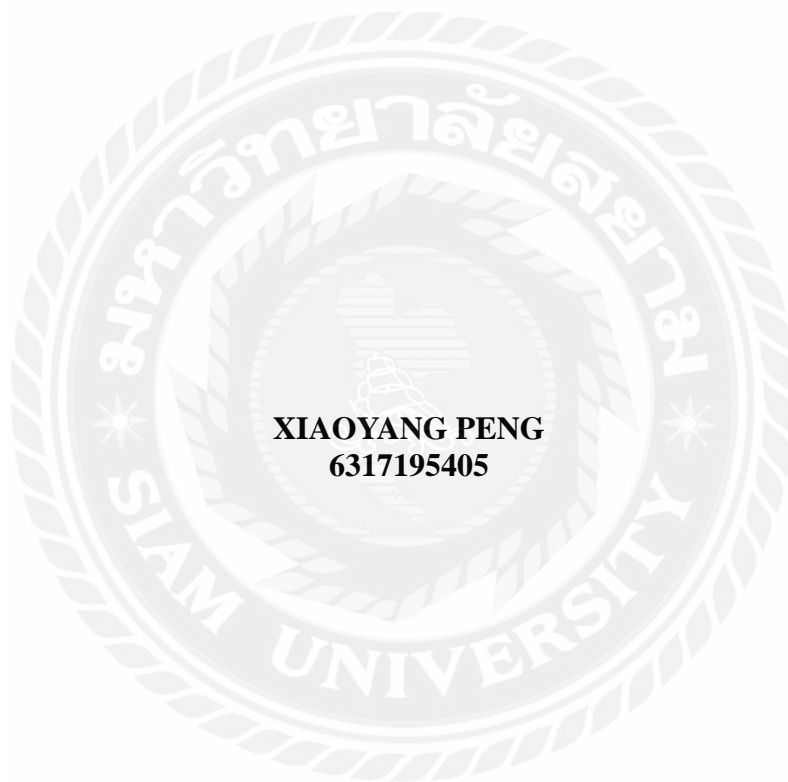




**EXPLORING THE USE OF INCENTIVE MECHANISM IN HUMAN
RESOURCE MANAGEMENT OF HIGHER EDUCATION
INSTITUTIONS FOR TEACHERS' POSITIONS**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE MASTER'S DEGREE OF BUSINESS ADMINISTRATION
GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY
2022**



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Thematic Certificate

To

XIAOYANG PENG

This Independent Study has been approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

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Date 14 / 3 / 2023
Siam University, Bangkok, Thailand

Title: Exploring the Use of Incentive Mechanisms in Human Resource Management of Higher Education Institutions for Teachers' Positions

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Degree: Master of Business Administration

Major: International Business Management

Advisor: 

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..... 4 / 2 / 2023

ABSTRACT

As the core venues where quality talents of higher-level education are cultivated, vocational schools carry the historical missions in many fields such as the cultivation of talents, scientific research, cultural spreading, and social service. Vocational schools dedicate to improving human resources management levels because of the ultimate realistic need of maintaining the stable development of teaching staff, which advances the formation of an optimal structure of teaching staff, helps schools to explore their own school-running characteristics, and drives orderly implementation of works. However, the premise of carrying out a further reform of human resource management is the performance appraisal of teachers, which is very important in the HR management system of vocational schools. Among the performance mechanisms, incentives play another important role in the management of the faculty, and how to form a reasonable teacher incentive mechanism and fully mobilize the initiative, enthusiasm, and creativity of teachers play a crucial role in enhancing the level of teaching and research achievements of higher education. As far as the current practice is concerned, many human resource managers in higher education are still follow the traditional single human resource management state, whether in terms of guiding ideology or in terms of working methods, taking teachers as the main management objects rather than service objects. Based on this, this paper took teachers of Xinjiang Transportation Vocational Institute of Technology as the main research object. Their stance on the perspective of human resource management work was used to investigate, examine, and establish the incentive mechanisms for higher vocational teachers, hoping to promote a change of human resource management work in higher vocational schools

and build a modern teacher incentive system to promote long-term and healthy development of Xinjiang Transportation Vocational Institute of Technology.

Keywords: incentive mechanism, higher education institutions, performance appraisal, faculty positions

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ACKNOWLEDGEMENT

I would like to thanks Dr. Zhang Li for guiding me to grow in study and life, guiding me to think, helping me sort out my thoughts and providing me with suggestions for revision. I am very grateful to the international business management teachers who have cared for and helped me. All of you, adhering to the concept of teaching and enlightening, have constantly inspired and helped me, and put forward many valuable suggestions for improvement, which have enabled me to make continuous progress in my academic field.

Peng Xiaoyang

2022



Declaration

I, Xiaoyang Peng, hereby certify that the work embodied in this independent study entitled “Exploring the Use of Performance Appraisal Mechanism in Human Resource Management of Higher Education Institutions for Teachers’ Positions” is result of original research and has not been submitted for a higher degree to any other university or institution.



(Xiaoyang Peng)

Sept 1, 2022



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1. Introduction

1.1 Research Background

Since entering the 21st century, China has accelerated the pace of building a well-off society in an all-round way and entered a new stage of rapidly promoting socialist modernization. The implementation of the strategy of rejuvenating the country through science and education has put forward higher requirements for vocational colleges, which train junior and intermediate specialized personnel and high-quality workers. Since the 18th Party Congress, the Party Central Committee, with Comrade Xi Jinping as the core, has attached great importance to vocational education. The society's demand for high quality and diversity, the development of quality education, the reform of vocational education and teaching, the change of professional personnel training mode, also put forward a better standard for the change of vocational college teachers' ideas, the renewal of knowledge and the improvement of ability (Chen,2019). To come out of a path of vocational education development in the context of the new era, we must hold the pulse of the times, find the trend of the times, and teach according to the material. Clarifying the path of development of vocational colleges and establishing a teaching force in line with vocational educational education are fundamental guarantees to help the development of vocational education in China (Liu,2021). In 2019, China promulgated the National Implementation Plan for Vocational Education Reform, which clearly puts forward that "the development of vocational education is placed in an important position in the development and innovation of higher education"; it sets a more distinctive "dual-teacher" team construction for the development of teachers in higher vocational colleges. The Ministry of Education has set a more distinctive task of building a "dual-teacher" team, requiring the construction of 100 "dual-teacher training bases", improving the ratio of teachers in higher vocational institutions and improving the remuneration mechanism for teachers in higher vocational institutions. According to the statistics of the Ministry of Education, in 2020, there were 1,468 vocational colleges and universities, with 744,478 teaching staff, 556,424 full-time teachers and 150,098,014 students, with a student-teacher ratio of 20.28:1, much higher than the student-teacher ratio of 18.37:1 in ordinary colleges and universities and 17.51:1 in undergraduate colleges and universities. The serious shortage of full-time teachers in higher vocational colleges and universities has failed to meet the needs of the rapid development of China's economy and society. In 2020 and 2021, the state has expanded the number of students enrolled in higher vocational colleges and universities, and the problem of the teacher team and teacher quality has further intensified (Zeng,2021).

In the new era, the lack of higher vocational teachers forms an outstanding contradiction with the goal of building high quality higher vocational colleges. How to adopt positive and effective incentive measures to stimulate teachers' enthusiasm, improve

the overall quality of the teaching team and attract high-level and highly skilled talents is an urgent problem for building high quality higher vocational colleges at present (Wang ,2019).

1.2. Research Problem

How to carry out scientific and reasonable performance appraisal work in vocational colleges and how to carry out effective reward mechanism in performance appraisal work. Will be the focus of this report to think about the problem.

With the rapid development of China's modern economy and society, the demand for specialized talents in society is rising year by year. The higher vocational colleges and universities are responsible for the dual tasks of creating advanced talents in society and cultivating professional and technical talents, which is very crucial in the strategic position of China's talent development. At present, there is still a shortage of high-quality teachers in higher vocational schools in China, which is far from being able to meet the needs of the transformation and development of higher vocational institutions, if we want to accelerate the development of vocational education in China, we must cultivate a group of teachers with teaching combat power (Gao,2018).

1.3. Research Objective

First, this paper makes a systematic analysis and research on the current situation of human resource management in Xinjiang Transportation Vocational Institute of Technology through an in-depth study of the teacher incentive mechanism in human resource management, in order to find out the main problems existing in the school in terms of teacher management and incentive, and to further construct an incentive mechanism that is beneficial to the teachers of Xinjiang Transportation Vocational Institute of Technology according to the special characteristics of teacher incentive in higher vocational institutions It is hoped that this paper can be used as a tool to improve teachers' motivation and efficiency, and to improve the overall quality of the teaching team and teaching quality.

Second, it is also expected that this paper can take Xinjiang Transportation Vocational College as a springboard to provide relevant reference for the research on education incentive mechanism in higher vocational and higher education institutions in other regions of China.

1.4. Research Significance

As far as the current situation is concerned, most human resources managers in China's higher education institutions are still in the traditional primary stage of human resources management, both in terms of guiding ideology and in terms of working methods. Teachers are burdened with heavy and tedious work, and the managers' ideas and methods of human resource management are relatively traditional. Although vocational institutions are placing increasing importance on human resource management issues and continue to strengthen their faculties, some common problems still exist and seriously affect the effectiveness of personnel management and implementation in vocational institutions. The smooth development of vocational college education cannot be separated from the support of the teaching staff. (Shen,2017). This study takes Xinjiang Transportation Vocational Institute (XCTI) as the research object and establishes an effective and practical incentive mechanism in XCTI, which can fully motivate teachers and fundamentally explore their potential, so that human resource management in XCTI can achieve better results. The Xinjiang is in a multi-ethnic region in the northwest of the motherland, vocational education, especially vocational education for ethnic minorities, has always been an integral part of Xinjiang's education, and has the important task of training professional and technical talents of various ethnic groups for Xinjiang's economic development (Yuan,2012). This is beneficial to the implementation of teaching and research work, and to further develop the role of teachers in talent training work. At the same time, it is important to effectively improve the quality of education and the effectiveness of Xinjiang Transportation Vocational College, to promote the reform of human resources management in the school and to promote the long-term development of Xinjiang Transportation Vocational College. In college management, education is the main body of students, and students are the concrete embodiment of education (He,2016).

1.5. Scope of the study

This paper will study how to implement scientific, reasonable, and fair teacher performance appraisal in vocational colleges. Firstly, the related concepts of performance appraisal are defined, and the ideological origin and theoretical basis of performance appraisal, the related content of performance appraisal, the commonly used performance appraisal methods, and the research on teacher performance appraisal at home and abroad are described in detail. To innovate the management of university teachers with the new concept of performance appraisal, the main thing is the innovation of the concept, the science and rationality of the system, and more importantly, we should focus on the reasonable deployment and application of human resources (Wu,2013). Then through the investigation of Xinjiang Transportation Vocational and Technical College, found some of the main problems in the performance assessment of vocational colleges, and in-depth

analysis of the causes of the problems, to summarize some relevant countermeasures in the performance assessment of vocational college teachers.

This paper is divided into five parts. The first part of the introduction is the stage of raising questions, introducing the background, content, and significance of the paper research, and clear the purpose of the research, and gives a feasible research method. The second part is the relevant theoretical research. According to the purpose of the research, the concept of performance and performance appraisal is briefly introduced, and the theory of performance appraisal of vocational college teachers is deeply studied. The third part is based on Xinjiang Transportation Vocational and Technical College as an example, carried out on the vocational college teacher performance assessment of the problem of research, through the questionnaire analysis, analysis of Xinjiang transportation vocational and Technical College teacher performance assessment status quo, and pointed out some problems in the teacher assessment. The Xinjiang is in a multi-ethnic region in the northwest of the motherland, vocational education, especially vocational education for ethnic minorities, has always been an integral part of Xinjiang's education, and has the important task of training professional and technical talents of various ethnic groups for Xinjiang's economic development (Yuan,2012). The fourth part, according to the situation of Xinjiang Transportation Vocational and Technical College, gives some measures to ensure the smooth implementation of teachers' performance appraisal program and achieve good results from many aspects. The fifth part is the overall summary of the paper, pointing out the research results and deficiencies in the paper.

The innovation of this paper is to introduce the theory of performance appraisal into the management of teachers in vocational colleges. According to the actual situation of vocational colleges and the nature of teachers work, it discusses how to establish a scientific, fair, and reasonable teacher performance appraisal system in an all-round way. Development of higher vocational education in China has accelerated, and along with national vigorous implementation of education system innovation and reform, higher vocational education has stepped into a new and diversified development stage (Zhao,2014). Under such a background, the current performance system also tends to lag, and we should keep in line with the development path of vocational education and keep up with the times in the true sense.

2. Literature Review

2.1. Incentive Mechanism

Also called incentive system, it's a way to reflect the interaction between the motivating subject and the motivating object through a set of idealized systems (Fang,2013). It's a variety of reward resources for motivating employees.

Motivation mechanism of higher vocational education institutions mainly refers to a set of mechanisms arranged within higher education institutions to reflect the relationship between internal motivating subjects and objects. This set of mechanisms motivates and encourages teachers' behaviors in material and spiritual aspects, so that teachers can get individual development and their behaviors can help to achieve organizational goals at the same time (Zhang,2014).

Constructed a complete set of incentives for higher education teachers, and the overall idea of the measures states that meeting the basic needs of teachers is the basic requirement for the construction of the whole incentive mechanism. The goal of constructing the incentive mechanism is to achieve its school management goal, and the achievement of the goal requires the full mobilization of teachers' work initiative. The core of building incentives is to regulate the behaviors of teachers and to establish a sound system. If incentives are to achieve the goals of the establishment period, the existing system needs to be reformed, including the title assessment system and the responsibility system for teacher positions. A more flexible remuneration system and a deeper differentiation of the current distribution system should be constructed (Lv,2019).

Concluded some motivational factors that are effective for HE teachers through a field survey of HE teachers in Geneva. They are the attractiveness of the position to teachers, a good working environment, working conditions and a high social status, so that the incentives they propose cover aspects such as work tasks, reward systems and personal growth of teachers. They have contributed accordingly to the ability of universities to better attract and retain good university teachers (Tomaselli,2018).

One of the enabling effects of incentives is that they have the effect of repeatedly reinforcing and enhancing the behavior of employees that meets the expectations of the organization, and under the effect of such incentives, the organization continues to develop and grow. We call such an incentive mechanism a good incentive mechanism. (Zheng,2021). In a good incentive mechanism, there must be negative reinforcement and punishment measures to restrain employees' behavior that does not meet the organization's expectations (Deng,2018). For the successful application of management by objectives in public institutions, the following conditions must be met: first, employees are required to participate in the setting of goals; second, the organization must strictly implement the set goals; third, the communication and feedback mechanism of the organization should be improved; and fourth, the implementation of management by objectives also needs the full support of decision makers (Xie,2020).

Therefore, is to fully understand the characteristics of teachers at each level of the needs theory before adopting an effective motivational approach. Personnel departments should be proactive in their communication and effective in their research to understand what teachers think (Wang,2021).

2.2. Higher Vocational Education Institutions

Higher vocational and technical colleges are an important part of higher education, a form of higher education vigorously promoted by the state in recent years, which aims to cultivate senior personnel engaged in front-line production technology and management and implement vocational and technical education with theoretical knowledge of higher education and advanced technical skills (Dai,2007).

According to the relevant regulations of the Ministry of Education, non-teaching and non-media colleges and universities should gradually standardize their names with the suffix of “vocational and technical colleges” or “vocational colleges”, while teachers and medical colleges and universities should standardize their names with the suffix of “College of higher education”.

Higher vocational education institutions are the products of market economy and mass education (Zhang,2014).

2.3. Performance appraisal

Performance appraisal system is the standard specification of performance management, one of the core functions of enterprise human resource management. The performance management system is to realize the specification of scientific, fair and pragmatic performance management, so that it can become an effective means to improve the motivation of employees and the productivity of the company. (Cai,2017). Performance appraisal system is one of the core functions of enterprise human resource management, and scientific, fair and pragmatic performance management is an effective means to improve the motivation of employees and the productivity of the company, to ensure the smooth achievement of the company’s goals, and to form an atmosphere of rewarding the best and punishing the worst in the company, this performance management system is formulated (Xue,2015).

Performance appraisal is a formal system used to regularly inspect and evaluate the work performance of employees (Zhou,2020). Performance appraisal can effectively collect the relevant information of the evaluator based on following the facts, to achieve objective and fair rewards and punishments for the evaluator, and finally achieve reasonable training and full utilization of enterprise employees (Li,2022).

Teachers play an important role in the work of talent cultivation in higher vocational institutions. Finding the right performance assessment methods for teachers in vocational colleges can not only strengthen the management of teachers, but also better infer the development of vocational education (Zhou,2018).

Performance evaluation system of higher vocational institutions should take the internal construction of the school and the overall human resource management as its mission and establish the performance evaluation methods adapted to higher vocational institutions (Shi, 2014).

2.4. Faculty Positions

The subjects of the school are teachers and students, and the importance of the teaching position as a professional task and goal for the training of students cannot be overstated. To better promote the development of vocational education, the role of teachers is very important. Only by cultivating and building a group of teachers with teaching and research ability can we better cultivate vocational and technical talents and better promote the development of vocational education.

Teachers are the basic unit for higher education to realize the functions of talent cultivation, scientific research, cultural inheritance, social service and international exchange and cooperation, and are the fundamental force for school construction (Ding & Wu,2021).

The factors affecting the motivation of university teachers into several categories, which are career attractiveness, referring to the attractiveness of job content and job fulfillment; career stability, referring to whether university teachers can work steadily until retirement and get good livelihood security after retirement; social status and prestige, referring to whether the profession of university teachers has high social status and social reputation, and whether it can well satisfy teachers' sense of honor and achievement (Egorov,2020).

Although the degree to which teachers are motivated and the quality of teaching can be improved by increasing the pay and benefits of HE teachers, the extent to which this is done is very limited. Schools that have a poor reputation and a poor working and interpersonal environment have a significantly counterproductive effect on teacher motivation. Although there is evidence that teacher satisfaction and productivity are related to the degree of motivation, it is not possible to demonstrate the extent to which these aspects are relevant (Rose,2020).

The needs of higher vocational teachers in China according to Maslow's needs theory, and the results of the analysis pointed out that for higher vocational teachers should take advantage of the situation, spiritual motivation is as important as material motivation, and teachers should have the correct values of needs, and they should satisfy the need for respect and achievement to the greatest extent. At the same time, teachers' personal development needs should also be met (Zheng,2021).

The needs of teachers in higher education institutions under the "double high plan" based on the Malo's theory of needs, which showed that teachers are a special profession with distinctive and individual characteristics, and to improve teachers' motivation, different types of motivation mechanisms should be established according to these professional characteristics. To improve teachers' motivation, it is necessary to establish different types of motivational mechanisms to meet the needs of different types of teachers (Wen,2021).

2.5. Research Methodology

This paper mainly uses the mixed research method, using the combination of qualitative and quantitative analysis methods for research. This paper mainly takes the form of a questionnaire to investigate the current situation and problems of the incentive mechanism of teachers' positions in Xinjiang Transportation Vocational and Technical College, in an attempt to find out the operative incentive factors suitable for the development of the school, to better promote the growth of teachers, to improve the quality of the teaching team, to maximize the enthusiasm of teachers' work, to stimulate their intelligence and to promote the progress of vocational education.

(1) By consulting monographs and journals, finding relevant materials and using public platforms such as the Internet and libraries, relevant information about this study was obtained. The information obtained is integrated and the integrated materials are further analyzed in detail to obtain information that can be used in this paper.

(2) By generalizing, summarizing, and concluding the relevant information collected from journal papers, questionnaire surveys, etc., analyzing and studying from these data, to extract the relevant research core, collecting data and information related to the incentive mechanism of teachers in Xinjiang Transportation Vocational and Technical College, and providing effective data support for the study.

2.6. Results

2.6.1. Basic information of Xinjiang Transportation Vocational and Technical College

Established in 1953, Xinjiang Transportation Vocational and Technical College is a comprehensive higher vocational and technical college that focuses on training transportation specialists. The college has trained nearly 80,000 transportation talents, with the number of students reaching 11,038 by the end of September 2021 (Jiang,2021).

(1). Determination of survey objects

A total of 477 staff members participated in the survey, of whom 316 were male teachers, 161 were female teachers, 371 were full-time teachers and 106 were

administrative teachers, of whom 114 were young teachers under 30 years old, accounting for 23.9%, 226 were middle-aged and young teachers aged 31-45, accounting for 47.4%, 78 middle-aged teachers aged 45-55, accounting for 16.4%, and 59 teachers aged 55 or above, accounting for 12.4%; in terms of academic structure, there were 211 teachers with a master's degree or above, 243 with a bachelor's degree, and 23 with a bachelor's degree or below; in terms of professional skills, there were 103 full-time teachers with senior professional and technical posts, 10 full-time teachers with full senior professional and technical posts In terms of expertise, 103 full-time teachers have senior professional and technical positions, 10 full-time teachers have full senior professional and technical positions, 156 full-time teachers have associate senior professional and technical positions, 132 full-time teachers have intermediate professional and technical positions, and 76 full-time teachers have junior professional and technical positions or above.

The findings of the basic situation show that Xinjiang Transportation Vocational College has established a relatively complete incentive mechanism for the management of teachers, including recruitment, promotion, salary, assessment, and training. In terms of recruitment, promotion and evaluation, academic qualifications are emphasized over practice, and academic qualifications play an important role; in terms of the distribution of teachers' workload, the college has carried out quantitative management and taken the quantitative results as an important basis for performance assessment; in the assessment of teachers' teaching, the number of papers, scientific research achievements and awards account for a greater proportion of the assessment, and the teaching effect is the lightest, and the assessment method is also based on faculty assessment of teaching; in terms of training, the university has a set of teacher training mechanism, and most teachers also have the opportunity to receive training, but there is a gap between the content or programs of training and the actual needs of teachers, and the training system is not systematic; in terms of salary, the university encourages the teaching level of teachers through performance pay, but the performance pay does not truly reflect the teaching achievements of teachers, and the treatment of teachers does not reach the expected level of teachers, which is not in line with the value created by teachers to society Matching.

(2) Findings and Analysis

	Contents of Survey	Satisfied	Fair Satisfied	Fair	Dissatisfied
1	Salary	7.2%	23.6%	34.5%	34.7%
2	The extent of the school's support in terms of environment, technology and resources	12.5%	33.7%	29.8%	24%
3	Material and spiritual rewards from the university	38.6%	37.9%	14.2%	9.3%
4	Branch management	33.5%	32.8%	30.8%	3.2%
5	Performance appraisal system	14.7%	18.4%	38.5%	28.4%
6	The level of concern of the faculty leaders for the teachers	37.4%	25.4%	30.6%	6.6%
7	Teachers' participation in the management of the faculty	24.5%	25.6%	34.7%	15.2%
8	Communication opportunities provided by the school for teachers	12.8%	14.3%	38.6%	34.3%
9	Training opportunities for teachers	21.5%	23.2%	27.4%	27.9%
10	Development space for teachers	15.8%	24.5%	23.6%	36.1%

Table 1: Analysis of the survey results of teachers' satisfaction with the existing incentive mechanism

3. Finding and Conclusion

From the satisfaction survey, the satisfaction rates of "material and spiritual rewards of the school", "management of the branch", "the concern of the faculty leaders for teachers" and "the participation of teachers in the management of the faculty" are relatively high. The satisfaction rates of "teachers' participation in departmental management" are relatively high, 76.5%, 66.3%, 62.8% and 50.1% respectively, while the dissatisfaction items are mainly concentrated in the following aspects.

①Salary: Teachers' salary is not proportional to their efforts. The obvious gap between the treatment of senior teachers in Xinjiang Transportation Vocational and Technical College and that of teachers in ordinary colleges and universities. Due to the lack of teachers in the school and the expanding number of students, the school can only solve the contradiction of the shortage of teachers' resources by increasing the amount of teachers' class hours, which further increases teachers' complaints about their excessive workload. One teacher who had been in the profession for less than five years confessed that his salary, stipend, and classroom fees added up to just 4,000 yuan for 24 classes a week. And with such a heavy workload, this teacher himself admitted that he could not guarantee the quality of his classes.

②The degree of school support for teachers' work: The degree of school support for teachers' work has a certain utilitarian dimension. The university attaches more importance to those majors or scientific research work that the state, the government and the university focus on cultivating; for those majors or scientific research work that have direct economic benefits and a short benefit cycle, the university gives more support to

resources; for those majors or scientific research work that cannot create economic benefits or the economic benefits are not obvious, the university gives more limited support, like the subject of general education, which is an indispensable basic subject for school education. indispensable basic subject, is a subject that students tend to ignore, and is also a subject generally despised by higher vocational colleges. There is a big gap between the allocation of class fees and research funds and other subjects and majors, and the training of teachers is also inclined to vocational education teachers.

③ Training opportunities for teachers: The college has three main problems in terms of teacher training: Firstly, there are fewer training opportunities. Second, the college's training is mainly funded by a special grant from the national government, and the college provides fewer training opportunities for teachers.

④ Teacher development: The scope for professional development is a concern for all practitioners. As a teacher, there is only room for academic development and promotion, and the same applies to senior teachers. In terms of academic research, Xinjiang Transportation Institute of Technology has 37 majors, but only 12 of them are supported by the state and the autonomous region, while the remaining 25 majors require self-funding from the institute to support research activities, which is quite limited, naturally limiting the development space for many young teachers. (Guan,2017). In terms of administration, there are 332 young and middle-aged teachers under the age of 45, accounting for 70% of the total. The large number of young and middle-aged teachers is undoubtedly too many for the middle management positions, and the narrow space for development makes some young teachers confused about their future.

4. Recommendation

Diversified teachers' remuneration incentives

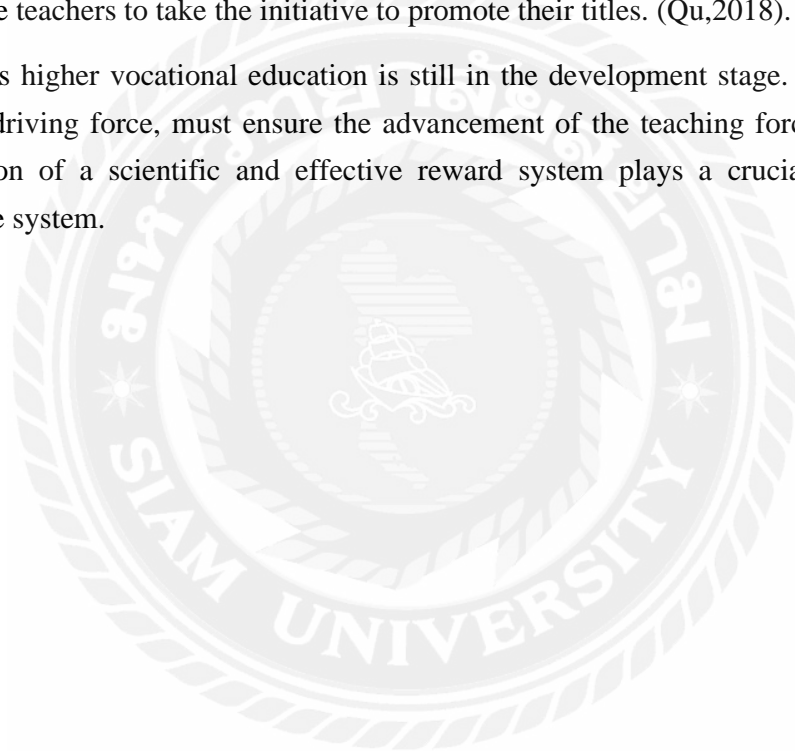
For the basic workload in the workload setting, schools should consider the actual working conditions of teachers, meet the requirements of normal teaching and correspond to the basic salary of teachers. The additional workload is then used as the performance pay component of the incentive, forming a certain incentive orientation and a strong force for progress in the reform and development of each career. Extra workload as part of the incentive should play its role, first of all, the school should set a reasonable workload index, that is, the amount of basic workload, according to the semester assessment of teachers, teachers are required to complete the basic workload each semester, each semester when the workload is insufficient will be work deductions; secondly, in the implementation process of extra workload, on the one hand, the teachers who have completed extra work to give a certain degree of material rewards and give bonuses; on the other hand, teachers are allowed to give up the bonuses brought by the extra workload and use the extra workload to offset the basic workload, so that teachers can choose the

work they can complete according to their actual situation while meeting the workload requirements (Zhang & Wang,2015).

Consolidating teacher title incentives

A teacher's title is a hierarchical designation of his or her professional and technical level, ability, and achievements, and reflects a sign of the individual teacher's technical level and working ability. Teachers can gain a sense of achievement and motivation through the promotion of their titles. Xinjiang Transportation Vocational and Technical College should establish a clear incentive system and guidance mechanism for the promotion of teachers' titles, widen the gap between the title subsidies and classroom fees of teachers with different titles in terms of teachers' salaries, and reduce the basic workload requirements for teachers with higher titles in terms of workload recognition, etc., to guide teachers to take the initiative to promote their titles. (Qu,2018).

China's higher vocational education is still in the development stage. The teachers, as the key driving force, must ensure the advancement of the teaching force. Therefore, the formation of a scientific and effective reward system plays a crucial role in the performance system.



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