

A STUDY ON THE INCENTIVE MECHANISM OF TEACHERS' PROFESSIONAL DEVELOPMENT IN PRIVATE COLLEGES AND UNIVERSITIES IN CHINA — AN ANALYSIS BASED ON THE SURVEY OF 5 PRIVATE COLLEGES AND UNIVERSITIES IN GUANGDONG PROVINCE

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Abstract

The key to the sustainable development of China's private colleges and universities in the market-oriented competition was the improvement of the overall teaching level of instructors, which was closely linked to the professional development of instructors. Compared with public college instructors, instructors from private colleges and universities had institutional disadvantages, which also provide facilities and possibilities for institutional innovation in instructors' incentive mechanism of private colleges and universities. A survey of five private universities in China shows that the professional development needs of instructors in private universities include four dimensions: material needs, spiritual needs, environmental needs, and symbolic needs, and these needs were uneven at different stages of instructors' professional development.

Keywords: Private colleges and universities, Incentive mechanism, Professional development

Introduction

Private higher education, as a supplement to China's higher education, has become a vital component after 30 years of development. For the vast majority of privately-run colleges and universities in China, tuition fees are the main or full source of school-running funds. Adequate resources of students are the basis for the survival of them. In order to gain an advantage in market competition, it is necessary for private colleges and universities to improve the standard of education and the quality of personnel training, and teachers are the prerequisites and fundamental guarantees for all this.

Although the teachers in private colleges and universities are also important parts of the higher education system, there is a big gap between teachers from public and private colleges and universities, in terms of salary, working conditions, social security, children's education, and professional development. This has affected the professional identity and self-efficacy of teachers in private universities to a certain extent, resulting in a series of problems in their professional development. Therefore, this article will analyze the incentive mechanism and put forward corresponding countermeasures, so as to provide solutions to the construction and improvement of the professional development incentive mechanism for teachers in private colleges and universities.

Research Objectives

The purposes of this paper are to make an

empirical study on the incentive mechanism of teachers' professional development in five private universities in China, and to determine the motivating factors and the differences among them, so as to maximize the incentive benefits of teachers in private colleges and universities.

Literature Review

The prosperity of staff incentive theories in management has brought about theorized and systematic studies on teacher incentive mechanism for career development. Literatures show that studies in this regard can be roughly divided into two categories: macro overview and micro exploration. Most of the early studies fall into the former category. At that time scholars were discussing and arguing over impacts of the incentive mechanism, so their studies were more sensitive and straight-forward, even vague and ambiguous. Most studies of this kind discuss the organization, implementation and management of teachers' career development through theory criticizing, literature analysis and other methods. Micro-studies, most in the form of case study, explore specific factors, development modes, innovation timeliness etc. relating to university faculty's career development in different stages from the perspectives of psychology, anthropology, pedagogy and other disciplines.

Since the 1990s, scholars in the United States and many other Western countries have shifted their focus to studies on pedagogic development of university faculty. Beginning with the report

titled *Scholarship Reconsidered: Priorities of the Professorate of Boyer*, the “Scholarship of Teaching and Learning Movement” intended to enhance the position of teaching and balance “teaching” and “researching” in universities swiftly kicked off and swept across the world (Boyer et al., 2015). Subsequently, a group of scholars including Glassick continued to push forward studies on academic standards and proposed six points that should be adhered to in academic evaluation. In 2004, Lee Shulman, the 8th President of The Carnegie Foundation for the Advancement of Teaching, published a book titled *Teaching as Community Property: Essays on Higher Education*, which profoundly expounds issues such as how to promote scholarship of teaching and learning in universities, how to improve teaching of higher education etc (Lee, 2004). Later studies articles involved The Relationship of Person-organization Fit, Psychological Empowerment and Employee Organizational Commitment. It was found that enterprise leaders should not only improve employees’ organizational commitment by improving individual-organization matching, but also be good at creating a kind of psychological instruction for employees. (Hua, 2017)

Theoretical Hypotheses

Incentive mechanism is established as a result of organization intervention. A set of inducements, made up of material, mental, environmental and symbolic factors, is put into the system. The original balance between “demand — motivation—behavior” is broken,

and new development potential is inspired and mobilized.

(1) The natural saturation state of the demand factor is destroyed, and the demand begins to expand and is fully activated. The internal structure, quantity and quality of the demand also change.

(2) As the demand changes, except for the paper contract, a kind of potential psychological contract shall emerge between teachers and the school. Teachers will approve and comply with the mental contract and their motivation, which contains increasingly powerful energy factors, will also change.

(3) As a result of enhanced motivation, the numbers and frequency of teachers’ invalid, ineffective behaviors shall greatly decrease and the rate of efficient behaviors shall greatly increase. Teachers’ abilities and levels of career development shall exceed those in conventional, natural situations. Therefore, the initiation of the incentive mechanism will exert a domino effect on the career development of teachers in private colleges and universities. Individual potential is fully aroused and released, and the career development accelerates. As is shown in Figure 1, teachers’ career development is the premise of organizational performance, while organizational performance acts as the bridge and link of personal development. Based on the above analyses, three theoretical hypotheses are proposed as follows:

1. The demands for career development of teachers in private colleges and universities include material demand, spiritual demand,

environmental demand and symbolic demand;

2. Teachers in private colleges and universities have different preferences for needs at different stages of career development;

3. For teachers in private colleges and

universities, their demands for material are the most urgent, but when the material demand incentive reaches a certain level it will be difficult to generate more incentive effects.

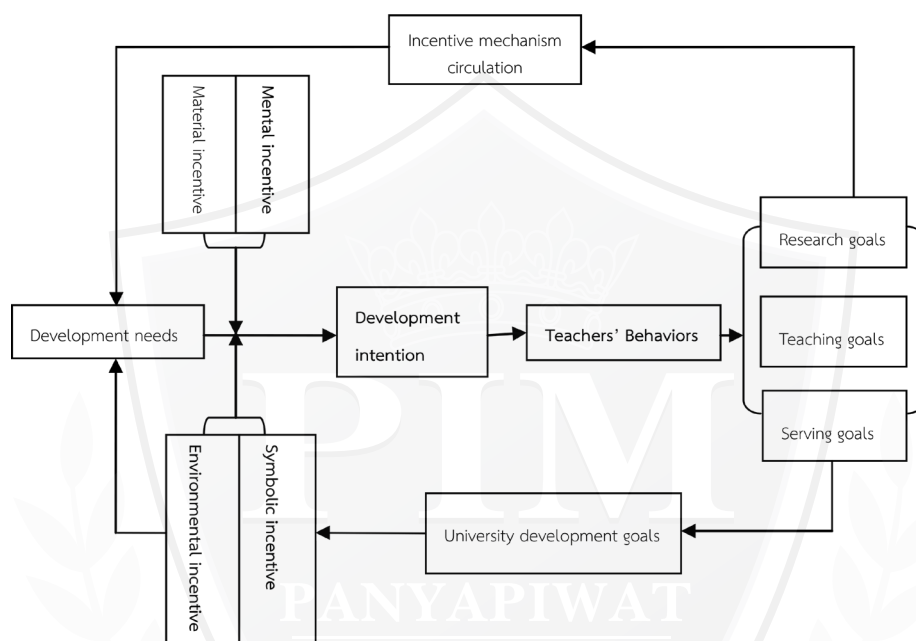


Figure 1 A Sketch of Incentive Mechanism Movement

Empirical study

1. Questionnaire design and sampling

This study was conducted in five private universities in Guangdong, namely, Guangzhou College of South China University of Technology (Huadu), Zhuhai College of Beijing Institute of Technology (Zhuhai), Zhongshan College of Electronic Science and Technology University (Zhongshan), Guangdong Baiyun College (Guangzhou), Guangzhou Business School (Sanshui). A random sampling method was used on nearly 4,000 teachers. A total of 400 questionnaires were sent out. 385 questionnaires

were reclaimed, 5 invalid questionnaires with non-standardized features or missing values were omitted, and 380 valid questionnaires were obtained. The effective recovery rate reaches 95%. Among the returned questionnaires, male respondents account for 42.6% and female 57.4%, 33.4% were below the age of 30, 49.5% were between the ages of 31 and 40, mainly young and middle-aged; and a distribution of around 20% is found in the groups of below 2 years of teaching age, 2-5 years, 5-10 years and 10-15 years respectively; master's degree accounted for 72.6%, intermediate professional

level accounted for 51.6%. All are in line with the current private college faculty level and characteristics.

2. Empirical Analysis

2.1 Teacher professional development needs and influencing factors

This study aims at the data on the training content required by university teachers and sorts them according to the selection ratio. It was found that college teachers had the most training requirements for academic frontier knowledge (80%), while the rest accounted for more than half, followed by teaching methods and education reform (60.53%), curriculum development and instructional design (54.47%), and industry enterprise knowledge (53.42%).

At present, teachers from private colleges and universities generally believe that academic exchanges (63.16%) and seminars on teaching (57.63%) are the most effective ways to improve scientific research ability. Both of them account for more than half of the total.

Among the factors that restrict college teachers' development, the respondents in

this research revealed the following main ones: limited training funds (69.47%), limited research funds (66.58%), high pressure from teaching (66.05%), complicated process of the reimbursement of training and research expense (53.42%).

2.2 Analysis of incentive mechanism evaluation rating scale

In this study, the mean of the indicators was used as the incentive mechanism for individual cases. The scores of the various dimensions of the incentive mechanism for private colleges the total evaluation scores are shown in Table 1. The average scores were between 3.5 and 4 points, that was, between uncertainty and agreement. The average score of the interpersonal relationship dimension is the highest, which is 3.96 points. The average score of the training opportunity dimension is the lowest, which was 3.51. The ranking of the average score of each dimension from high to low is as: Interpersonal relationship > Environmental incentives > Work content > Management methods > Substance incentives > Symbolic incentives > Training opportunities.

Table 1 Test Scores of Private College Incentive Mechanism Dimensions

Variables	N	Mean	S.D.	P-value
Work content	380	3.8405	0.59522	0.000
Training opportunities	380	3.5132	0.71513	0.000
Interpersonal relationship	380	3.9571	0.52598	0.000
Substance incentives	380	3.6563	0.47036	0.000
Work environment	380	3.8638	0.56126	0.000
Management methods	380	3.7137	0.47879	0.000
Symbolic incentives	380	3.6484	0.59314	0.000

2.3 Analysis of the incentive mechanism of each dimension

The incentive mechanism of each dimension shows obvious differences in the survey objects of different ages. From Table 2, the age groups of the work content, substance incentives, work environment, management methods, symbolic incentives, training plans, and interpersonal relationship dimensions can be clearly seen that the difference is significant, $P < \alpha = 0.05$. From the LSD test on ages of various dimensions of incentive mechanism, the result shows that the difference between I value and

J value is positive in terms of work content, substance incentives, work environment, management methods, symbolic incentives, training plans, and interpersonal relationship dimensions. The differences between the younger age groups and the older ones are all positive. The result found that, young teachers, especially those under the age of 30, score higher than other age groups. Therefore, teachers' age is closely related to the incentive mechanism. As for the findings, the incentive mechanism will have a relatively significant influence on the younger college teachers.

Table 2 LSD and Hypothesis Test Results of Various Dimensions of Incentive Mechanism in Age

Dependent Variable	I Value	J Value	Mean Difference (I-J)	Standard Error	Value P of LSD Test	Value P of Hypothesis Test
Job Content	30 and Below	31-40	.16222*	.06777	.017	.032
		31-40	-.72128*	.34335	.036	
		51-60	-.79565*	.36218	.029	
Material Incentive	30 and Below	31-40	.15157*	.05323	.005	.004
		41-50	.24245*	.08485	.005	
		51-60	.26603*	.10502	.012	
Work Environment	30 and Below	31-40	.19026*	.06370	.003	.011
		51-60	.30734*	.12567	.015	
Management Style	30 and Below	31-40	.18407*	.05405	.001	.002
		41-50	.27771*	.08615	.001	
Symbolic Incentive	30 and Below	31-40	-.15496*	.06752	.022	.029
		41-50	-.23211*	.10762	.032	
		Above 60	-.04808	.35220	.891	

Table 2 LSD and Hypothesis Test Results of Various Dimensions of Incentive Mechanism in Age (cont.)

Dependent Variable	I Value	J Value	Mean Difference (I-J)	Standard Error	Value P of LSD Test	Value P of Hypothesis Test
Training Plan	30 and Below	31-40	.22050*	.08086	.007	.003
		41-50	.27478*	.12888	.034	
		51-60	.55460*	.15953	.001	
Interpersonal relationship	30 and Below	31-40	.15436*	.05952	.010	.004
		41-50	.23879*	.09487	.012	
		51-60	.35091*	.11743	.003	

*Indicating that Level 0.05 is significant (the same below)

The incentive mechanisms of each dimension also show significant differences in the time of the teachers' current school work. It can be seen from Table 3 that there are differences in five dimensions of the working hours, work content, working environment, management mode, training plan, and interpersonal relationship, $P < \alpha = 0.05$. Meanwhile, from LSD test of each dimension incentive mechanism in school working hours, it can be further seen that in the work content, the working environment, the management style,

the training plan and the interpersonal relationship dimension, the difference between the I and J value is positive. In addition, on all dimensions, it shows a higher motivational score of the teachers who are under the current school for less than two years. Therefore, teachers' work time in the current school was closely related to the motivation of work content, working environment, management mode, training plan and interpersonal relationship. The shorter the entry time was, the higher the score is on the above five incentive dimensions.

Table 3 LSD and Hypothesis Testing Results of Various Dimensions of Incentive Mechanism in Age

Dependent Variable	I Value	J Value	Mean Difference (I-J)	Standard Error	Value P of LSD Testing	Value P of variance analyses
Job Content	Below 2 years	2-5 years	.11015	.06616	.097	.016
		5-10 years	.19596*	.06581	.003	
		10-15 years	.20517*	.07050	.004	
Working Environment	Below 2 years	2-5 years	.19669*	.07794	.012	.000
		5-10 years	.34954*	.07753	.000	
		10-15 years	.27509*	.08305	.001	
Management Style	Below 2 years	2-5 years	.22002*	.06633	.001	.000
		5-10 years	.28630*	.06598	.000	
		10-15 years	.26384*	.07068	.000	
Training Plan	Below 2 years	2-5 years	.30637*	.10052	.002	.013
		5-10 years	.30779*	.09999	.002	
Interpersonal relationship	Below 2 years	2-5 years	.16387*	.07407	.028	.023
		5-10 years	.24258*	.07368	.001	

*0.05 level of Significant

On 4 dimensions of interpersonal relationship, material incentive, working environment and management style, we can see from Table 4 that teachers with different educational levels show significant differences. Through the mean difference among the 4 dimensions of table 7, it can be found that the level of academic degree is closely related to the scores of teachers' various dimensions of motivation

mechanism. Compared with teachers with master, doctoral graduate and postdoctoral degrees, those with a bachelor degree have higher scores on 4 dimensions of incentive mechanism. Compared with teachers with other educational levels, those with a postdoctoral degree have lower scores on every dimension of incentive mechanism.

Table 4 The Mean Analysis and the Hypothesis Testing Results of Various Dimensions in Terms of Teachers' Degree

Highest Degree		Training Plan	Interpersonal Relationship	Material Incentives	Working Environment	Management Method
Bachelor	Mean Deviation	3.7128	4.0593	3.8686	4.0462	3.8637
	Number of Valid Samples	65	65	65	65	65
	Standard Deviation	.74740	.55953	.44537	.47576	.50202
Master	Mean Deviation	3.4819	3.9653	3.6204	3.8487	3.6977
	Number of Valid Samples	276	276	276	276	276
	Standard Deviation	.68819	.51693	.46730	.57247	.47453
Doctor	Mean Deviation	3.5000	3.7253	3.5651	3.7596	3.6456
	Number of Valid Samples	26	26	26	26	26
	Standard Deviation	.74981	.50293	.48745	.53142	.43212
Postdoctor	Mean Deviation	3.2963	3.7143	3.5470	3.5000	3.4048
	Number of Valid Samples	9	9	9	9	9
	Standard Deviation	.99225	.41033	.36980	.39528	.40564
Hypothetical Testing P Value			.074	.041	.002	.007

In terms of the five dimensions of training plan, interpersonal relationship, material incentives, working environment and the management method, it can be seen from the Table 5 below that there is a significant difference in teachers' performance with different years of teaching. And according to the mean differences of the five dimensions in table 9, we can see that there is a close relationship between teachers'

teaching years and their scores of incentive mechanism on each dimension. To be specific, those teachers with less than 2 years teaching experience perform better than those over 2 years in all the five dimensions of incentive mechanism. And the teachers who have been teaching for more than 15 years have lower scores all the five dimensions of incentive mechanism than other teachers.

Table 5 The Mean Analysis and the Hypothesis Testing Results of Each Dimension from the Perspective of Teachers' Teaching Years

Teaching Years		Job Duty	Training Plan	Interpersonal Relationship	Material Incentives	Working Environment	Management Method
<2 Years	Mean	3.9617	3.7163	4.0775	3.8069	4.0293	3.8974
	Number of Valid Samples	94	94	94	94	94	94
	Standard Deviation	.65058	.78205	.61317	.54682	.55583	.53036
2-5 Years	Mean	3.8620	3.4695	4.0040	3.6782	3.9155	3.7213
	Number of Valid Samples	71	71	71	71	71	71
	Standard Deviation	.50972	.70052	.42719	.41877	.48907	.45307
5-10 Years	Mean	3.7924	3.4457	3.8991	3.5970	3.7663	3.6685
	Number of Valid Samples	92	92	92	92	92	92
	Standard Deviation	.59007	.58110	.45646	.44568	.49420	.38321

Table 5 The Mean Analysis and the Hypothesis Testing Results of Each Dimension from the Perspective of Teachers' Teaching Years (cont.)

Teaching Years		Job Duty	Training Plan	Interpersonal Relationship	Material Incentives	Working Environment	Management Method
10-15 Years	Mean	3.8313	3.4900	3.9552	3.6024	3.8404	3.6110
	Number of Valid Samples	83	83	83	83	83	83
	Standard Deviation	.54368	.67342	.51937	.37604	.58640	.45713
>15 Years	Mean	3.6475	3.3167	3.7286	3.5115	3.6563	3.5857
	Number of Valid Samples	40	40	40	40	40	40
	Standard Deviation	.67330	.85718	.55734	.51955	.68099	.53015
Hypothetical Testing P Value			.018	.006	.003	.002	.000

2.4 The Evaluation Scale Analysis of the Individual Professional Development

In the present study, the mean of each index is adopted to represent the score of the individual professional development. Three dimensions and their average scores of individual professional development in terms of teachers in private universities are indicated in Table 6. It is shown that the average score of the relationship development was 4.235, and both the skewness and kurtosis are less than 0.1, which can be considered a normal distribution. While the average score of the work development is 3.885, the average score of the personal career development was 4.045. The skewness

and kurtosis are all greater than 0.1, which means the distributions of the scores don't conform to the normal distribution.

Compared with the mean of each dimension, it is found that the average score of relationship development > the average score of personal career development > the average score of work development. According to the result of one-way ANOVA, there is a significant difference among the three dimensions. Namely the score of relationship development is significantly higher than the score of job development, and the score of job development is significantly lower than that relationship development.

Table 6 The Scores on the Three Dimensions of Individual Professional Development

Relationship	Mean	Job	Mean	Career	Mean
Development	4.23541	Development	3.88462	Development	4.06001

The dimension of work development also shows significant differences in teachers' gender. It can be seen from Table 7 that there is a significant difference between mean scores of male teachers and female teachers in the performance on work development ($p < .05$).

Furthermore, according to the mean differences illustrated in table 12, male teachers are more active in their work development with the score of 3.9663 than female teachers with the score of 3.8239.

Table 7 Mean Analysis and Hypothesis Testing Results of Job Development from the Perspective of Gender

Gender		Job Development
Male	Mean Value	3.9663
	Number of Valid Samples	162
	Standard Deviation	.49726
Female	Mean Value	3.8239
	Number of Valid Samples	218
	Standard Deviation	.45627
Hypothetical Testing P Value		.004

The dimensions of job development also show significant differences in the gender of teachers. Table 8 below shows that teachers with different proportions of scientific research show significant differences each year. Further differences in the mean value of Table 8 can be used to judge that teachers whose proportion of scientific research was 70-90% each year are

more active in their job development with higher scores (4.1731); teachers with 10% of annual scientific research proportions are relatively low in their scores (3.7639), and the overall trend is that the higher the workload of the annual research of private college teachers is, the more active they are in terms of job development and the higher the score is.

Table 8 Mean Analysis and Hypothesis Testing Results of Job Development from the Perspective of the Proportion of Annual Scientific Research

The Proportion of Scientific Research in the Previous Academic Year		Job Development
Above 90%	Mean Value	4.0473
	Number of Valid Samples	13
	Standard Deviation	.58206
70%-90%	Mean Value	4.1731
	Number of Valid Samples	8
	Standard Deviation	.40859
50%-70%	Mean Value	4.0875
	Number of Valid Samples	29
	Standard Deviation	.51713
30%-50%	Mean Value	4.0885
	Number of Valid Samples	40
	Standard Deviation	.37302
10%-30%	Mean Value	3.9276
	Number of Valid Samples	101
	Standard Deviation	.44334
Below 10%	Mean Value	3.7639
	Number of Valid Samples	189
	Standard Deviation	.47412
Hypothetical testing P value		.000

In terms of job development, teachers with or without administrative positions show significant differences. Compared with non-administrative private college teachers, teachers from private colleges with administrative positions score higher on the dimensions of job develop-

ment. The average value of private college teachers with administrative positions in work development was 3.985. The average value of private college teachers without administrative positions in work development was 3.834.

Table 9 Mean Analysis and Hypothesis Testing Results of Job Development from the Perspective of Administrative Positions

Administrative Positions		Job Development
Without Administrative Positions	Mean Value	3.8340
	Number of Valid Samples	253
	Standard Deviation	.48688
With Administrative Positions	Mean Value	3.9855
	Number of Valid Samples	127
	Standard Deviation	.44714
Hypothetical Testing P Value		.004

2.5 Comparative analysis of scales

Table 10 shows the relationship between individual career development and incentive mechanism. From the table 10 the pearson correlation coefficient between each dimension is greater than 0.3. Therefore, there is a significant

statistical significance among variables. Therefore, there is a certain correlation between variables. There are positive and significant correlations between relationship development and job development and other dimensions of incentive mechanism.

Table 10 Correlation Coefficient between Personal Career Development and Incentive Mechanism

	Job Duty	Training Program	Interpersonal Relationship	Material Incentive	Working Environment	Management Method	Symbolic Incentive	Relationship Development	Job Development
Job Duty	1								
Training Program	.599*	1							
Interpersonal Relationship	.723*	.529*	1						
Material Incentive	.672*	.590*	.609*	1					
Working Environment	.706*	.554*	.709*	.644*	1				
Management Method	.640*	.597*	.649*	.740*	.738*	1			
Symbolic Incentive	.339*	.350*	.342*	.482*	.332*	.396*	1		
Relationship Development	.455*	.282*	.541*	.343*	.492*	.452*	.354*	1	
Job Development	.429*	.344*	.440*	.463*	.412*	.458*	.564*	.566*	1

2.6 The Extraction and Analysis of the Factor of Work Enthusiasm

In this study, factor analysis is performed on the basis of two subscales. When the KMO coefficient is 0.894, indicating that it was extremely suitable for factor analysis, the factor of work enthusiasm is extracted from the scales B05, B06, B07, B08, B11, and B13. Its explanatory power reaches 63.54%, so it can

be used as an important variable for follow-up research.

Table 11 KMO and Bartlett's Test

Kaiser-Meyer-Olkin		.894
Bartlett's Test	Chi-square	1588.273
	df	21
	P	0.000

Table 12 Scales

		B05.	B06	B07	B08	B10	B11	B13
correlation	B05	1.000						
	B06	.714	1.000					
	B07	.726	.801	1.000				
	B08	.537	.520	.565	1.000			
	B10	.458	.551	.537	.431	1.000		
	B11	.493	.624	.593	.528	.600	1.000	
	B13	.494	.532	.554	.584	.530	.643	1.000
Total Explanatory Power	0.63542							

2.7 Regression Analysis

Table 13 shows that the four dimensions of interpersonal relationship, material incentives, work environment, and symbolic motivation are obtained in the stepwise regression analysis,

In the regression equation that affects the enthusiasm of teachers, the four dimensions have predictive power for teachers' work enthusiasm, and the regression equation is written as

$$Y_{\text{work enthusiasm}} = 0.281X_{\text{interpersonal relationship}} - 0.126X_{\text{material incentive}} + 0.202X_{\text{working environment}} + 0.191X_{\text{symbolic incentive}} + 2.099$$

Table 13 Regression Analysis

Model	B	standard Error	Beta	T	P
(Constant)	2.099	.182		11.544	.000
Interpersonal Relationship	.281	.057	.313	4.929	.000
Material Incentive	-.126	.063	-.125	-2.012	.005
Working Environment	.202	.055	.240	3.644	.000
Symbolic Incentive	.191	.039	.239	4.875	.000

Conclusion

Through the empirical study on the incentive mechanism of teachers' career development in five private universities in China, we have preliminarily demonstrated the three theoretical hypotheses proposed before. First, the investigation and analysis of the needs and influencing factors of teachers' career development reveals that the demand factors of teachers' career development in private universities could be divided into material needs, spiritual needs, environment needs, and symbolism needs. The material needs are mainly reflected in wages, welfare and other forms. The spiritual needs mainly in the respect for, the intellectuals care for and the understanding of teachers. The environment needs mainly in the free atmosphere, sound system, harmonious relations and so on, and the symbol needs mainly in an unobstructed occupation passage. Secondly, the content of teachers' occupation development needs varies from individual to individual, and from stage to stage for a single subject. Our research shows that the average score of each need dimension could be ranked from

high to low as follows: interpersonal relationship >> environment incentives >> work content >> management style >> material incentive >> symbol incentive >> training opportunities. Finally, private college teachers' demand for material is generally urgent, but once a certain degree is reached, the effect of material incentive will be very difficult to sustain. The relationship between incentive (economic reward) and performance (effort degree) is that the performance first increases monotonously with the increase of incentive intensity, and when it reaches a certain level, there is a monotonous decreasing trend. In conclusion, it is necessary both to identify the particular incentive in order to achieve the effectiveness and to pay attention to the order of various incentives to meet the needs of teachers' occupation development in different periods. Besides, it is essential to pay attention to the efficiency of incentives and strive to achieve the maximum effect.

Therefore, the establishment of incentive mechanism of teacher occupation development and improvement of private universities is a

complicated dynamic process whose purpose is to meet the needs of teachers' occupation development, make clear the value and position of their teachers, fully stimulate the potential of teachers, so as to mobilize the enthusiasm of teachers, promote teachers' occupation development, improve the comprehensive

quality of teachers, and improve the quality of running a school. In reality, we should start from material incentives, spiritual incentives, environmental incentives and symbolic incentives. Specifically, we should start with the following aspects.

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สถาบันการจัดการปัญญาภิวัตน์