best work performance and achieve

the expected goals of the organization. . The so-called incentive system refers to a set of reasonable systems used by organizations to reflect the interaction model between incentive subjects and incentive objects. The incentive subjects use various incentive methods to standardize and fix them. The ultimate goal is to achieve the goals of the organization and individuals (Falout, 2010). By reviewing relevant literature, it is found that most of the existing research draws on business management theory to discuss the incentive system of college teachers, and there are few studies involving higher education organizations, college teachers, and behavioral characteristics of college teachers. At the same time, most of the existing research focuses on incentives. The connotation of the system and the way universities implement incentives, but did not discuss the specific ideas, implementation environment and operating effects of incentive system design (Komarraju, 2013).

Incentive System in College Teachers

Regarding the motivation of university teachers, some scholars in our country believe that the motivation of university teachers is the psychological response of teachers and the motivation factors of their universities to their psychological satisfaction or stimulation. This psychological reaction can be implemented from both the perspective of intrinsic motivation and the perspective of external motivation. incentives to improve their performance. The current incentives for teachers at the national or university level can be mainly divided into two categories. One is the basic incentives derived from national financial allocations, that is, the basic salary of university teachers. This part corresponds to the financial allocation expenditures received by universities. Part of it is closely related to basic expenditures for personnel expenditures and public expenditures (Maharjan, 2012); the other type is performance incentives at the university level, usually performance-based salaries for teachers. This part is closely related to the amount of funds used by universities for the development of various projects throughout the year. There is a strong link between project expenditures (Falout, 2010).

Incentives for professional title promotion of university teachers are an important part of teachers' academic career development. Research-oriented universities pay more attention to teachers' academic paper output, so whether they meet the professional title promotion standards has become a key factor in determining whether teachers can be promoted. Research on professional title promotion incentives for college teachers mainly includes the relationship between professional title promotion incentives and teachers' paper publishing performance, and the setting of promotion standards. Promotion incentives originate from the corporate labor market, and companies can improve productivity by designing promotion systems (Gaihr et al., 2022). Teachers with different teaching experience have different effects in terms of motivation and promotion. The professional title promotion system can more effectively stimulate the scientific research enthusiasm of young teachers and improve their paper publishing performance. Sinclair (2008) proposed the promotion incentive hypothesis (promotion can improve teachers' publication performance) and the promotion selection hypothesis (high-level teachers have higher publication performance), but the proposed research hypotheses were not confirmed. For Chinese universities, Yuan and Zhang (2017) believe that it is more reasonable to balance teaching and scientific research in terms of professional title promotion standards. Nonetheless, relevant scholars have found that the number of published academic papers, especially the number of papers published in top academic journals, is often a key factor in teacher title promotion. The differences between universities and teachers in their understanding of scientific research performance in professional title promotion standards will also affect the effectiveness of promotion incentives (Shen & Croucher, 2018). For example, teachers use teaching ability, academic potential and literature publishing ability as the top three criteria for professional title promotion. , while

universities use literature publishing capabilities as the main basis. This cognitive difference has a serious impact on promotion incentives.

In terms of reward incentives for college teachers, the salary system is another important revenue-sharing incentive system. There is intense academic debate over the impact of pay on teacher job performance. Altbach sees compensation as an effective lever for optimizing the university's human resources. Most scholars support the introduction of competitive salary structures in universities and emphasize the fairness of salary distribution (Feng, 2010). For example, Simpson pointed out that pay must be fair to ensure that teachers' job performance improves. Total compensation or pay gap affects job satisfaction, which in turn affects individual performance and organizational performance (Zhang, 2007). However, the academic community has not yet reached a conclusion on the application of compensation in the field of educational management.

In terms of assessment and incentives for college teachers, each college divides the assessment system into annual assessment and appointment period assessment according to different positions, levels, and types of teachers. Regular annual assessments are designed to improve the teaching quality of teachers (Stirling, 2016). However, there are still unreasonable factors in the current assessment mechanism, such as "emphasis on scientific research results and light teaching quality", and the evaluation of teachers' comprehensive quality is not fair and objective enough (Ye et al., 2021). For annual assessment, it mainly focuses on theoretical research such as the construction of indicator systems, and the internal mechanism model that affects work performance has not yet been explored in depth. Most of the current research focuses on the connotation and implementation methods of the incentive system, and lacks discussion on the specific ideas, implementation environment and operating effects of the incentive system design.

In university management, the motivation subjects usually refer to middle-level and above managers, while the motivation objects usually refer to university employees (Armstrong & Hope, 2016). Among them, the incentive system for college teachers refers to the use of various incentive methods by college organizational managers to analyze various factors that affect teachers' work enthusiasm, so as to manage teachers according to specific situations. It is an effective way to stimulate the intrinsic motivation of college teachers. Drawing on the views of scholars, this study believes that the university teacher incentive system refers to the process of stimulating teachers' work enthusiasm through internal and external motivational factors so that their actions and results are consistent with the realization of the university's organizational goals. Colleges and universities develop corresponding incentive systems to enable teachers to fully develop their abilities and potential. Specifically, the current construction of the incentive system for teachers in colleges and universities in my country mainly includes professional title promotion incentives, reward incentives, and assessment incentives. The assessment and incentive system in this study mainly refers to the comparison of teachers' work completion status and target tasks.

Work Performance

The word "performance" comes from management. It represents the quantity and quality of work tasks completed by an individual or team under certain resources, conditions and environment, and it is a measurement and feedback of the degree and efficiency of goal achievement (Campbell & Wiernik, 2015). Performance mainly focuses on the efficiency of the organization or individual, and pays attention to the output results after input. Most of the early performance-related research originated from Western countries. With the development of industrialization in Western countries and the emergence of disciplines and theories such as management and organization, foreign scholars have conducted a large number of studies on

the concept of performance and other variables related to it. Performance It has been gradually introduced into some private enterprises and public sector organizations to evaluate the work of organizations or individuals (Lesiuk, 2005).

The important performance indicator in management is work performance. Currently, there are three different views on the connotation of work performance. The first view is that work performance is a result; the second view is that work performance is a behavior; the third view is that work performance is a behavior. The perspective combines the first and second perspectives, arguing that performance is a combination of outcomes and behaviors (Koopmans et al., 2011). With the deepening of research, scholars have discovered that job performance consists of multiple dimensions, thus expanding the connotation and extension of job performance. Scholars Bond and Bunce (2003) proposed two dimensions: task performance and situational performance. Task performance is performance related to work tasks, and situational performance refers to individuals voluntarily carrying out some social and psychological background behaviors that have nothing to do with work, and determined the following Category 5 situational performance: (1) Voluntarily carry out some tasks and activities that are not within the scope of the job; (2) Able to complete the work with very positive enthusiasm when necessary; (3) Help others and cooperate; (4) Still work even when it is inconvenient Follow organizational rules and procedures; (5) Agree with the organization's goals. Situational performance is generally reflected in the individual's work attitude and work ability, which helps the organization form a better atmosphere and social psychological environment, thereby improving task performance. Later, Lesiuk (2005) took the U.S. Air Force as the research object and further proved the rationality and necessity of distinguishing the two types of performance by studying the relationship between task performance, situational performance and the overall contribution of the organization. Some scholars in my country also believe that task performance and situational performance are also applicable to the Chinese cultural background (Cao et al., 2016).

College Teachers' Work Performance

Compared with corporate employees, university teachers have their own uniqueness. Many studies start from the basic functions of universities and divide them into three types of performance: teaching, scientific research and social services. In 1986, Scriven argued that responsibility or teacher ethics should be added to the evaluation of teacher performance. Some scholars have also proposed that in addition to teaching, scientific research and social services, teacher performance also includes graduate student training and academic citizenship. Kuvaas (2006) believes that teacher performance can be measured from the specific tasks assigned by the school (including teaching), social services, academic activities and professional development. Many scholars believe that teacher ethics, social work, teachers' own learning and improvement, management, etc. are also part of teacher performance. For example, Li et al. (2007), based on the evaluation index system for the performance of college teachers, believe that the work performance of college teachers includes teaching, scientific research, social service performance and teacher ethics evaluation.

This study uses a comprehensive attribute view to define work performance, and puts forward the concept of "teacher work performance". It believes that teacher work performance refers to the participation of college teachers in scientific research and teaching work, including the behavior and effects of scientific research. This includes the use of scientific methods to comprehensive evaluation of teachers' scientific research activities to enhance scientific research competitiveness and achieve effective management methods and activities for optimal allocation of scientific research resources, as well as evaluation of teaching workload, teaching

attitude, teaching results, teaching effects, etc. in the teaching process of university teachers (Koopmans et al., 2012).

The Relationship between Teacher Incentive System and Work Performance in Colleges and Universities

Incentive is an effective means for teachers to complete target tasks and work performance. Reasonable use of incentives is the fundamental way to improve teachers' work performance. According to the different entities that implement incentives, the incentive system for college teachers can be divided into two types: individual spontaneous intrinsic incentives and system-bound extrinsic incentives. In the study of the relationship between intrinsic motivation and job performance, intrinsic motivation factors mainly include teacher innovation incentives, achievement incentives, social incentives, etc. The structural equation model proved the connection between the intrinsic motivation of college teachers and teaching performance, and concluded that innovation ability, sense of achievement and social satisfaction all affect teaching performance (Han & Yin, 2016). Stimulating teacher innovation can promote college teachers to improve their teaching performance. Wang et al. (2004) found that the more incentives a school provides, the stronger teachers' willingness to innovate. Enhancing teachers' sense of accomplishment will help improve teachers' teaching performance. Colleges and universities should further enhance teachers' sense of self-worth and accomplishment, and promote teachers' sense of self-worth and accomplishment. Keep motivating yourself.

The social interactions of college teachers will also greatly affect teachers' teaching performance. Research by Rose et al. (2009) found that the cordiality, enthusiasm and friendliness of university teachers are important characteristics for cultivating effective classroom behavior. Teachers who are good at communication learn teaching methods and teaching experience through mutual exchanges among colleagues. It is hypothesized that there is a significant positive correlation between university teachers' mutual communication and teaching performance levels. Internal factors play an important role in scientific research performance incentives. Scientific research innovation is gradually internalized as a response to teachers' psychological needs. If their innovation potential is stimulated, the scientific research results will be very significant. Collins et al. (2005) found that stimulating teachers' innovative abilities will not only increase teachers' professional knowledge and enhance their professional capabilities, but also directly affect their scientific research and practical results. A strong sense of achievement gives teachers the motivation to pursue scientific and technological achievements. The higher the professional title, the more scholars value the satisfaction and joy brought by scientific research results. Scientific research activities can stimulate teachers' social satisfaction and enable them to gain interpersonal trust and happiness. Therefore, social incentives are also an important factor affecting teacher performance.

Extrinsic motivating factors include promotion, salary, appraisal and other motivating factors. They are psychological contract norms for teachers to serve their organizations, which are mandatory and binding. "Effective motivation" is the key to improving the overall performance of teaching in colleges and universities. Ye et al. (2021) studied the impact of external motivation factors on teachers' teaching performance and found that salary, assessment incentives and teaching performance are positively correlated, while the correlation between promotion incentives and teaching performance is not significant. Zhang (2007). It has been proven that improving the promotion incentive system can improve teachers' teaching performance, and salary is the basic livelihood guarantee for college teachers. Increasing teaching income can motivate teachers to devote themselves to the teaching process, thereby improving teaching performance. Salary satisfaction will motivate teachers to learn job skills,

thereby improving job performance. In addition, teaching performance rewards can also stimulate the enthusiasm of college teachers to participate in teaching (Kuvaas, 2006).

Regarding the impact of external motivational factors on teachers' scientific research performance, Cappelli and Neumark (2001) pointed out that when the effectiveness of other incentive measures declines, promotion incentives are still effective. Promotions can play an important motivating role in enterprises, and capable employees will be promoted to a higher level and receive a higher salary. In order to ensure the fairness of teacher promotion incentives and salary incentives, the school has established a performance appraisal system, and the university implements a quantitative assessment system, which can motivate teachers to publish articles and strive for motivation (Cao et al., 2016). At the same time, we should also note that excessive performance appraisal will cause anxiety among teachers and is not conducive to the improvement of work performance.

Dual Task Motivation Theory

Pashler (1994) proposed a dual-task agent based on the traditional model and proved that the degree of observability of multiple tasks is different. Many scholars continue to use this academic concept in subsequent research. Hornstra et al. (2018) studied the dual-task incentive mechanism in government and non-profit organizations, focusing on the positive impact of task preferences on improving organizational efficiency. Domestic research on dual-task motivation issues began in the early 21st century. Li (2010) used a dual-task agent as a framework to examine the impact of abolishing agricultural taxes on the performance of township governments. Xu (2018) divided the investment of corporate managers into two dimensions: financial performance and corporate capabilities, and constructed a multi-task dynamic reward contract on this basis. Regarding the dual-task motivation issue of college teachers, scholars start from the perspective of management disciplines and mainly divide it into two aspects: the design of dual-task motivation system and the application practice of dual-task motivation theory. Hwang et al. (2018) studied the optimal design of dual-task incentive mechanisms and found that principals are more motivated for important tasks. If teachers only focus on scientific research but not teaching, universities should increase incentives for teaching; otherwise, they should provide strong incentives for scientific research. Hao (2023) designed a differential incentive contract from the perspective of multi-task incentives and ability screening, giving full play to the key role of professional title promotion in teacher motivation. Regarding the application practice of dual-task incentive theory in scientific research and teaching activities, Qumtela verified the effect of incentives in dual-task settings of scientific research and teaching through a series of hierarchical regression analyses. Kelly et al. (2012) studied the impact of dual-task principal agent incentives mechanisms on teacher performance evaluation. Based on this, Jiang (2015) considered the teacher incentive system and established a "dual-task" classified assessment mechanism for scientific research and teaching.

In the management system of universities, universities entrust teachers to complete the goals of talent training and scientific research. Teachers are the main body of the "dual tasks" of scientific research and teaching in colleges and universities. Teachers' scientific research performance can be measured through scientific research projects; while teaching performance depends on the efforts of both teachers and students (Gao, & Xu, 2021). Accurately evaluating a teacher's teaching quality is often difficult. According to Ishida (2011)'s classic analysis of dual-task motivation theory, universities, as "rational economic persons", will increase incentives for scientific research tasks with low uncertainty and reduce incentives for teaching activities. Teachers devote their main energy to scientific research activities to ensure job safety. Improper incentives will lead to uneven allocation of resources between teachers' scientific research and teaching tasks. With the advent of the knowledge age, the important

position of teaching has become increasingly prominent. Teaching quality is an important indicator for evaluating the academic level of teachers, and the integration of scientific research and teaching is the fundamental way to return to the essence of a university. Therefore, universities should take effective measures to motivate teachers' behavior, encourage teachers to devote themselves to the "dual tasks" of scientific research and teaching, and make it consistent with the goals of universities. Zhang et al. (2020) proposed that under the theoretical framework of dual-task incentives, incentive compatibility can be achieved through optimal contract arrangements, and incentive compatibility between teachers' personal interests and the multiple goals of the university organization can be achieved. In addition, under the guidance of dual-task incentive theory, colleges and universities can solve the problem of incentive distortion by establishing reasonable systems, encourage teachers to reasonably allocate time for scientific research work and teaching tasks, promote the coordinated development of teachers' scientific research and teaching, and thereby maximize organizational interests.

Performance Management Theory

The idea of "performance management" mainly originated from "performance evaluation", which was produced in the late 1970s and applied to business management. In the 1980s, performance management theory gradually developed and formed a scientific theoretical system (Kalli et al. , 2016). In the process of its formation and development, performance management theory has absorbed a large number of ideas and essences of management theory, making its connotation richer and more operable. Kearney and Berman summarized performance management theory as "result-oriented public project management theory" (Campbell & Wiernik, 2015). Zhang et al. (2020) are committed to theoretical research on domestic performance management and propose that performance management is a complete management theory system. And try to effectively apply performance management ideas and methods to organizational management. Although performance management theory does not yet have a very clear definition, scholars have a consistent view on the process of performance management. The entire process of performance management is a cyclical process of performance plan formulation, continuous performance coaching, performance appraisal, performance feedback and results application. It is a comprehensive management method formed to better achieve the overall goal of sustainable development. In the context of the continuous emergence of new public management, performance management has gradually become an important way for government departments, scientific research institutions and university organizations to improve their performance. Public organizations can improve performance, enhance public confidence and rebuild public image through performance management.

The successful operation of the organizational performance management system requires the guidance of relevant theories. Strengthening theoretical research on performance management is of great significance for improving teaching effectiveness. Using performance management theory to promote the construction of teaching staff is conducive to improving the quality of teaching in colleges and universities. Adams (2013) suggested that performance management should be combined with human resource management measures to maximize employees' individual performance and ultimately improve the organization's performance. Under certain conditions, performance is the goal of motivation, and motivation is a means to improve employee performance. Performance management has become an effective way for universities to motivate teachers to complete their goals on schedule. Gerrish (2016) established a comprehensive performance management system, closely integrated teacher management with university goals, and put forward strategic suggestions for problems existing in the evaluation and motivation of university teachers, aiming to provide theoretical support and practical reference for university teacher performance management.

From the perspective of colleges and universities, performance management theory helps establish the value orientation of teacher performance evaluation, scientifically position teacher performance evaluation, and improve the teacher evaluation system in colleges and universities. For individual teachers, performance management theory provides scientific guidance for teachers' future development planning. in accordance with. Give teachers continuous learning pressure and motivation to keep moving towards their goals. Existing research provides a new theoretical perspective for teacher performance management. Liang and Langbein (2015) stated that colleges and universities belong to the public sector, and needs such as internal resource integration, talent training, and academic competitiveness improvement have become urgent issues for colleges and universities to solve. Therefore, a large number of scholars have gradually applied it to the performance management practice of college teachers in the development process from performance evaluation to performance management. It mainly starts from the following two aspects: first, analyzing the role of performance management in university organizations; second, studying the theoretical framework that affects performance and the systematic process of using incentive systems to solve problems (Mu & Liu, 2014). However, colleges and universities lack sufficient theoretical understanding and practical experience in performance management, and even directly apply enterprise performance management models, lacking a complete and recognized performance management theoretical framework as support.

Ma (2017) believed that universities, as special non-profit public sectors, must establish a performance management system suitable for the characteristics of universities. Wang (2019) found that the current value orientation of university evaluation is highly utilitarian and practical, directly linking creative scientific research activities with teachers' material interests. Performance management theory has changed management concepts and methods and given universities and teachers new responsibilities and missions. According to the performance management theory, the teaching goals and tasks of colleges and universities are to promote the improvement of students' academic performance and abilities, take scientific research and teaching as the behavioral goal orientation, and use incentive systems to mobilize teachers' enthusiasm (Jing et al., 2015). Carry out scientific research work and teaching tasks, and achieve scientific research and teaching results. Achieve overall organizational goals. In this context, it is an inevitable choice to introduce performance management theory into scientific research and teaching management in universities.

Conceptual Framework

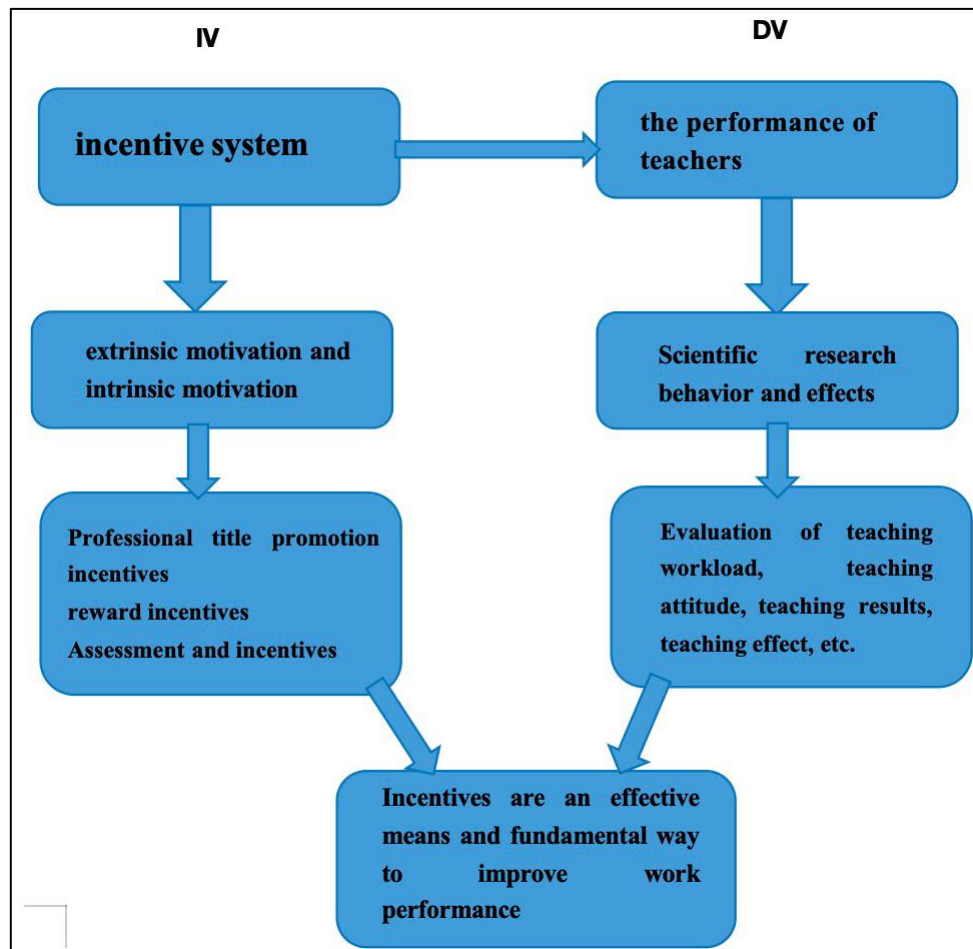


Figure 1. Conceptual Framework of This Study

METHODOLOGY

This study takes Beijing as an example to study the impact of the incentive system on the performance of college teachers in my country. As the national political center, Beijing has many well-known high-level universities at home and abroad, such as Peking University, Tsinghua University, etc. The teachers of these universities have high scientific research and teaching levels and are highly representative. Their research results can be used by universities across the country. Provide reference for incentive system reform. In addition, the diversity of incentive systems implemented in Beijing universities is helpful for studying the impact of different types of incentive systems on teacher performance. First, the research will use a questionnaire survey method to quantify the views of my country's college teachers on the current incentive system. In order to gain a deeper understanding of the impact of the incentive system on the performance of teachers in my country's colleges and universities, the study will also include expert interviews to gain an in-depth understanding of other factors that affect teachers' work performance (such as work environment, personal motivation, career development opportunities, etc.).

As for the quantitative research method, this method emphasize objective measurement and the processing of existing statistical data through opinion polls, questionnaires, and surveys or through the use of computer technology. Quantitative research focuses on collecting numerical

data and making generalizations or explaining specific phenomena in a population. The purpose of conducting quantitative research is to determine the overall relationship between one thing (the independent variable) and another thing (the dependent variable). First, the researcher will design a comprehensive questionnaire based on the purpose and research questions of this study, including clear questions and answer options to ensure that the questions cover the scope of the study. The content of the questionnaire includes demographic information (age, gender, education, professional title, working years); job performance (number of scientific research publications, teaching evaluation results, number of projects, awards); perception of the incentive system (salary, promotion opportunities, training opportunities). The researcher then identifies appropriate subjects for investigation. Firstly, the proportion of college teachers is calculated according to the types of colleges and universities in Beijing. Secondly, the respondent teachers are selected from each type of university according to the stratified sampling method. The specific data and proportions are as shown in the figure below:

Table 1. The Sample Size of This Study

No	Type	Proportion (%)	Sample size
1	Research colleges and universities	45	120
2	Comprehensive colleges and universities	27	87
3	Professional colleges and universities	19	63
4	Application-oriented colleges and universities	9	30

And then, the researcher distributed the questionnaire to the respondents to ensure the accuracy and completeness of the data. After collecting the data, use SPSS statistical software to conduct quantitative analysis, including correlation analysis, regression analysis, etc., to evaluate the impact of music education on young children. Based on the data analysis results, conclusions are drawn to determine the impact of the incentive system on the performance of teachers in colleges and universities in my country.

Next, let's look at qualitative analysis methods. Qualitative research emphasizes the socially constructed nature of reality and the value characteristics of inquiry. They seek answers to questions and emphasize how social experience creates and gives meaning. The target group of this qualitative study is Beijing university administrators and outstanding teacher representatives. The interview content included evaluation of the existing incentive system and suggestions for improvement, as well as how to design a scientific and reasonable incentive system to maximize teachers' work motivation and performance. Typically, data saturation can be achieved in qualitative research with around 10-20 respondents, therefore, this study invited 15 experts to conduct semi-structured interviews. The semi-structured interviews used open-ended questions to guide in-depth conversations and allow interviewees to express their opinions freely. The interviews were audio-recorded and transcribed into text for subsequent analysis. Finally, the researcher coded the interview data and identified key themes and patterns to summarize the experts' opinions and suggestions to form an in-depth understanding of incentive system design.

DISCUSSION AND CONCLUSION

The main purpose of this study is to explore the impact of incentive systems on the performance of teachers at Beijing in China, with a special focus on their research and teaching activities. This study employed a mixed methods approach, combining quantitative analysis through questionnaires with qualitative insights from expert interviews.

Discussion

The results of the quantitative analysis indicate that the current incentive system has a significant impact on both teaching and research performance. Teachers who are more satisfied with the incentive policies of their institutions show higher levels of research results and teaching effectiveness. Additionally, the data revealed inconsistencies in the application and perceived fairness of these incentives, indicating areas for improvement. The qualitative analysis results highlight the importance of perceived fairness in incentive allocation. The lack of clear standards and communication about incentive distribution often leads to dissatisfaction and negativity, so many teachers have expressed concerns about the transparency and fairness of current incentive programs. The specific discussion content is shown in the following table:

Table 2. The Specific Discussion Content

No	Topic	Discovery	Description
1	Effectiveness of existing incentive system	The incentive system significantly affects teaching and scientific research performance: teachers with high satisfaction show higher scientific research output and teaching effects.	The incentive system is generally effective, but there are inconsistencies in its application and fairness.
2	Sense of fairness and motivation	Teachers have expressed concerns about the transparency and fairness of the current incentive program.	The lack of clear assignment criteria and communication leads to teacher dissatisfaction and reduced motivation.
3	The impact of non-monetary incentives	Nonmonetary incentives (such as career development opportunities, recognition, and a supportive work environment) are considered as important as, or even more important than, monetary rewards.	There is a need for a holistic approach in incentive design that focuses on the diverse needs of teachers.
4	Implementation challenges	Challenges in the implementation of incentive systems are identified, including bureaucratic inefficiencies, resistance to change and one-size-fits-all approaches.	Addressing these challenges is critical to the success of incentive programs.

Conclusion

This study takes college teachers as the research object and sorts out the relationship between the incentive system and work performance. First of all, the study found that in terms of work incentives, although different incentives can improve teachers' scientific research performance to a certain extent, they also have a certain negative impact on teachers' teaching performance. Under certain conditions, they will inhibit teachers' teaching hours and Number of courses. After colleges and universities implemented teaching incentive measures, teachers' teaching workload, number of courses, and number of published teaching reform papers have increased,

prompting teachers to become more involved in teaching. Appropriate reward incentives have become an important factor in improving teachers' teaching performance.

Considering the impact of the incentive system on teachers' scientific research and teaching performance, it is recommended that universities should comprehensively consider promotion, rewards and assessment incentives, appropriately extend the appointment period to mobilize teachers' enthusiasm, and establish a more scientific and reasonable incentive system. Such measures can not only make up for the neglect of teaching work by professional title promotion incentives, but also further strengthen the incentive effect of the promotion system on scientific research performance, improve teachers' work performance, and promote the continuous improvement of education and teaching quality. These research results provide important references and suggestions for universities to optimize their incentive systems.

REFERENCES

- Adams, C. A. (2013). Sustainability reporting and performance management in universities: Challenges and benefits. *Sustainability Accounting, Management and Policy Journal*, 4(3), 384-392.
- Armstrong, S. W., & Hope, W. C. (2016). Technical college teachers' communication and its impact on student motivation. *Journal of Education and Human Development*, 5(1), 24-33.
- Bond, F. W., & Bunce, D. (2003). The role of acceptance and job control in mental health, job satisfaction, and work performance. *Journal of applied psychology*, 88(6), 1057.
- Campbell, J. P., & Wiernik, B. M. (2015). The modeling and assessment of work performance. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 2(1), 47-74.
- Cao, X., Guo, X., Vogel, D., & Zhang, X. (2016). Exploring the influence of social media on employee work performance. *Internet Research*, 26(2), 529-545.
- Cappelli, P., & Neumark, D. (2001). Do 'high-performance' work practices improve establishment-level outcomes?. *Ihr Review*, 54(4), 737-775.
- Collins, J. J., Baase, C. M., Sharda, C. E., Ozminkowski, R. J., Nicholson, S., Billotti, G. M., ... & Berger, M. L. (2005). The assessment of chronic health conditions on work performance, absence, and total economic impact for employers. *Journal of occupational and environmental medicine*, 47(6), 547-557.
- Ding, W., & Lehrer, S. (2012). Incentives and the quality of teachers and schools. In *Education and reform in China* (pp. 191-204). Routledge.
- Falout, J. (2010). Strategies for teacher motivation. *The Language Teacher*, 34(6), 27-32.
- Feng, Y. (2010). *Teacher career motivation and professional development in special and inclusive education in China*.
- Gaihre, G. P., Khanal, J., & Ghimire, S. (2022). Practices and challenges of teachers' motivation in community colleges of Nepal. *Community College Journal of Research and Practice*, 46(11), 778-795.
- Gao, Y., & Xu, D. (2021). Research status and countermeasures of teaching incentive mechanism for university teacher. *International Journal of New Developments in Education*, 3(2).
- Gerrish, E. (2016). The impact of performance management on performance in public organizations: A meta-analysis. *Public Administration Review*, 76(1), 48-66.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent education*, 3(1), 1217819.

- Hao, D. (2023). Study on incentive factors and incentive effect differences of teachers in universities and colleges under the view of demographic variables. *BMC psychology*, 11(1), 379.
- Hornstra, L., Kamsteeg, A., Pot, S., & Verheij, L. (2018). A dual pathway of student motivation: Combining an implicit and explicit measure of student motivation. *Frontline Learning Research*, 6(1), 1-18.
- Hwang, J., Park, S., & Woo, M. (2018). Understanding user experiences of online travel review websites for hotel booking behaviours: An investigation of a dual motivation theory. *Asia Pacific Journal of Tourism Research*, 23(4), 359-372.
- Ishida, J. (2011). Autonomy and motivation: A dual-self perspective.
- Jing, Y., Cui, Y., & Li, D. (2015). The politics of performance measurement in China. *Policy and Society*, 34(1), 49-61.
- Kallio, K. M., Kallio, T. J., Tienari, J., & Hyvönen, T. (2016). Ethos at stake: Performance management and academic work in universities. *Human relations*, 69(3), 685-709.
- Kelly, V. E., Eusterbrock, A. J., & Shumway-Cook, A. (2012). A review of dual-task walking deficits in people with Parkinson's disease: motor and cognitive contributions, mechanisms, and clinical implications. *Parkinson's disease*, 2012.
- Komaraju, M. (2013). Ideal teacher behaviors: Student motivation and self-efficacy predict preferences. *Teaching of Psychology*, 40(2), 104-110.
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet Henrica, C. W., & Van Der Beek, A. J. (2011). Conceptual frameworks of individual work performance: A systematic review. *Journal of occupational and environmental medicine*, 53(8), 856-866.
- Koopmans, L., Bernaards, C., Hildebrandt, V., Van Buuren, S., Van der Beek, A.J., & De Vet, H. C. (2012). Development of an individual work performance questionnaire. *International journal of productivity and performance management*, 62(1), 6-28.
- Kuvaas, B. (2006). Work performance, affective commitment, and work motivation: The roles of pay administration and pay level. *Journal of Organizational Behavior*, 27(3), 365-385.
- Lesiuk, T. (2005). The effect of music listening on work performance. *Psychology of music*, 33(2), 173-191.
- Liang, J., & Langbein, L. (2015). Performance management, high-powered incentives, and environmental policies in China. *International Public Management Journal*, 18(3), 346-385.
- Liu, S., Zhao, D., & Xie, W. (2016). Chinese teachers' attitudes toward performance pay: The cases of three schools. *International Journal of Educational Management*, 30(6), 791-808.
- Loyalka, P., Sylvia, S., Liu, C., Chu, J., & Shi, Y. (2019). Pay by design: Teacher performance pay design and the distribution of student achievement. *Journal of Labor Economics*, 37(3), 621-662.
- Lu, H., & Wu, W. (2021). A study of the relationship between external incentive and teachers' initiative innovation behaviors in scientific research of local universities in Western China. *NVEO-NATURAL VOLATILES & ESSENTIAL OILS Journal*, 7727-7744.
- Ma, L. (2017). Performance management and citizen satisfaction with the government: Evidence from Chinese municipalities. *Public Administration*, 95(1), 39-59.
- Maharjan, S. (2012). Association between work motivation and job satisfaction of college teachers. *Administration and Management Review*, 24(2), 45-55.
- Mu, J., & Liu, L. (2014). The establishment and effectiveness of incentive mechanism for teaching Faculty Management in universities. *Studies in Sociology of Science*, 5(3), 138.

- Pashler, H. (1994). Dual-task interference in simple tasks: data and theory. *Psychological bulletin*, 116(2), 220.
- Rose, R. C., Kumar, N., & Pak, O. G. (2009). The effect of organizational learning on organizational commitment, job satisfaction and work performance. *Journal of Applied Business Research (JABR)*, 25(6).
- Shen, T., & Croucher, S. M. (2018). A cross-cultural analysis of teacher confirmation and student motivation in China, Korea, and Japan. *Journal of Intercultural Communication*, 18(2), 1-12.
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36(2), 79-104.
- Stirling, D. (2016). Teacher motivation. *Learndev. Org*, 33, 11-28.
- Wang, D. D. (2019). Performance-based resource allocation for higher education institutions in China. *Socio-Economic Planning Sciences*, 65, 66-75.
- Wang, P. S., Beck, A. L., Berglund, P., McKenas, D. K., Pronk, N. P., Simon, G. E., & Kessler, R. C. (2004). Effects of major depression on moment-in-time work performance. *American Journal of Psychiatry*, 161(10), 1885-1891.
- Ye, W., Wang, Z., Zhang, X., Ding, Y., & Ye, W. (2021). Comparing motivations of pre-service and beginning teachers in China: Impact of culture and experience. *Journal of Education for Teaching*, 47(4), 576-589.
- Yuan, R., & Zhang, L. J. (2017). Exploring student teachers' motivation change in initial teacher education: A Chinese perspective. *Teaching and Teacher Education*, 61, 142-152.
- Zhang, J., Jin, S., & Si, W. (2020). Incentivising teachers? Evaluating the incentive effect of China's teacher performance-based compensation reform in rural China. *Australian journal of agricultural and resource economics*, 64(1), 171-188.
- Zhang, Q. (2007). Teacher misbehaviors as learning demotivators in college classrooms: A cross-cultural investigation in China, Germany, Japan, and the United States. *Communication Education*, 56(2), 209-227.
- Zhang, X. A., Liao, H., Li, N., & Colbert, A. E. (2020). Playing it safe for my family: Exploring the dual effects of family motivation on employee productivity and creativity. *Academy of Management Journal*, 63(6), 1923-1950.