



Incentive Factors of Faculty Members in Oriental College of International Trade and Foreign Languages of School Management in Haikou University of Economics

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Abstract

The objectives of this research were 1) to study the incentive factors of faculty members in Oriental College of International Trade and Foreign Languages of school management in Haikou University of Economics, and 2) to compare the opinions of faculty members on the incentive factors, classified by gender, age, education level, work experience. The samples consisted of 35 faculty members. The research instrument was a 5-rating scale questionnaire with a validity (IOC values) between .67 to 1.00 and a reliability value of .97. The data were statistically analyzed by using percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) the incentive factors of faculty members in Oriental College of International Trade and Foreign Languages of school management in Haikou University of Economics were at a high level, in overall and particular aspects. The highest mean was Career achievement, followed by the school incentive system and Rewards, and 2) the opinions of faculty members on the incentive factors of faculty members in Oriental College of International Trade and Foreign Languages of school management at Haikou University of Economics, classified by gender, age, education level, work experience was not different.

Keyword: Incentive factors, faculty member, Oriental College of International Trade and Foreign Languages, Haikou University of Economics

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Introduction

Universities are places where talents gather and are also the cradle of talent cultivation. University teachers are the core resources for the development of universities. How to introduce, cultivate, maintain, and develop university teacher resources is the fundamental foundation of university development. However, there are many problems in the construction of the teaching staff in China's universities today, such as many universities not forming a complete circular mechanism for talent selection, cultivation, and use, low wages and benefits, and work environment that cannot meet the needs of teaching and research, social service and culture problems, emphasizing power and obedience, management and control in the process of teacher management, and lacking two-way emotional communication and communication, Insufficient spiritual motivation. Therefore, there is an urgent need to strengthen research on the incentive management of university teachers in response to the current situation.

Incentive theory (Herzberg et al., 2017) is the core content of human resource management and the central link of incentive management for university teachers. The Two-factor theory is one of the most influential theories in the incentive theory. It was proposed by Herzberg, an American psychologist and management theorist. It is the abbreviation of the incentive factor and health factor theory. The Two-factor theory has an important reference significance for the motivation of college teachers, which is highlighted in the comparability of research objects. The research object of the Two-factor theory is similar to the basic situation of college teachers in China. In Herzberg's research, engineers and accountants are the research objects of the Two-factor theory. Most of these people are well educated, have a skill, and have relatively stable income and corresponding social status. And teachers in Chinese universities are also professionals with unique skills, stable income, and certain social status. From the perspective of labor nature, the labor of university teachers, like that of accountants and engineers, belongs to mental labor and is comparable. Therefore, this paper selects the Two-factor theory as the basis to study the incentive management of college teachers, eliminate teachers' dissatisfaction from the aspect of health care factors,

provide teachers with a good working and living environment, and enable teachers to devote themselves to teaching and scientific research. Fully mobilize the enthusiasm, initiative, and creativity of teachers from the perspective of incentive factors, and do a better job in teaching and educating people. The theoretical significance of this study lies in expanding the research scope of the Two-factor theory and enriching the research content; The practical significance lies in providing theoretical reference and policy suggestions for the incentive management of university teachers in China.

Based on the Two-factor theory, the following three major problems of Haikou University of Economics are summarized:

1. The mobility of teaching staff is high, and the teaching team is unstable (This conclusion comes from data analysis by the Personnel Department of the college in 2023)

Haikou University of Economics mostly sets up its teaching staff in three ways. The first and most common method is to recruit formal teachers through social recruitment. Most of these teachers are newly graduated master's students, and the school's employment contract is similar to that of enterprises, with clear rewards and punishments. The system manages personnel and adopts a sitting class system. Teachers have dedicated teaching promotion personnel to attend classes, and there are many restrictions on teachers' classes. The second way is to hire retired senior teachers from public universities who are older and have very few substitute classes due to physical reasons. The third way is to recruit professionals from society who work in related professions for part-time jobs. These part-time personnel leave after completing classes on behalf of others and are basically separated from the school, with very little communication with formal teachers.

2. The internal management mechanism of the school makes teachers lack a sense of belonging and self-achievement (This conclusion comes from union data analysis in 2023)

The board makes the most important decisions in the school of directors, and the chairman mostly trusts the members of the board. Although the school has a principal for recruitment, it is a matter of major decision-making, and neither the

principal nor the dean has the power to make decisions. Due to this organizational atmosphere, the decisions made by the college leaders are often made solely by the leader, resulting in a lack of democratic awareness in the management process. Teachers only need to obey and do not need to participate in school decision-making. Over time, teachers have developed a feeling that teachers are just labourers, which is just a sense of work without a sense of belonging to the school or a sense of achievement in their work.

3. School management is mainly based on institutional management, with heavy punishment and light rewards. The career development path of teachers is tortuous (This conclusion comes from data analysis by the Academic Affairs Office in 2023)

The management of teachers by most school leaders is similar to the management of employees by corporate superiors, and even stricter than that of enterprises. They believe that teachers should selflessly contribute and serve students, and students are God. Once a student reports a teacher, the teacher will be dismissed. At the same time, it is considered appropriate for teachers to do well, rather than praise and appreciation. Once a teacher makes mistakes or violates school rules, they will be criticized by the entire school and deducted corresponding money, or even expelled, causing not only economic losses but also mental damage to the teacher. Therefore, teachers are full of apathy towards the school. In terms of job development, the number of positions provided is limited, and the positions lack attractiveness. Some management levels lack the ability and demeanor to cultivate subordinates, resulting in grassroots employees not only lacking opportunities for performance, but also being buried and stifled. Therefore, most teachers are disheartened and have a callous work attitude.

The researcher of this paper has made a deep analysis and research on incentive factors for faculty members in Oriental College of Foreign Trade and Foreign Languages of school management in HUE during the epidemic period and put forward suggestions for rectification, which can be used as reference and to help our school and other schools when taking online teaching again in the future. This is the practical significance

and purpose of this paper. There is more rich value for faculty members and administrators to accumulate more experience in school management in the post-epidemic period. The research result of incentive factors for faculty members in Oriental College of Foreign Trade and Foreign Languages of school management in HUE during the epidemic period could be applied to school management as well.

Research Objectives

1. To study the incentive factors of faculty members in Oriental College of International Trade and Foreign Languages of school management in Haikou University of Economics.
2. To compare the opinions of faculty members on the incentive factors, classified by gender, age, education level, work experience

Research Hypothesis

The opinions of faculty members in Oriental College of International Trade and Foreign Languages classified by the different personal data (gender, age, education level, work experience) were different.

Conceptual Framework

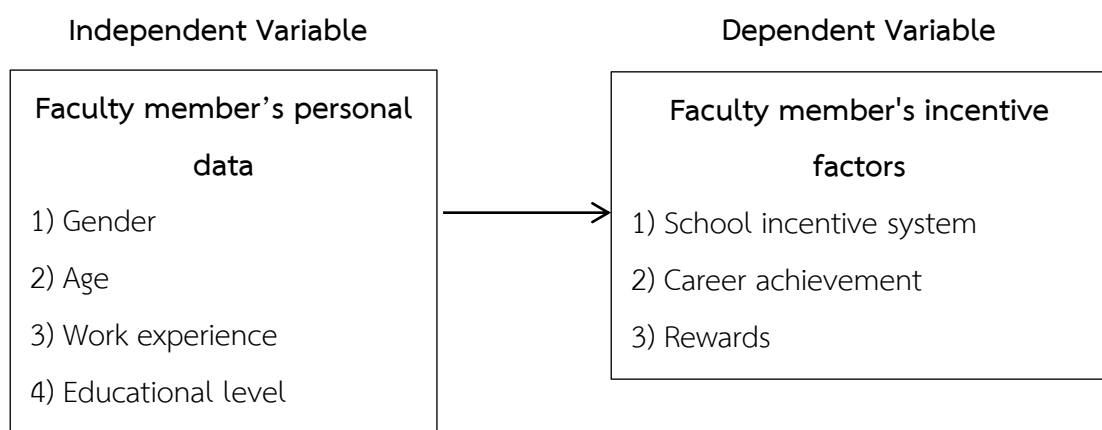


Figure 1 Conceptual Framework

Research Methodology

This research used a quantitative approach. The researcher distributed questionnaires to collect data, which can be used to study the opinions of faculty members and analyze the improvement based on the survey results.

The study population consisted of faculty members from the Oriental College of International Trade and Foreign Languages, Academic Year 2022, totaling 35 people. The sample used in the research was faculty members from the Oriental College of International Trade and Foreign Languages, the academic year 2023; the researcher determined the sample size was 32 faculty members. The total sample was 32 faculty members of the Oriental College of International Trade and Foreign Languages by random sampling. The questionnaires were 5 rating scales with validity by IOC between .67-1.00 and reliability with a coefficient of Cronbach's alpha was .97. The statistics used an analysis of the data to obtain descriptive statistics: frequency, percentage, mean, standard deviation, t-test One-way ANOVA and LSD.

Results

1. Analysis results of the incentive factors

Table 1 The mean and standard deviation of incentive factors regarding incentive factors of faculty members of school management in Haikou College of Economics.

(n=32)

Factor	Incentive Factors	\bar{X}	S.D.	Level	Ranking
1.	The school incentive system	3.53	.91	High	2
2.	Career achievements	3.54	.96	High	1
3.	Rewards	3.42	.93	High	3
Total		3.50	.90	High	

From Table 1, the mean and standard deviation of the incentive factors was at a high level (\bar{X} =3.50 S.D.=.90). When concerned each factor founded that the highest mean was the career achievements (\bar{X} =3.54 S.D.=.96), followed by the school incentive system and rewards.

Table 2 The mean and standard deviation of the items on the school incentive system.

(n=32)

Item	School Incentive System	\bar{X}	S.D.	Level	Ranking
1.	The financial incentive system	3.47	.92	High	5
2.	The honor incentive system	3.56	1.01	High	1
3.	The promotion incentive system	3.53	.95	High	3
4.	The consulting work system	3.56	1.05	High	2
5.	The spiritual incentive system	3.53	1.05	High	4
Total		3.53	.91	High	

From Table 2, the mean and standard deviation of the school incentive system was at a high level (\bar{X} = 3.53 S.D.=.91). When concerned each factor founded that the highest mean was the honor incentive system (\bar{X} =3.56 S.D.=1.01), followed by the consulting work system, the promotion incentive system, the spiritual incentive system, and the financial incentive system, respectively.

Table 3 The mean and standard deviation of the items on the career achievement.

(n=32)

Item	Career Achievement	\bar{X}	S.D.	level	Ranking
1.	The job development prospects	3.72	.96	High	2
2.	The excellent school culture	3.75	1.05	High	1
3.	The school promotion mechanism	3.53	1.05	High	3
4.	The generous remuneration	3.22	1.21	High	5
5.	The academic position	3.50	.95	High	4
Total		3.54	.96	High	

From Table 3, the mean and standard deviation of the career achievement was at a high level (\bar{X} = 3.54 S.D.=.96). When concerned each factor founded that the highest mean was the excellent school culture (\bar{X} =3.75 S.D.=1.05), followed by job

development prospects, the school promotion mechanism, the academic position and the generous remuneration.

Table 4 The mean and standard deviation of the items on rewards.

(n=32)

Item	The Rewards	\bar{X}	S.D.	level	Ranking
1.	The financial reward	3.28	1.14	High	4
2.	The training opportunities rewards	3.37	.98	High	3
3.	The certificate of honor rewards	3.59	.95	High	2
4.	The public praise rewards	3.69	.93	High	1
5.	The travel rewards	3.16	1.22	High	5
Total		3.42	.93	High	

From Table 4, the mean and standard deviation of the rewards were at a high level (\bar{X} = 3.42 S.D.=.93). When concerned, each factor found that the highest mean was the public praise rewards (\bar{X} =3.69 S.D.=.93) followed by the certificate of honor rewards, the training opportunities rewards, the financial reward and the travel rewards.

Table 5 The comparison of the incentive factors by gender.

(n=32)

Factor	Incentive Factors	Gender				t	Sig.
		Male		Female			
		\bar{X}	S.D.	\bar{X}	S.D.		
1.	The school incentive system	3.66	.91	3.40	.92	.82	.42
2.	Career achievements	3.68	.99	3.41	.95	.77	.45
3.	Rewards	3.62	.92	3.38	.90	.57	.58
Total		3.62	.92	3.38	.90	.74	.47

From Table 5, the opinions of respondents on the incentive factors classified by gender, showed there was no difference. Males mean is higher than females' mean.

Table 6 The comparison of the incentive factors by ages.

(n=32)

Factor	Incentive Factors	age					
		under 30		30-39		40-49	
		years old		years old		years old	
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1.	The school incentive system	3.70	1.05	3.47	.80	3.58	1.10
2.	Career achievements	3.75	1.11	3.39	.91	3.74	1.05
3.	Rewards	3.70	1.05	3.33	.89	3.46	1.02
Total		3.72	1.07	3.40	.83	3.59	1.04

From Table 6, there was found that in the overall mean of the incentive factors where the age with the highest mean was under 30 years old (\bar{X} = 3.72, S.D. = 1.07), followed by 40-49 years old, and 30-39 years old.

Table 7 The analysis of variance regarding the incentive factors by age.

(n=32)

Factor	Incentive Factors	Variance sources	SS	df	MS	F Ratio	P-Value
1.	The school incentive system	Between Groups	.21	2	.11	.12	.89
		Within Groups	25.20	29	.87		
		Total	25.41	31			
2.	Career achievements	Between Groups	.99	2	.49	.52	.60
		Within Groups	27.75	29	.96		
		Total	28.74	31			

Table 7 (Cont.)

Factor	Incentive Factors	Variance sources	SS	df	MS	F Ratio	P-Value
3.	Rewards	Between Groups	.47	2	.23	.29	.77
		Within Groups	26.12	29	.90		
		Total	26.59	31			
	Total	Between Groups	.47	2	.23	.27	.76
		Within Groups	24.84	29	.86		
		Total	25.31	31			

From Table 7, there was found no statistically significant difference among the respondents' ages regarding the incentive factors.

Table 8 The comparison of the incentive factors by work experience.

(n=32)

Factor	Incentive Factors	Work experience					
		1-5 years		6-10 years		More than 10 years	
		\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1.	The school incentive system	3.38	.69	4.05	.79	3.46	1.00
2.	Career achievements	3.35	.77	4.00	.81	3.51	1.07
3.	Rewards	3.45	.79	4.00	.71	3.25	1.00
Total		3.39	.71	4.01	.77	3.41	1.00

From Table 8, there was found that in the overall mean of the incentive factors among the respondents' work experiences where the work experience with the highest mean was 6-10 years (\bar{X} = 4.01, S.D. = .77), followed by more than 10 years and 1-5 years.

Table 9 The analysis of variance regarding the incentive factors by work experience.

(n=32)

Factor	Incentive Factors	Variance sources	SS	df.	MS	F Ratio	P-Val
1.	The school incentive system	Between Groups	1.58	2	.79	.96	.40
		Within Groups	23.83	29	.82		
		Total	25.41	31			
2.	Career achievements	Between Groups	1.37	2	.69	.72	.49
		Within Groups	27.37	29	.94		
		Total	28.74	31			
3.	Rewards	Between Groups	2.22	2	1.11	1.32	.28
		Within Groups	24.37	29	.84		
		Total	26.59	31			
Total		Between Groups	1.58	2	.79	.96	.39
		Within Groups	23.73	29	.82		
		Total	25.31	31			

From Table 9, there was found no difference among the respondents' work experience regarding the incentive factors.

Table 10 The comparison of the incentive factors by educational level.

(n=32)

Factor	Incentive Factors	Educational level				t	Sig.
		Bachelor		Master			
		degree		Degree			
		\bar{X}	S.D.	\bar{X}	S.D.		
1.	The school incentive system	3.64	.90	3.35	.93	.87	.39
2.	Career achievements	3.62	.96	3.42	.99	.57	.57
3.	Rewards	3.50	.92	3.28	.96	.63	.53
Total		3.59	.91	3.35	.91	.71	.48

From Table 10, the opinions of respondents on the incentive factors classified by educational level showed there was no difference. Bachelor's degree's mean is higher than Master's Degree's mean.

Discussion

In studying incentive factor of faculty members in Oriental College of International Trade and Foreign Languages of school management in Haikou University of Economics, the result of the study is discussed as follows:

1. The school incentive system was at a high level. Each aspect was high level; the highest aspect was the honour incentive system, followed by the consulting work, the spiritual incentive system, the promotion incentive system and the financial incentive system because it might be that the school incentive system in HUE was suitable for faculty members and related to Zhu (2020) found that the incentive system was the sum of the structure, mode, relationship and evolution law of the incentive subject system that used various incentive means and made them standardized and relatively fixed and interacts and restricts with the incentive object in the organizational system. Including spiritual motivation, salary motivation, honour motivation, and work motivation.

2. The career achievement was at a high level. Each aspect was high level, the highest aspect was the excellent school culture, followed by job development prospects, the school promotion mechanism, the academic position and the generous remuneration. Because it might be that the career achievement in HUE made faculty member felt comfortable and had belonging and related to He (2015) found that achievement came from improving oneself. When you are able to continuously improve yourself, learn new knowledge and skills, solve difficult problems or overcome difficulties in your work, you will feel a sense of pride and satisfaction. This feeling comes from the confidence and satisfaction you gain in your own improvement and progress. Achievement comes from achieving goals. In work, setting goals and achieving them can bring a great sense of achievement. When you start a new project or task, setting clear goals can not only help guide direction, but also give you confidence in

yourself. When you achieve a difficult goal, you will feel very proud and joyful, and at the same time, you will also receive recognition and praise from others.

3. The reward was at a high level .Each aspect was high level, the highest aspect was the public praise rewards ,followed by the certificate of honor rewards, the training opportunities rewards, the financial reward and the travel rewards .Because it might be that the reward in HUE could meet the need of faculty members and related to Hu (2018) found that rewards were a means of motivation, a measure to inspire people's sense of honor and enterprising spirit, a management method to mobilize the enthusiasm of administrative personnel and management counterparts, and maximize the exploration of potential abilities.

To compare incentive factors for Faculty Members in Oriental College of International Trade and Foreign Languages of School Management in HUE classified by gender, age, education level, and work experiences. The opinions of respondents on the incentive factors classified by gender, age, education level, and work experiences, showed that there was no difference.

Recommendation

From the research results, make the following suggestions for Haikou University of Economics:

1. HUE administrators should improve the financial incentive system for university teachers. The use of material means to provide material satisfaction to the stimulated, thereby further mobilizing their enthusiasm, initiative, and creativity. Material incentives include funds, prizes, etc. By meeting requirements, they stimulate their motivation to work hard and produce. Its starting point is to care for the vital interests of the masses and constantly meet the growing needs of people's Material culture life.

2. HUE administrators should improve the generous remuneration for university teachers. The salary of college teachers in China consists of post salary, salary scale salary and Performance-related pay. The position salary and salary level salary are determined based on the teacher's professional title and working years. Performance-related pay is divided into basic Performance-related pay and incentive Performance-

related pay. Basic Performance-related pay mainly reflects regional economic development, price level, unit category, job responsibilities and funding sources. Incentive Performance-related pay mainly reflects workload, actual contribution and other factors.

3. HUE administrators should improve travel rewards. The excellent results achieved by schools cannot be separated from the efforts of teachers. Therefore, travel reward is to reward all teachers in the school and school teachers who have outstanding achievements in their work and consider it as an opportunity for honor and communication. It can motivate teachers to work hard, while also increasing the work ability and unity building of the teaching team. It can also demonstrate the school's care for outstanding talents and promote more teacher talents to flow into the school.

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