The Problems and Countermeasures in the Incentive Mechanism for Young Teachers: The Case of Z Vocational and Technical College in Zhejiang Province, China

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Abstract

Background and Aims: China has expedited the reform of vocational education in recent years by fostering highly trained individuals, integrating industry and education, and creating a modern system that fits the demands of economic upgrading and transformation. Within China's vocational education system, higher vocational education is a significant form of higher education that prepares highly skilled individuals for social and economic advancement as well as national growth. Consequently, the goals of this research were (1) to study the degree of the problems in the incentive Mechanism for young teachers. (2) to study the degree of the countermeasures in the incentive mechanism for young teachers. (3) to study the recommendations for the problems in the incentive mechanism for young teachers. (4) to study the recommendations for the countermeasures in the incentive mechanism for young teachers. This research was the case of Z Vocational and Technical College in Zhejiang Province, China.

Methodology: The samples of this study are 180 young faculty members in Z Vocational and Technical College in Zhejiang Province, China, calculated by Taro Yamane's formula and selected through an accidental random sampling technique. The instruments used in this study were 66 items with five close-ended rating scale questionnaires and open-ended recommendations with 0.92 reliability. The statistics encompassed frequency, percentage, mean, and standard deviation.

Results: (1) The degree of the problems in the incentive mechanism for young teachers as a whole was rated as moderate. (2) The degree of the countermeasures in the incentive mechanism for young teachers as a whole was rated as high. (3) The five highest aspects of the problems in the incentive mechanism for young teachers were recognition, policy, supervision, salary, and security. (4) The five highest aspects of the countermeasures in the incentive mechanism for young teachers were the work condition, the relationship with supervisor and peer, the recognition, the policy, and the responsibility. (5) The three highest frequencies of the recommendation for the problems were as follows: The salary of young teachers should be appropriated with the field of education. The promotion channels should be clear and be informed to the teachers officially and the evaluating and appointment titles should be based on the merit system. (6) The three highest frequencies of the recommendation for the countermeasures were as follows: The salary, bonus, and special benefit of young teachers should be appropriated. The supervision of knowledge and skills of young teachers should be integrated and be assessed year on year and the administrative and academic policies to develop the young teachers should be accurate and clear.

Conclusion: As a whole, the assessment points to mild problems with the young teacher incentive system, with particular issues with pay, policy, and recognition. To improve overall satisfaction and performance among young educators, effective tactics concentrating on better work conditions, income distribution, and merit-based evaluations appear to be in place, as indicated by the high rating of countermeasures.

Keywords: Countermeasures; Incentive; Young Teachers

Introduction

Acknowledging the primary position of educators and establishing a favorable external environment is crucial for fully leveraging their capabilities and fostering thriving teaching and management work in colleges and universities. The Guidelines on Enhancing the Reform of College Teachers' Team Construction in the New Era, jointly issued by the Ministry of Education and six other departments, outline political, strategic, responsibility, and evaluation orientations to strengthen the reform of college teachers' team construction. These guidelines require sustainable development of teachers and drive continuous high-quality development in teachers' team construction. Exploring effective incentive mechanisms for the sustainable development of colleges and universities is strategically important, especially concerning young teachers who shape the future of these institutions. (Wei & Li, 2018:47-49). Seizing advantageous positions in international science, technology, and talent competition and enabling talents to demonstrate their abilities and vitality in national development are significant challenges in China's current context. Throughout history, countries aiming to lead in

international competition have prioritized the development of higher education. As China undergoes social and economic transformation and optimizes its industrial structure, the demand for highly skilled personnel has increased, while the scarcity of skilled workers remains a prominent constraint on industrial upgrading. Higher vocational education bears greater responsibility in meeting the demand for high-quality technical skill talents in sectors like modern agriculture, modern service industry, advanced manufacturing, and strategic emerging industries. Young teachers, as the driving force behind the sustainable development of higher vocational education, play a vital role in running socialist higher vocational colleges with distinct Chinese characteristics. Studying the incentive mechanisms for young teachers in colleges and universities is an urgent necessity to strengthen the construction of young teachers, promote education reform, and advance the strategy of national development through science, education, and talent (Yu & Gao, 2015: 64).

In recent years, China has accelerated the reform of vocational education by integrating industry and education, nurturing highly skilled talents, and establishing a contemporary vocational education system that meets the needs of economic transformation and upgrading. This effort has resulted in "double improvement" in the social recognition and internationalization of vocational education. Released in 2021, the "14th Five-Year Plan" (the "Plan") seeks to transform vocational education significantly by 2025. The plan raises its comprehensive strength to the national advanced level and transforms it into a skill-based and vocational education society by optimizing its orientation and hierarchical structure to match economic and social development with the requirements of the people. The Chinese government has implemented steps aimed at building a high-quality modern vocational education system, creating a high-level "dual-teacher" teacher team, and developing high-quality talents to support the high-quality development of modern vocational education. Ten significant initiatives to support the growth of vocational education are included in these measures.

Within China's vocational education system, higher vocational education is a significant form of higher education that prepares highly skilled individuals for social and economic advancement as well as national growth. With 30,88 million students enrolled in 11,300 vocational colleges and universities, China boasts the largest vocational education system in the world. By 2021, this system will have trained and produced about 10 million highly skilled and technically qualified individuals annually, or 52.90% of all enrolled students in general higher education nationwide. The "Guidance on the Management of Higher Vocational Education and Teaching After Expansion," published in December 2019 by the General Office of the Ministry of Education, emphasized the necessity for higher vocational institutions to adjust to new requirements for instruction and learning after the expansion of higher vocational education. These requirements include catering to diverse student sources and varied development needs and focusing on quality-based expansion and comprehensive improvement in talent cultivation. By 2025, the enrollment scale for undergraduate vocational education should account for at least 10% of that for higher vocational education, according to the Opinions on Promoting the High-Quality Development of Modern Vocational Education in 2021. Promulgated in April 2022, the Law of the People's Republic of China on Vocational Education establishes a legal framework and safeguard system for vocational education, defining the legal responsibilities of enterprises in implementing vocational education, reaffirming local responsibilities, and elucidating the legal obligations of vocational colleges and universities. Higher vocational education is currently experiencing a period of prime development, with national policies strongly promoting its advancement and the establishment of high-quality "dual-teacher" teachers. The Opinions of the CPC Central Committee and the State Council on Comprehensively Deepening the Reform of Teacher Training in the New Era, issued in 2018, explicitly state that the construction of teachers in vocational colleges and universities should focus on enhancing the quality of dual-teacher teachers and strive to form a group of high-level dual-teacher teachers. These teachers also serve as the backbone for the sustainable development of higher vocational colleges. Thus, motivating young teachers to improve themselves and actively contribute to the college's progress is crucial in the development of higher vocational colleges. (Zhang, 2008: 131-135).

In the information age, where knowledge rapidly evolves, teachers need to learn continuously, embracing lifelong learning as an essential trait. Teachers should fully utilize their role as educators and become models of avid learning in society. This necessitates teachers to proactively enhance their overall abilities, and schools should provide them with training opportunities. The Ministry of Education and six other ministries jointly released the Opinions on Strengthening Young Teachers' Teams in Higher Education Institutions, proposing measures to fortify young teachers' teams across eight dimensions. The document addresses the specific challenges faced by young teachers in colleges and universities and emphasizes the equal significance of teaching and nurturing students, with teaching

taking precedence. It advocates for colleges and universities to champion the spirit of initiative, accumulate and refine experience in building young teachers' teams, and fulfill their role in demonstration, guidance, evaluation, and supervision.

Higher vocational colleges and universities, also known as higher vocational institutions, belong to the advanced stage of vocational and technical education. As a form of higher education, higher vocational education has the mission of nurturing highly skilled talents for frontline production, construction, service, and management, playing an essential role in accelerating the process of socialist modernization in China.

Z Vocational and Technical College has 506 full-time and part-time faculty members, including 326 youthful faculty members under 40, 124 professors, associate professors, and senior engineers, and 179 doctoral and master's degree students. To ensure extensive survey coverage and representative findings, the author distributed the questionnaires proportionally across departments and secondary colleges on various campuses. Due to the varying teaching locations and schedules, the questionnaire was created using the Questionnaire Star app, and a QR code was generated for distribution.

This study will yield valuable insights into the opportunities and challenges encountered by young university teachers. By examining the existing incentive mechanisms, it will identify gaps and deficiencies in the current system and propose strategies for addressing these issues. This will not only benefit young faculty members but also enhance the education system as a whole. By creating a more supportive and nurturing work environment, universities can attract and retain talented young teachers, leading to improved educational outcomes and overall educational quality.

Additionally, the research will help shape future incentives that are more focused and successful. The study will lay the groundwork for developing targeted and effective motivating tactics by identifying the variables affecting young instructors' motivation and retention. This will help colleges create a welcoming and fulfilling work environment for new faculty members and better satisfy their needs and expectations. In the end, this will create a vibrant and creative faculty that will benefit new instructors and guarantee the long-term viability of the educational system.

Through an examination of incentives for young university teachers, the study will shed light on broader issues related to youth employment and career development. The findings will inform policies and strategies aimed at promoting the professional growth and job satisfaction of young individuals, contributing to social stability and economic progress. By highlighting the challenges and opportunities faced by young university teachers, the study will also raise public awareness about the significance of investing in education and talent development. In this way, the study will have a positive societal impact, enhancing the overall well-being of the nation. (Zhu Yan. 2019:89-91).

Research Objectives

1. To study the degree of the problems in the incentive Mechanism for Young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China.

2. To study the degree of countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China.

3. To study the recommendations for the problems in the incentive mechanism for young teachers: the case of Z Vocational Technical College in Zhejiang Province, China

4. To study the recommendations for the countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China

Research Hypothesis

1. The degree of the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China is moderate.

2. The degree of the countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China is at moderate

Literature review

Incentive Mechanism for Young Teachers

Young teachers' motivation and retention in modern educational environments are essential to the long-term viability and quality of educational establishments. To solve the problems related to teacher turnover and retain a qualified workforce, an efficient incentive system that is adapted to the particular requirements and goals of young educators is crucial. Recent research indicates that low pay,

few possibilities for professional growth, and little chance for career promotion are among the main reasons given by young instructors for quitting the teaching profession (Smylie & Conchas, 2020). Thus, putting in place focused incentive programs can be essential to drawing in and keeping young educators, which will ultimately improve student performance as a whole.

Offering competitive pay and benefits is a crucial component of a system that serves as an incentive for aspiring instructors. According to research, offering competitive pay packages helps draw exceptional people to become teachers and motivates them to continue in the industry (Ingersoll & May 2020). Young teachers can be further inspired to excel in their professions and make great contributions to school results by providing bonuses or incentives based on their performance, which are linked to student progress. Educational institutions can foster a supportive climate that honors and acknowledges the work of young educators by tying financial rewards to professional achievement.

Professional development programs are also essential for young teachers' career advancement and retention. According to Harris and Sass (2019), beginner educators can improve their teaching abilities, broaden their understanding of pedagogy, and stay up to date with the latest educational methods by allocating resources towards continuous training programs, mentorship efforts, and collaborative learning communities. Moreover, new teachers can be encouraged to stick with their jobs and seek long-term objectives in the teaching profession by offering opportunities for professional development and leadership positions within the school or district.

For young teachers' well-being and job satisfaction, a supportive work environment is crucial, in addition to financial and professional rewards. According to research, elements like collaborative and autonomous learning environments, supportive leadership, and a supportive school climate have a big impact on teacher retention rates (Ladd et al., 2017). Establishing a climate of respect, trust, and gratitude where new instructors feel appreciated, respected, and supported in their career aspirations has to be a top priority for educational establishments. Schools can improve teacher dedication and morale by fostering a favorable work environment, which will eventually lower the rate of turnover among new teachers.

In conclusion, creating a young teacher incentive program that meets their demands on a financial, professional, and psychosocial level calls for a multimodal strategy. Educational institutions may draw in and keep young teachers by providing competitive pay, performance-based rewards, chances for professional growth, and a positive work atmosphere. This will guarantee a knowledgeable and committed workforce in the future. Putting such incentive systems in place helps students succeed and improves educational outcomes overall, in addition to benefiting individual teachers.

Conceptual Framework

In the research entitled "The Problems and Countermeasures in the Incentive Mechanism for Young Teachers: The Case of Z Vocational and Technical College in Zhejiang Province, China", we design the conceptual framework namely;
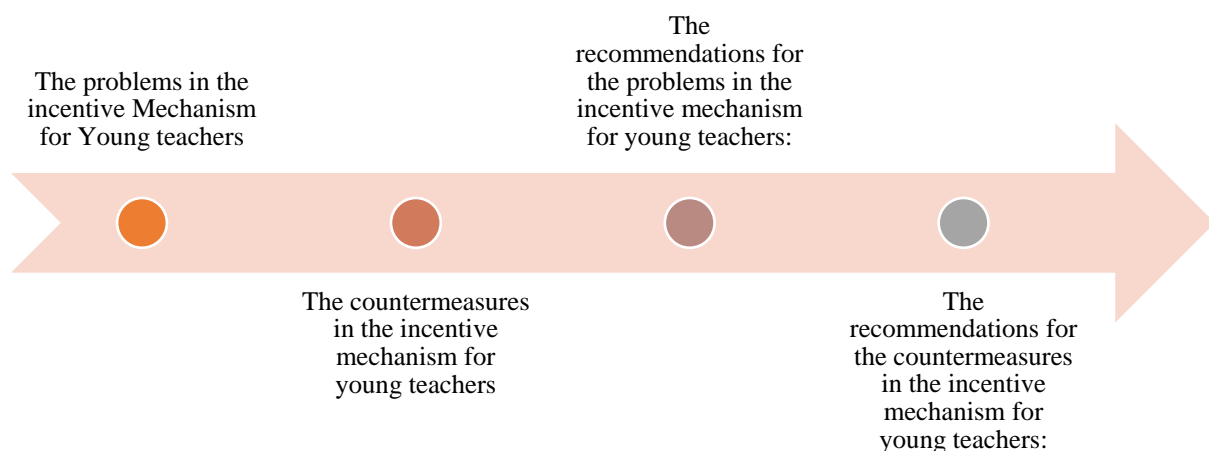

Figure 1 Conceptual Framework

Methodology

1. Population: The population of this study is 326 young teachers In Z Vocational and Technical College in Zhejiang Province, China.

2. Samples: The samples of this study are 180 young teachers in Z Vocational and Technical College in Zhejiang Province, China, calculated by Taro Yamane's formula (Yamane. 1973: 727) as follows;

$$\frac{N}{1 + Ne^2}$$

N represents the population
n represents the Samples' size
e represents error permitted = .05

formula represents .... n = 326/(1+326×(.05)^2)
= 179.614

To make the number completed, the number is adjusted to 180 young teachers

3. Sampling process: Accidental sampling is utilized in this study.

Research tools

Type of data collection tool: The tool utilized in the study was a closed and open-ended questionnaire that consisted of 5 parts:

Part 1: The checking answers: The basic personal data consisted of gender, age, educational level, and working years.

Part 2: The items questionnaire about the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China. which are in the form of a five-point Likert scale to measure *the level of agreement* of the respondents on each of the described issues: from 5 (The highest) 4(high) 3(moderate) 2(low) and 1(The lowest).

Part 3: The items questionnaire about countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China. which are in the form of a five-point Likert scale to measure *the level of agreement* of the respondents on each of the described issues: from 5(The highest) 4(high) 3(moderate) 2(low) and 1(The lowest).

Part 4: The recommendation for the problems in the incentive mechanism for young teachers: the case of Z Vocational Technical College in Zhejiang Province, China.

Part 5: The recommendation to improve the countermeasures in the incentive mechanism for young teachers: the case of Z Vocational Technical College in Zhejiang Province, China.

Research Process

The creation step of the tool. The following steps are applied in creating the tool; (1) Draft the questionnaire by studying the concepts and theories related. (2) Submit the draft of the questionnaire to the advisors for suggestions. And (3) Modify the questionnaire as the advisors' suggestions.

The verification of the tool. (1) The questionnaires were brought to try out with similar samples. (2) The reliability of the questionnaire was investigated by determining Cronbach's coefficient of Alpha, a value ranging above 0.70 can be accepted. (3) The result of the tried-out questionnaire was 0.92.

Data Analysis

1. The computer program for determining statistics was used in analyzing the data, including means, frequency, and percentage**,** and presented in the form of a five-point Likert's scale to measure *the level of agreement* of the respondents on each of the described issues as follows; (Jiang, 2011: 66-68).

The highest agreement gives 5 points
The high agreement gives 4 points
Moderate agreement gives 3 points
The low agreement gives 2 points
The lowest agreement gives 1 point

2. Set the average arithmetic means and present the meaning of each average as follows:
Criterion of mean

An average of 4.21-5.00 represents the highest agreement
An average of 3.41-4.20 represents a high agreement
Average of 2.61-3.40 represents a moderate agreement
Average of 1.81-2.60 represents a low agreement
Average 1.00-1.80 represents the lowest agreement

Statistics used in data analysis

1. The statistics applied in the personal data of the samples were frequency and percentage.
2. The statistics applied in the problems in the incentive mechanism were mean and standard deviation.
3. The statistics applied in the countermeasure in the incentive mechanism were mean and standard deviation.
4. The statistic applied in the recommendations was frequency.

Result

Research model

This independent study "The Problems and Countermeasures in the Incentive Mechanism for Young Teachers, the Case of Z Vocational and Technical College in Zhejiang Province, China" is quantitative. The questionnaire survey is used to collect data and the following process

Part 1 personal data of the samples

Table 1 Frequency and percentage of basic personal data of the samples

	Personal data of the samples	Frequency	Percentage
1	**Gender**		
	1.1 Male	115	63.89
	1.2 Female	65	36.11
	Total	**180**	**100.00**
2	**Age**		
	2.1 Under 25years old	26	14.44
	2.2 Twenty-five to thirty-five (25-35) years old	68	37.78
	2.3 Thirty-six to forty (36-40) years old	86	47.78
	Total	**180**	**100.00**
3	**Education level**		
	3.1 Below Bachelor's degree	19	10.56
	3.2 Bachelor's degree	88	48.89
	3.3 Master's degree and above	73	40.55
	Total	**180**	**100.00**
4.	**Years of work**		
	4.1 Within 1 year	22	12.22
	4.2 1-3 years	54	30.00
	4-3 4-6 years	39	21.67
	4.4 More than 6 years	65	36.11
	Total	**180**	**100.00**

From Table 1 180 samples can be described as follows:

1. Described by gender, mostly were male, at the number of 115 with 63.89%, the others were female, at the number of 65 with 36.11%.

2. Described by age, most were 36-40 years old at number 86 with 47.78%, another was 25-35 years old, at number 68 at 37.78% and the least were under 25years old years old, at number 26 at 14.44%

3. Described by educational level, most were bachelor's degrees at number 88 at 48.89%, others were master's degrees and above, at number 73 with 40.55% and the least were below bachelor's degree, at number 19 with 10.56%.

4. Described by working years, mostly were more than six years, at the number of 65 with 36.11%, another was 1-3 years at the number of 54 with 30.00%. and 4-6 years at the number of 39 with 21.67% and the least was within one year at the number of 22 with 12.22%. Described by educational level, most were bachelor's degrees at the number of 88 with 48.89%,

Part 2. The degree of the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China as a whole and each aspect.

Table 2 Mean ($\overline{X}$) Standard deviation (S.D.) the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China as a whole and each aspect.

No.	The problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China.	$\overline{X}$	S.D.	Description
1	Working achievement aspect	3.07	0.87	Moderate
2	The recognition aspect	3.53	0.95	High
3	The work content aspect	3.03	0.88	Moderate
4	The responsibility aspect	2.87	0.94	Moderate
5	The advancement aspect	2.85	0.91	Moderate
6	The policy aspect	3.52	0.89	High
7	The supervision aspect	3.32	0.90	Moderate
8	The relationship with supervisor and peer aspect	2.51	0.87	Low
9	The work condition aspect	2.48	0.89	Low
10	The work security aspect	3.19	0.94	Moderate
11	The salary aspect	3.21	0.94	Moderate
		3.05	0.86	Moderate

From Table 2 The analysis result of the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China as a whole was rated at moderate with a value average ($\overline{X}$ = 3.05). As classified by aspect, two aspects were rated at a high degree, seven aspects were rated at a moderate degree and the other two aspects were rated at a low degree, placed in descending order of each mean was the recognition aspect ($\overline{X}$ = 3.53). The policy aspect ($\overline{X}$ = 3.52). The supervision aspect ($\overline{X}$ = 3.32). The salary aspect ($\overline{X}$ = 3.21). The security aspect ($\overline{X}$ = 3.19). The working achievement aspect ($\overline{X}$ = 3.07). The work content aspect ($\overline{X}$ = 3.03). The responsibility aspect ($\overline{X}$ = 2.87). The advancement aspect ($\overline{X}$ = 2.85). The relationship with supervisor and peer aspect ($\overline{X}$ = 2.51) and the work condition aspect ($\overline{X}$ = 2.48).

2. The analysis results of the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China by aspects and items as tables 3-13.

Part 3. The degree of the countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China as a whole and each aspect.

Table 3 Mean ($\bar{X}$) Standard deviation (S.D.) the countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China as a whole and each aspect.

No.	The countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China.	$\bar{X}$	S.D.	Description
1	Working achievement aspect	3.61	0.87	High
2	The recognition aspect	3.85	0.83	High
3	The work content aspect	3.70	0.90	High
4	The responsibility aspect	3.81	0.90	High
5	The advancement aspect	3.37	0.96	Moderate
6	The policy aspect	3.82	0.85	High
7	The supervision aspect	3.56	0.77	High
8	The relationship with supervisor and peer aspect	3.89	0.86	High
9	The work condition aspect	3.94	0.93	High
10	The work security aspect	3.38	0.78	Moderate
11	The salary aspect	3.75	0.78	High
		3.63	0.76	High

From Table 3 The analysis result of the countermeasures in the incentive mechanism or young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China as a whole was rated at high with a value average ($\bar{X}$ = 3.63). As classified by aspect, nine aspects were rated at a high degree and two aspects were rated at a moderate degree, placed in descending order of each mean were the work condition aspect ($\bar{X}$ = 3.94). The relationship with supervisor and peer aspect ($\bar{X}$ = 3.89). The recognition aspect ($\bar{X}$ =3.85). The policy aspect ($\bar{X}$ =3.82). The responsibility aspect ($\bar{X}$ =3.81). The salary aspect ($\bar{X}$ =3.75). The work content aspect ($\bar{X}$ =3.70). Working achievement aspect ($\bar{X}$ = 3.61). The supervision aspect ($\bar{X}$ =3.56). The security aspect ($\bar{X}$ =3.38). and the advancement aspect ($\bar{X}$ =3.37).

Part 4 The recommendations for the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China.

Table *4* The recommendations for the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China.

Recommendations	Frequency
1. The working achievement	
The evaluation and appointment titles should be based on the merit system	19
2. The recognition	
The young teachers should be introduced to the society and work closely with the communities around the college.	8
3. The Work content	
The teachers' works and their positions should be studied and investigated in the form of research	15
4. The responsibility	
The responsibility of the young teachers should be matched to the positions.	17
5. The Advancement	
The promotion channels should be clear and be informed to the teachers officially.	20
6. The Policy	
The policy of personnel development should support the positions for young teachers.	14
7. The supervision	

Recommendations	Frequency
The supervision of young teachers should focus on skills of teaching	12
8. The relationship with the supervisor and peer	
The college should focus more on teamwork**.**	9
9. The work condition	
The working environment for young teachers should be developed.	10
10The work security	
The young teachers should have a contract every 3-5 years.	13
11. The salary	
The salary of young teachers should be appropriated with the field of education.	22

From Table 4 The three highest frequencies of the recommendation for the problems were as follows: The salary of young teachers should be appropriated with the field of education. The promotion channels should be clear and be informed to the teachers officially and the evaluation and appointing titles should be based on the merit system.

Conclusion

The independent study "The Problems and Countermeasures in the Incentive Mechanism for Young Teachers, the Case of Z Vocational and Technical College in Zhejiang Province, China" can be concluded as follows:

1. The results of the personal data of the samples were found as follows: Described by gender, mostly were male, at the number 115 with 63.89%. Described by age, mostly were 36-40 years old at the number 86 with 47.78%, and described by working years, mostly were more than six years, at the number 65 with 36.11%,

2. The analysis result of the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China as a whole was rated at moderate with a value average. As classified by aspect, two aspects were rated at a high degree, seven aspects were rated at a moderate degree and two aspects were rated at a low degree, placed in descending order of each mean were the recognition aspect, the policy aspect, the supervision aspect, the salary aspect, the security aspect, the working achievement aspect, the work content aspect, the responsibility aspect, the advancement aspect, the relationship with supervisor and peer aspect and the work condition aspect.

3. The three highest recommendations of the samples to improve the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China were as follows: The three highest frequencies of the recommendation for the problems were as follows: The salary of young teachers should be appropriated with the field of education. The promotion channels should be clear and be informed to the teachers officially and the evaluation and appointing titles should be based on the merit system.

Discussion

In this independent study "The Problems and Countermeasures in the Incentive Mechanism for Young Teachers, the Case of Z Vocational and Technical College in Zhejiang Province, China" the discussion was presented as follows:

1. Hypothesis 1. The degree of the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China is moderate.

The result of the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China is moderate. The result was accepted as the hypothesis.

The reasons for the acceptance as a whole were rated at moderate because there were still the problem of evaluating and appointing titles, the problem of the recognition and respect received from the students, the problem of the matching of job positions and personal interests, the problem of the fairness and reasonable of responsibility, the problem of smooth job promotion or promotion channels,

the problem of the policy in young teacher development, the problem of the current young teacher management system, the problem of development with teaching profession, the problem of appraisal mechanism and the problem of the school's salary system.

The results complied with the concept of Qin (2004:67) who advocated the use of education and motivation to instill a sense of integrity in people, convincing them to act accordingly.

The results complied with Zhang et al, 2018: 127) who explained that the development and implementation of effective incentive mechanisms for young teachers will play a pivotal role in improving the quality of higher vocational education in China. and the theories will contribute to a more in-depth understanding of the motivational and demotivational factors of this particular group of young teachers, leading to the development of more effective strategies for motivating and retaining young teachers. And also believe that young teachers are especially important and are the vital force of the teaching force.

The results complied with the concept of Yi, 2015: 101), which proposed that the improvement of the incentive mechanism for young teachers in higher vocational colleges and universities can effectively promote connotation, and construction and ensure the sustainable development of higher vocational education.

The results complied with the concept of Xu (2015:127-130) who proposed that optimizing young faculty incentives is key to promoting organizational excellence and achieving sustainable development in the field of public administration education.

The results complied with the concept of Jiang (2002: 97). He found that the motivation of young teachers in higher education institutions is influenced by four key factors: one of them was intrinsic motivation which stems from the individual's values, life outlook, and the desire to pursue self-defined goals. It sustains the motivation of young teachers over time. When young teachers perceive higher vocational education as valuable work and experience a sense of achievement, contribution, and satisfaction in the process of nurturing students, they develop enduring perseverance and determination.

The results were agreeable with the study of Guo, H. (2018:100). He explained that the motivation mechanisms: performing a systematic and in-depth analysis using research data and motivation theories to explore the problems and underlying causes of the motivation mechanism for young teachers at H Vocational College.

The results were agreeable with the study of Zhou (2008) from Nanjing University which found that motivation has gained increased attention due to factors such as intensified competition and the diverse characteristics and needs of individuals.

2. Hypothesis 2. The degree of countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China is moderate.

The result of the countermeasures in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China is high. The result was not accepted as the hypothesis

The reasons for not being accepted as a hypothesis because the following results were found at high: the assessment of work results, the countermeasure of the recognition and respect received from the students, the countermeasure of the quality and quantity of work, and the positions, the countermeasure of the responsibility and the positions, the countermeasure of opportunity to pursue higher education, the countermeasure of the integration of administrative and academic policies, the countermeasure of the supervision of knowledge and skills of young teachers, the countermeasure of teamwork and cohesion in the school, the countermeasure of development with teaching profession, the countermeasure of the university's merit evaluation system and the countermeasure of the school's salary system.

The results complied with the concept of American psychologist Frederich Frederick Herzberg (1959) proposed that the depth of motivation achieved and the consequence received by satisfying various human needs are not the same. If the basic needs of human life are not ensured, it will lead to dissatisfaction. However, the motivating effect of such basic needs is fleeting and restricted.

The results complied with the concept of Professor McClelland (1967), a professor at Harvard University, who believes that the method of themed comprehensive assessment is more suitable for

measuring implicit and subconscious motivation. By measuring individual motivation in this way, its objectivity can be enhanced, making it suitable for group administration.

The results complied with the concept of American psychologist and behavioral scientist Vroom (1964), procedure-based motivation theory, found that control over individual behavior can be achieved by changing the correlation between a certain reward, a certain performance, and the value of the reward itself.

The result was agreeable with American psychologist Adams (1965) explored incentives from the study of human motivation and perceptual relationships, focusing on the rationalization and fairness of employee compensation sharing also the study was agreeable with Umansky & Vegas, 2007:211-215) proposed that that salary is an irreplaceable and important factor in the incentive mechanism of universities for teachers. Salary not only determines the sustenance worth of university teachers but also reflects the work worth of university teachers. The level of salary also directly affects the work motivation of university teachers.

The result of the study showed in the same ways that Psychologist Maslow's Hierarchy of Needs theory is a fundamental theory in employee motivation and has laid the groundwork for numerous subsequent studies in this field. According to Maslow, human needs can be categorized into three stages and five levels, progressing from lower-level to higher-level needs. These five needs are interrelated and must be fulfilled sequentially. For instance, physiological needs must be satisfied before security needs can be addressed. Emotional needs are built upon the fulfillment of security needs, and personal emotional needs are met before the pursuit of social esteem. Self-actualization needs represent the pinnacle of the pyramid (Wang & Cheng. 2009:156-158)

By investigation from the research, it was found the relation with the results of the study as follows: (The Ministry of Education and Nine Other Departments. (2020-2023:153-157)
Hu Chi (2003) suggests that incorporating a competitive spirit into the incentive system makes it more scientific and rational. Creating a positive competitive environment in universities exposes teachers to external pressure, which can then become their primary motivation, fostering a positive competitive mechanism. The research results are consistent with Liu & Qing (2002) argue that incentives must be supported by strong core values, with organizational culture serving as the company's essence. Cheng et al (2020) argue that the pay gap is a critical factor in the incentive process and should consider fairness and competitiveness. Ma & Jiang (2018)explore a compensation incentive mechanism based on the competency model, tailoring salaries to employees' competencies for different positions.

Recommendation

1. In studying the degree of the problems in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China, the recognition aspect was found higher than any other aspects (3.53)

Therefore, the next study should be as follows: The improvement process of the recognition in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China, or

2. In studying the degree of the countermeasure in the incentive mechanism for young teachers: the case of Z Vocational and Technical College in Zhejiang Province, China, the work condition aspect was found higher than any other aspects (3.94)

Therefore, the next study should be as follows: The Motivative Factors Which Affect the Improvement of Recognition in the Incentive Mechanism for Young Teachers: The Case of Z Vocational and Technical College in Zhejiang Province, China

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