



**THE IMPACT OF IMPROVING EMPLOYEE COMPENSATION
MANAGEMENT SYSTEM ON EMPLOYEE SATISFACTION
IN SHANDONG UNIVERSITY OF ENGINEERING AND
VOCATIONAL TECHNOLOGY**

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VOCATIONAL TECHNOLOGY**

Thematic Certificate

To

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ABSTRACT

The number of private education institutions are increasing every year as the competition in the private education industry has become increasingly fierce, and the treatment of faculty and staff in private colleges and universities is uneven. A private university in Shandong Province was selected as the research object. After analyzing the salary, salary structure, ratio, performance appraisal methods, welfare treatment, and other aspects, a questionnaires for faculty and staff in the school was utilized. On-the-spot investigation, telephone interviews, and other forms obtained their employees' satisfaction with salary. Through mixed research, combined with Maslow's hierarchy of needs theory, Herzberg's two-factor theory and other theoretical foundations, it was concluded that the improvement of employee compensation management system is necessary. The impact of employee satisfaction, objectively and realistically was analyzed in the current situation of the salary system in colleges and universities. Establishing a set of talent selection mechanisms suitable for the development of private colleges and universities has laid a solid material foundation for realizing the strategic goal of strengthening private colleges with talents.

The research found that the university has problems, such as unreasonable salary structure, low proportion of basic salary in the salary system, and imperfect performance appraisal in conjunction with salary. Most employees were dissatisfied with their salary, which is mainly manifested in: unreasonable performance appraisal, inability to reflect differences between disciplines, serious "big pot rice" phenomenon of administrative staff, and inability to motivate employees' work enthusiasm and creativity.

In response to the existing problems, solutions were researched and formulated corresponding to: classified remuneration, long-term incentives using deferred

distribution system, special posts and special appointments, KRIF model, and optimization of the performance appraisal system for administrative (logistics) personnel in full-time teachers and administrative management. The problem of personnel salary was improved accordingly, and recommendations for future research were made.

Keywords: salary management, salary structure, employee satisfaction



Declaration

I, Liu Gang, hereby certify that the work embodied in this independent study entitled “The Impact of Improving Employee Compensation Management System on Employee Satisfaction in Shandong University of Engineering and Vocational Technology” is result of original research and has not been submitted for a higher degree to any other university or institution.

刘刚

(Liu Gang)

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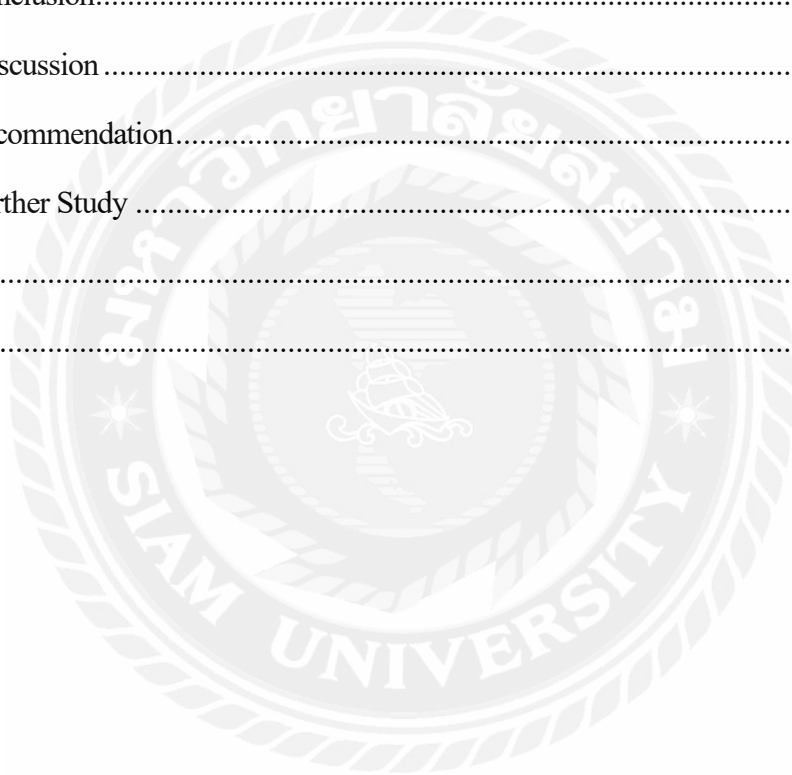


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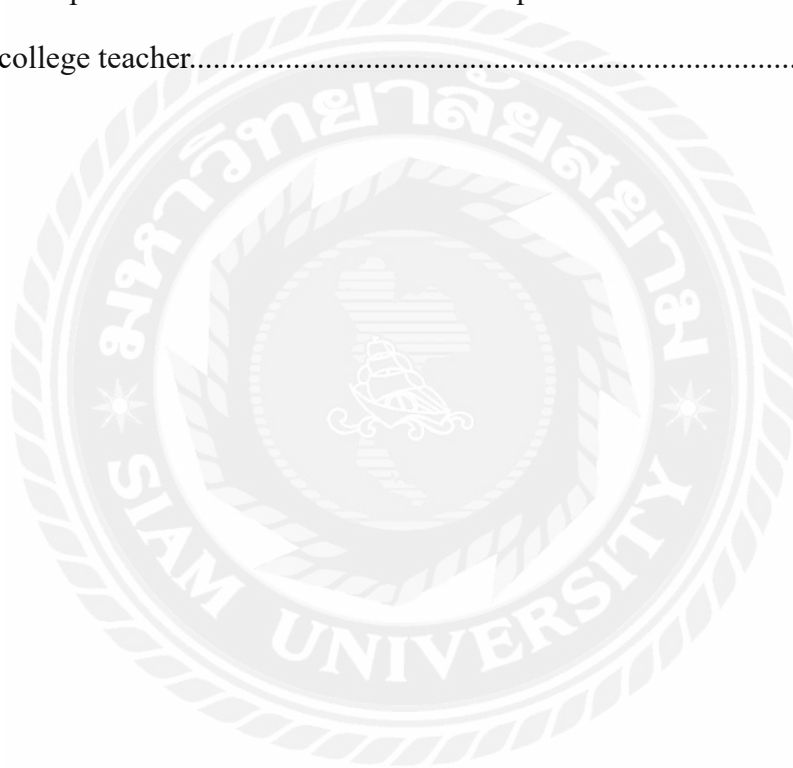


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Chapter1 Introduction

1.1 Overview of the Study

With the continuous development of the knowledge economy, the population increases year by year, and the diversification of educational needs, private education has gradually become an important part of the education industry and undertakes more and more educational tasks. Since 1997, the State Council has promulgated the Regulations on Running Schools by Social Forces (Li, & Shen, 1997), marking that private education has entered a new stage of running schools according to law. After years of development, the number of private education entities has increased year by year, and the competition in the private education industry has become increasingly fierce. How to attract talents, motivate talents, protect talents and retain talents in the severe industry environment is an important issue faced by the Group in ensuring its competitiveness and sustainable and rapid development (Qiu, & Li, & Dong, 2015).

China is in the period of transition from the planned economic system to the market economic system. Due to the differences in economic development level, political culture and historical tradition, the development of the market economic system is not yet mature. On the one hand, the current salary system in colleges and universities still bears the imprint of planned economy (Chen, 1995), that is, the single distribution model, the rigid management system, and the lag in the reform of the social security system. On the other hand, after joining, the global talent competition has entered the era of "Spring and Autumn and Warring States" (Ke, & Jiang, 2014). And this competition has crossed borders, beyond race. Chinese colleges and universities are facing dual competition in both domestic and international talent markets, and teachers' treatment is not competitive in the talent market, so college teachers have become the focus of talent competition. In a word, in the period of integration of the two economic systems, Chinese colleges and universities face the challenge of fierce competition for global talents, and this challenge puts forward the necessity for the reform of the salary system of Chinese colleges and universities. At the same time, the national strategy of "rejuvenating the country through science and education" (Chen, 1995) provides the possibility for the reform of the salary distribution system in colleges and universities.

Teachers are the core resources of the education industry, and a sound human

resource management system is conducive to building an active and stable team of teachers. Compensation management(Wang, & Wu, 2014), as an important part of the entire human resource management system and the process of organizational operation and transformation, together with other human resource management functions constitute an important cornerstone for the realization of the company's mission, vision and strategic goals. Scientific and effective salary management (Fu & Wu, 2007) can not only enable enterprises to retain and employ people, but also continuously encourage employees to actively improve the skills and abilities required for work and improve work efficiency, so as to ultimately achieve the strategic goals of the enterprise.

The arrival of the era of knowledge economy is the inevitable result of social development (Fu, &Wu, 2007). In today's world, science and technology are advancing by leaps and bounds, and the competition for comprehensive national strength is becoming increasingly fierce. Technology and talents have increasingly become the decisive factors for national prosperity and national rejuvenation. Based on this, the Chinese government timely established the strategic decision of rejuvenating the country through science and education (Chen, 2018). The formulation of the strategy of rejuvenating the country through science and education highlights the status of higher education institutions in social development, indicating that higher education and the importance of higher education institutions have been recognized by the public, and have also been supported and affirmed by the state. Higher education has become a national talent training program, an important force in scientific research and knowledge innovation. The implementation of the strategy of rejuvenating the country through science and education and the improvement of the status of higher teachers provide the preconditions for the reform of the salary system of college teachers (Wang, &Wu, 2014). The operation mechanism of college teachers promotes the rational allocation of productive resources, enhances the vitality of running a school, and improves the efficiency of running a school. Each college has successively launched the reform of the internal personnel compensation system. Teachers are the backbone of life in colleges and universities. As an excellent group of intellectuals, they are the backbone of higher education. Their professional characteristics are the production and training of high-level talents (Wang, &Wu, 2014). The social roles they play have extremely specific social norms and social expectations. Its work performance is related to the success or failure of higher education and directly affects the quality of talents (Fu, &Wu, 2007). It is precisely because college teachers play a pivotal role in the development of colleges and

universities and the development of society, politics, economy and culture, so what kind of management system, methods and means should be used to obtain the best display of teachers' enthusiasm and potential ability, it should be the organization of colleges and universities. important topics for in-depth study. In this case, in order to create a high-level university and promote the development of disciplines, it is necessary to build a high-quality, optimized structure, capable and efficient faculty and management team, and it is particularly important to establish a new personnel management system (Zhang, 2014).

Since the founding of the People's Republic of China, domestic colleges and universities have carried out four reforms of the salary system in 1956, 1985, 1993 and 2006. In 1993, the salary distribution of the previous highly centralized management began to change to the distribution method of "living wages". In 2006, the Ministry of Finance and the Ministry of Personnel jointly promulgated the Reform Plan for the Income Distribution System for Staff in Public Institutions (Chuan, 2006), which pointed out that a distribution system with the characteristics of public institutions and reflecting the performance of the post should be established, and the salary should be determined according to the post, so that the more work you do, the more you get." Efficiency first, taking into account fairness" salary system. Since then, the income of most college teachers has been divided into the following four parts: post salary, salary scale salary, performance salary and allowances. After the implementation of performance-based salary, the salary structure of colleges and universities has undergone major changes: while the proportion of basic salary has continued to decrease, the proportion of performance-based salary has continued to increase. The basic salary corresponds to the position level salary of the state enterprises and institutions, and is subject to the adjustment of the state. Most enterprises and institutions make adjustments according to the unified requirements of the state. In the salary system of colleges and universities, the basic salary reflects fairness, and the performance salary and allowances reflect the internal and external competitiveness of colleges and universities. In 2016, in order to implement the spirit of the Fifth Plenary Session of the 18th Central Committee of the Communist Party of China(2016), more deeply implement the country's medium and long-term education, science and technology, and talent planning outlines, and comprehensively improve the innovation capabilities of colleges and universities, the Ministry of Education formulated the "Thirteenth Five-Year Plan" Scientific and "Technology Development Plan", "Planning"(Chen, 2018) pointed out, support the construction of world-class universities and first-class disciplines; promote the reform of the employment system

of university researchers, continuously improve the compensation mechanism for scientific and technological innovation in universities, encourage universities to carry out the reform of personnel and salary systems, establish and improve A distribution incentive mechanism closely related to the work performance, real contribution, and job responsibilities of scientific researchers.

If colleges and universities want to fulfill their mission with high quality and high efficiency, they must have a high-level, dedicated and dedicated university faculty who can continue to innovate in scientific research and theoretical knowledge. The work attitude, work quality and quality of this team will directly affect the success or failure of the development of colleges and universities (Wang, & Wu, 2014). From the past practice, there are many reasons that can influence the quality and satisfaction of the above factors, and compensation is the most important reason. If we can deal with this problem well, we can play a role in promoting the behavior expectations of the staff. On the contrary, if this problem is not handled properly, a series of problems will arise, such as: teachers perfunctory tasks, brain drain in colleges and universities, lowering the enthusiasm of teachers' salary and other negative effects. If this problem persists, it will seriously affect our country. construction of higher education (Wang, & Wu, 2014).

Salary and related income distribution issues, whether in China or in other market economy countries, at the macro level or at the micro level, are one of the issues that people are most concerned about. Therefore, the research and exploration of the salary system in colleges and universities is very meaningful. The reform of college salary system is a major change faced by colleges and universities. The direction of the reform of the salary system should be around the realization of medium and long-term development goals, around the three links of training talents, introducing talents and making good use of talents. Generally speaking, countries with more developed social economy have more developed higher education (Li, & Shen, 1997). The higher education system of a country determines the mode and characteristics of the management system of college teachers, and the management system of college teachers further determines the salary system of college teachers. The private higher education systems all over the world have their own characteristics, as well as political, economic and historical reasons, and the teachers' management systems and their management concepts are very different in the world.

For many world-class schools, most of them are private colleges and universities.

In the process of running a school, they have relatively greater autonomy in terms of funds. In addition to the funding of school-running schools, private education abroad has an early origin and a solid foundation, and has gained many social levels. At the same time, the operation mode and management structure are also very different from private colleges and universities in my country. The main differences are in the following aspects:

- (1) To encourage the participation of different partners in the management and financing of higher education institutions (HEIS),
- (2) Strengthening autonomy in academic, administrative and management issues,
- (3) Specialized higher education system,
- (4) Decentralization and decentralization,
- (5) Increase inter-university and international cooperation.

Although my country's colleges and universities have been continuously reforming over the years, they are still not perfect, especially my country's private colleges and universities. While trying to follow the public schools to "follow the crowd" and strive for a share of today's rising education industry, they also want to use their own the identity reform and innovation of private colleges and universities takes the road of private education with characteristics (Li, & Shen, 1997). In general, my country's private colleges and universities are in the stage of crossing the river by feeling the stones. Low starting point and insufficient social recognition are the main problems existing in private colleges and universities at this stage. It is precisely because of these main problems that many problems have been induced in school management, talent introduction and management, and education and teaching model reform.

1.2 Problems of the Study

In the Shandong University of Engineering and Vocational Technology set up by Kevin Education Group, whether the salary salary directly affects the satisfaction of faculty and employees, the factors have a greater impact on satisfaction.

(1) An increase in the base salary will greatly improve the satisfaction of faculty and staff with the school.

(2) The current performance-based salary cannot reflect the differences of each

person in the job well, so it cannot measure the workload of faculty and staff well, and cannot reflect the value of labor fairly and reasonably.

(3) The increase of welfare salary will greatly improve the satisfaction of faculty and staff with salary.

1.3 Objectives of the Study

By studying the Shandong University of Engineering and Vocational Technology under The Kevin Education Group, studying its salary and salary management methods released in 2019 and still in use today, as well as the talent management methods of fixed positions, grades and salary, and analyzed its teacher structure, salary level, promotion channels, etc. Through the analysis of its salary schedules in January, February and April 2022, the specific data can objectively show the characteristics, trends and The resulting problems, through the horizontal comparison of the salaries of administrative management posts and teaching training posts, show the characteristics of focusing on teaching operation and despising school administration management; through vertical comparison of the differences in promotion channels for the same nature, it reflects the private colleges and universities. Difficulty in promotion, which leads to serious brain drain; through the interpretation of the salary scale of their positions, it is understood that although the policies appear to be complete, fair and reasonable on the surface, they are actually empty (Chen, & Zhao, 2006). Through the analysis of the salary management system of this example, through the interpretation of the basic salary, salary scale salary, performance salary, social security salary and other welfare benefits and other data in the teacher's salary, we can understand the human resources of the private college under the current reform situation. The advantages and disadvantages of keeping pace with the times and advancing with the times in management (Wang, & Wu, 2014).

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(3) The increase of welfare salary will greatly improve the satisfaction of faculty and staff with salary.

By exposing the problems existing in the school and drawing inferences from other facts, the current situation of salary reform in private colleges and universities under the current educational background is mapped.

1.4 Significant of the Study

Through the reform of the salary system, the reform and innovation of the personnel system is driven, and a set of talent selection mechanism suitable for the development of private colleges and universities has been established, which has laid a solid material foundation for the realization of the strategic goal of strengthening the school with talents (Qiu, &Li, & Dong, 2015). In recent years, the society's demand for talents and knowledge has become more and more urgent, and various units have used generous salaries to attract talents. Because of the nature of running schools, the public has a certain degree of prejudice and discrimination against private colleges and universities when applying for jobs. The social recognition is not as high as that of public universities, which leads to the loss of outstanding talents in private universities. Therefore, the reform of the salary system of private universities is imminent. A 2021 survey of colleges and universities across the country (Zhang, 2014) shows a 27% loss of young teachers replenished from 2011 to 2021. On the other hand, the development of private universities in my country is shorter than that of other countries in the world, with a low starting point and no solid foundation. However, in order to seek development, most private universities choose to copy the talent management system and salary management model of public universities. However, The old distribution system has many drawbacks in public colleges and universities: the unreasonable placement of human resources has seriously affected the enthusiasm of teachers, it is difficult for teachers to get corresponding and reasonable remuneration in their own work, and even makes many people recognize their own work (Chen, &Zhao, 2006). Insufficient degree, many teachers devote their energy to off-campus part-time work, unable to give full play to the role of resource

allocation in colleges and universities. Facing the various drawbacks of the traditional college distribution system and the resulting brain drain, the continued use of such an old and unsuitable system for the private college distribution system will inevitably lead to many thorny problems. In September 1999, the Ministry of Education promulgated the "Several Opinions on Deepening the Reform of the Personnel System in Colleges and Universities"(Zhang, 2014), proposing a new salary management system in colleges and universities, which set off a tide of reform of the personnel distribution system in many colleges and universities, and also affected a large number of private colleges and universities. wave of pay reforms. The reform of the income distribution system in my country's colleges and universities has gone through many stages, but it cannot completely get rid of the phenomenon of seniority ranking under the planned economy. It is still a part of the income distribution system of my country's colleges and universities to determine the salary according to the position, qualifications and status, rather than the position, ability and contribution. the main form. How to strengthen and improve the salary incentive mechanism in colleges and universities (Miao, 2016), respect the status of teachers, commend their teaching and scientific research achievements, and realize their own value, not only can motivate the teaching team and improve the quality of teaching, but also find out the operating mechanism, management mechanism and other aspects of the salary system in colleges and universities. The places where the development of colleges and universities is not suitable has more important social significance.

With the deepening reform of our country's private college system, the redesign of the human resource management system of private colleges and universities has been paid more and more attention, and the reform of the salary system is one of the important links (Li, & Shen, 1997). To do a good job in the reform of the salary system in private colleges and universities is to establish a salary that conforms to the characteristics of private colleges and universities and a salary management system that adapts to it, straighten out the relationship between wages, overcome egalitarianism in wage distribution, and mobilize the enthusiasm and innovation of teachers and staff in private colleges and universities. It is of great practical significance to enhance the school's development stamina and competitiveness (Miao, 2016).

At present, due to the diversification of school-running funds and the expansion of colleges' autonomy in distribution, Chinese colleges and universities generally implement a distribution system that combines state salaries and on-campus

allowances (Qiu, & Li, & Dong, 2015). The national salary is mainly determined based on the job grade. The determination of the school allowance is determined by each school. There are three main modes. The first one is the same as the national wage determination factor, which is based on job grade. The second is based on performance. Basic distribution model The third is the position-based distribution model. Although the distribution mode is diversified, it is only a short-term and partial distribution measure, and has not formed a perfect salary distribution system (Chen, & Zhao, 2006). Therefore, researching and exploring the reform of the salary system in colleges and universities is of great significance for deepening the reform of the personnel system in colleges and universities, establishing an effective incentive mechanism, stabilizing the internal backbone, and attracting outstanding external talents.

The competition among colleges and universities in our country is becoming more and more intense, and the salary of colleges and universities has received extensive attention. Salary is not only an important lever to enhance the construction of college teachers, but also related to the vital interests of college staff and affects the job satisfaction and enthusiasm of college staff. A well-regulated salary system can enable colleges and universities to improve the satisfaction of college staff on salary without adding other additional burdens. Therefore, how to establish a set of perfect salary system in colleges and universities is of great significance to the development of colleges and universities. At present, the reform of the salary system in colleges and universities is still in the exploratory stage, and there are still many problems in the process of development (Miao, 2016). Only by objectively and realistically analyzing the current situation of the salary system in colleges and universities, fully absorbing the salary reform experience of domestic and foreign colleges and universities, and reforming and improving the salary system in a targeted manner, can we provide strong support for colleges and universities to gather and give full play to the advantages of talents, and better to implement the strategy of strengthening the school with talents.

1.5 Contribution of the Study

Through the whole research, we can see the situation of private colleges and universities under the current educational background.

(1) Performance appraisal is a mere formality

At present, many colleges and universities have carried out performance reforms one after another, but in actual work, it is difficult to take into account assessment methods, assessment systems, assessment feedback mechanisms and application of assessment results (Theurillat, 1998). At this stage, the performance assessment of private colleges and universities has imperfect assessment methods and unscientific assessment systems. The assessment feedback mechanism is not transparent, the assessment results are not fully used and other problems, the performance assessment is easy to be formalized.

(2) "Foreign monks" occupy "half of the country"

The lack of teachers is a major barrier affecting the development of private colleges and universities (Marshall, 1956). Private colleges and universities are not as good as public colleges, and their historical and cultural accumulation is relatively weak. Most private colleges and universities are also very limited in their reputation and are not attractive to local faculty and staff, which forces some Private colleges and universities use a large number of external teachers to supplement their faculty. Although this combination of full-time and part-time jobs saves labor costs, because part-time teachers are often paid by class hours, it is easy to cause part-time teachers to "seek quantity instead of quality", which affects the quality of teaching.

(3) The salary structure is unreasonable - the reward mechanism is not perfect

1. The reward mechanism is not perfect. The salary of private colleges and universities is mainly composed of fixed salary and performance (Li, & Shen, 1997). The workload of faculty and staff in private colleges and universities includes discipline construction, teaching, employment guidance, enrollment, etc., and the reward salary is only reflected in performance, and the structure is one-sided.

2. The salary structure is single, and the orientation is biased (Tashya,1996). College teachers are the main bearers of the school's scientific research tasks. The performance appraisal system of private colleges and universities is usually composed of teaching and scientific research, and the two are inseparable. However, most private colleges and universities emphasize scientific research over teaching, and some faculty members pay too much attention to scientific teaching of research projects.

(4) Welfare system is not perfect

a. Non-economic incentives are ignored (Chen, &Zhao, 2006). As knowledge-

based employees, teachers have a certain specificity in their personal pursuits. In addition to their due labor remuneration, they pay more attention to the value of job honors, such as student recognition, social evaluation, and job honors, etc., while private colleges and universities mostly reward compensation content Rewards, lack of honorary rewards, cannot satisfy the spiritual pursuit of faculty members.

b. The welfare system is not perfect (Scott, 1983). The welfare system is a supplement to the economic labor remuneration. Through welfare incentive measures, the trust and sense of belonging of the faculty and staff in the school can be enhanced. However, the welfare system of private colleges and universities is relatively simple, including only the social security and provident fund required by the state. Teachers and staff in private colleges and universities have fewer opportunities to participate in professional training, and schools lack training experience in personal training. A single welfare system has been unable to meet the needs of teachers (Chen, & Zhao, 2006).

Through research, put forward reasonable suggestions for the problems found, and put forward practical and effective coping strategies and optimization plans in terms of assessment system, on-campus and off-campus personnel training, establishment of diversified salary models, and welfare benefits, so as to promote the reasonable and healthy development of private colleges and universities.

1.6 Limitation of the Study

(1) Selection of samples

For the selection of samples, this paper selects a vocational education undergraduate college in Shandong Province. There are undergraduate and junior college students in vocational education in this college. The number of students in the school is about 25,000, and the total number of faculty members is about 25,000. For 750 students, the teacher-student ratio is 1:34. Due to the characteristics of Shandong Province in the national education industry, the comprehensive quality of students is relatively high and the source of students is relatively good. Although Shandong Province is a strong province in education, there are few colleges and universities in the province. Because the school's main source of funds is investor input and student tuition fees, the impact of its lack of funds on employee compensation will be excluded for the time being (Gu, 1994). However, due to the characteristics of

education in Shandong Province, it cannot fully reflect the real situation of the private colleges and universities in the whole country, and there are certain limitations in the selection of Gu samples (Gu, 1994).

(2) The number of statistical measurement samples is not sufficient

In the quantitative analysis of the salaries and salaries of the school, the total amount of the database is the salaries and salaries of the 750 faculty members. Relatively speaking, the number of samples is not sufficient. The results obtained after statistical analysis of these samples may exist to some extent. Bias.

(3) The limitation of time

Through the method of literature analysis, investigation and interview, this paper conducts a qualitative analysis by reading and analyzing the relevant documents such as the latest version of the salary policy of the university through the relevant laws and regulations and local documents of the state on the management of personnel in the education industry in colleges and universities (Chen, & Zhao, 2006). It also conducts a quantitative analysis through a survey of employees' satisfaction with the current salary and a comparison of the salary of employees in different positions. However, because the data used are all the latest data in 2022, and there is no historical data as a reference, it is impossible to comprehensively analyze the impact and changes of the school's development on its salary and wages, and it is impossible to objectively analyze the beginning and end of the school's development (Gu, 1994). It avoids the extreme nature of the conclusions, so that the results cannot fully represent the entire industry or the salary situation of faculty and staff in private colleges and universities across the country, and there are limitations in the time of data collection.

(4) Deviations due to cultural or personal factors

Due to the limitations of personal subjective judgment and analysis and the inherent thinking and cognition of the industry, personal subjective factors cannot be completely discarded in the research, and Gu also has certain limitations in the research.

Chapter2 Literature Reviews

2.1 Introduction

Human resource management (2021): also known as personnel management, refers to the effective use of relevant human resources inside and outside the organization through the management of recruitment, selection, training, remuneration, etc. under the guidance of economics and humanistic thinking to meet the current and future development needs of the organization , the general term for a series of activities to ensure the realization of organizational goals and the maximization of member development.

Compensation (2021): Compensation refers to various forms of compensation obtained by employees for providing the required labor to their unit. It is the labor remuneration paid by the unit to employees. Salary includes two categories of economic salary and non-economic salary. Economic salary is divided into two categories. For direct economic remuneration and indirect economic remuneration.

Direct economic remuneration is the remuneration paid by the unit to the employee in monetary form according to a certain standard (Theurillat, 1998).

Indirect economic compensation is not directly paid to employees in monetary form, but it can usually bring convenience to employees, reduce additional expenses for employees, or relieve employees from worries (Miao, 2016).

Non-economic compensation refers to some factors that cannot be measured by means of money, but will bring psychological pleasure to employees.

Salary management: Salary management is a dynamic management process of determining, distributing and adjusting employee salary payment principles, salary strategies, salary levels, salary structure and salary composition under the guidance of organizational development strategies (Theurillat, 1998). Compensation management should serve to achieve the goal of compensation management. The goal of compensation management is established based on the human resource strategy, and the human resource strategy is subordinate to the enterprise development strategy.

Salary management includes the design of salary system and the daily management of salary (Li, & Shen, 1997).

The salary system design mainly includes salary level design, salary structure design and salary composition design; the daily management of salary is a cycle composed of salary budget, salary payment and salary adjustment. This cycle can be called the salary cost management cycle.

Salary design is the most basic work of salary management (Krippner,2018). If there are problems in salary level, salary structure, salary composition, etc., it is impossible for enterprise salary management to achieve predetermined goals.

Salary budget, salary payment and salary adjustment are the key tasks of salary management, and the daily management of salary should be strengthened in order to achieve the goal of salary management.

After the compensation system is established, we should pay close attention to the problems existing in the daily management of compensation, adjust the company's compensation strategy in time, adjust the compensation level, compensation structure and compensation composition to achieve efficient, fair and legal compensation goals, so as to ensure the realization of the company's development strategy (Qiu,Y. &Li, .&Dong, 2015).

According to the understanding of salary in the narrow sense, salary management refers to the micro-management of enterprise wages. It is the flexible use of various methods and means by the enterprise within the allowable scope of the state's macro-controlled salary policy to formulate various incentive measures and rules and regulations (Krippner, 2018). To implement the distribution of salary differences according to work, that is, to formulate a fair, open and just salary system. Compensation management is not only limited to the allocation of "labor", but how to improve employee satisfaction by strengthening internal compensation. Compensation is an important part of human resource management (Chen, &Zhao, 2006).

A good compensation system can help enterprises to attract, retain and motivate employees more effectively, thereby enhancing the competitive advantage of the company; at the same time, compensation is a very sensitive topic in an organization, and it is closely related to the interests of the organization's employees.

Compensation should play its due role:

Compensation management should achieve the following three goals: efficiency,

fairness and legality (Wang, & Wu, 2014). Achieving the goals of efficiency and fairness can promote the realization of the incentive effect of compensation, and legitimacy is the basic requirement of compensation, because legitimacy is the basis for the existence and development of the company.

(1) Efficiency target

Efficiency goals include two levels. The first level is from the perspective of output, and compensation can bring the greatest value to organizational performance. The second level is from the perspective of input to achieve compensation cost control (Krippner, 2018). The essence of the compensation efficiency goal is to bring maximum value to the organization with the appropriate compensation cost.

(2) Fair target

The fair goal includes three levels, distribution fairness, process fairness, and opportunity fairness (Wang, & Wu, 2014).

Equity in distribution means that organizations should meet the requirements of fairness when making personnel decisions and deciding on various incentive measures (Li, & Shen, 1997). If employees feel they have been treated unfairly, there will be dissatisfaction.

Employees' perception of fair distribution is determined by their subjective comparison of their work input and income. In the process, they will also be compared with past work experience, colleagues, peers, and friends. Distributive fairness is divided into three aspects: self fairness, internal fairness, and external fairness (Marshall, 1956). Self-equity, that is, the remuneration received by employees should be proportional to their contributions; internal equity, that is, in the same enterprise, employees with different positions should receive remuneration in direct proportion to their respective contributions to the enterprise; external equity, that is, the same industry, the same region Remuneration for similar positions in different enterprises of the same size should be basically the same.

Process fairness means that when deciding on any reward or punishment decision, the decision-making standards or methods used by the organization conform to the principle of impartiality, the procedures are fair and consistent, the standards are clear, and the process is open (Johnson, & Oygpoz, 1979).

Opportunity equality means that the organization gives all employees the same development opportunities, including the organization communicates with employees before making decisions, the organization considers employees' opinions in decision-making, supervisors consider employees' positions, and establish employee grievance mechanisms.

(3) Legitimate goals

Legitimate goals are the most basic premise of enterprise salary management. The salary system implemented by the enterprise is required to comply with the national and provincial laws and regulations, policies and regulations, such as the minimum wage system, statutory insurance benefits, salary guideline system and other requirements.

Enterprise salary design is generally based on value evaluation, and value distribution is carried out by scientifically and rationally evaluating the value created by employees for the enterprise. According to the 3P compensation theory model, there are three different measurement dimensions of position, ability and performance, resulting in different compensation modes, namely position-based compensation mode, ability-based compensation mode and performance-based compensation mode (Creswell,1998). based compensation model. Most companies will also adopt other evaluation methods according to the actual situation, such as market transaction value, employee historical contribution value and employee future development expected value.

1. Position-based compensation model

The post remuneration model is to determine the salary level of employees according to the relative value of the post through the evaluation of the responsibilities, labor intensity, labor conditions and other factors of the post. The company usually sets up a special job evaluation team or hires a consulting company to evaluate all internal positions, obtain the salary points of each position, and sort and classify the positions according to the size of the salary points to form a job salary grade system (Johnson, & Oygpoz, 1979). Many enterprises adopt the job wage system, which is actually a special form of job wage. Because among the factors for evaluating the position, the job responsibilities are decisive, and the job system reflects the size of the job responsibilities to a large extent (Creswell,1998). Through the division of job grades, the positions are divided into thick lines. The job salary model generally reflects the difference in the relative value created by employees at different job levels for the company, but there is no clear division of the contributions made by employees at the same job level in different positions.

2. Competency-based compensation model

Competency salary means that the company determines the basic salary level

according to the ability or qualification of employees, and it is not right for people (Skin,1996). Among them, the ability based on the position accounts for the vast majority of the total salary of the position; the level of employee ability and salary, salary, Promotion is related to promotion; the premise of its design is that high ability will achieve high performance, so that employees can realize that high ability will lead to high performance; the salary increases with the improvement of ability, and the highest ability also has the highest salary; managers pay attention to It is the value-added of employees' ability. Competency-based compensation model competencies are not competencies in the general sense, but a specific combination of competencies that can predict excellent performance, and are based on a wider range of knowledge, skills, self-awareness, and personality characteristics than the skill-based compensation system (Skin,1996). The basic salary system based on the comprehensive factors such as, motivation and so on. The salary system of this ability is especially suitable for technology-based enterprises and knowledge-based enterprises, and meets the requirements of enterprises to establish a learning organization (Chen, & Zhao, 2006).

3. Performance-based compensation model

The post-based salary model assumes that the performance of static job responsibilities will inevitably lead to good results (Ke, & Jiang, 2014). In an environment with great uncertainty and change has become the norm, the conditions for this assumption to be established have undergone great changes. Enterprises require employees to actively set goals according to changes in the environment and challenge the past. Just doing things correctly can no longer meet the needs of competition. Enterprises place more emphasis on doing the right thing and want results rather than processes. Therefore, employees' remuneration is determined through a series of evaluation indicators such as the completion of tasks, work behavior, and attitudes of employees. Burt Consulting believes that the basis can be the overall performance of the enterprise, the overall performance of the department, or the performance of the team or individual. Which one to choose as the basis for performance pay depends on the nature of the position (Qiu, Y. & Li, .& Dong, 2015). In general, there are multiple performance outcomes to consider. Performance-based employee behavior is very direct. Employees will work around performance goals, do their best to achieve goals, and strive to innovate. "Effective" is the criterion of employee behavior, not conservative and standardized under the post-pay system. In effect, pay-for-performance reduces administrative costs and increases output. The performance-based compensation system is widely used in enterprises, especially in

industries with a relatively high degree of marketization and fierce competition (Tashya, 1996). This compensation model is more applicable.

4. The internal connection between various compensation management models

No matter what kind of compensation model it is, they are only different in the focus of attention. Its ultimate purpose is to measure and reflect the performance of employees as accurately as possible, ensure the fairness of distribution, and then promote the improvement of employee performance (Chen, & Zhao, 2006). One point is the same. The job salary focuses on the characteristics of the position and ignores the factors of the person (the incumbent), the ability salary focuses on the qualification of the incumbent and the input of the work, and the performance salary focuses on the output of the incumbent on the post. The choice of compensation management model is based on whether it can more accurately reflect the actual contribution of employees, so that wages can more accurately reflect the performance level of employees, give employees a sense of fairness, improve employee satisfaction, and promote the overall performance of the company. improvement.

In the practice of enterprise salary management, according to the different salary payment basis, there are salary components such as post salary, job salary, skill salary, performance salary, seniority salary, salary scale salary and so on. Usually enterprises choose one or two as the main form, and the others as auxiliary forms. It is critical to choose and determine the form of the salary system, which reflects the company's value orientation (Tashya, 1996).

2.2 Literature Reviews

2.2.1 Supply and demand equilibrium wage theory

The supply and demand equilibrium theory is based on the supply and demand equilibrium price theory by Alfred Marshall (1956), the famous leader of the British Cambridge school and the representative of the neoclassical economics school. Explain the market-determining mechanism of wages. He argues that wages are determined by the supply price of labor and the price at which the snowball price is in equilibrium.

Marshall (1956), supply and demand equilibrium is a micro-wage theory, which is a synthesis and arrangement of various old and new distribution theories at that

time. He not only absorbed the ideas of the classical school of distribution theory, but also absorbed the essence of the marginal revolution of the marginal school. This theory turns people's attention from the size of the allocation share to the allocation of scarce resources, and links the factor input remuneration with the factor production contribution, which lays the foundation for future research on the market wage determination mechanism.

2.2.2 Maslow's Hierarchy of Needs (Maslow, 1943):

Maslow's theory divides demand into physiological needs, safety needs application, social needs application, respect for demand applications, and self-actualization needs application, in order from lower levels to higher levels. After self-actualization, there is also self-transcendence needs, but it is usually not the level necessary as the theory of Maslow's needs (Maslow, 1943).

a. Physiological needs application

Physiology Needs, also known as the lowest and most advantageous needs, such as food, water, air, sexual desire, health.

Characteristics of not meeting physiological needs: I do n't want anything, I just want to make myself alive, and the thinking ability and moral outlook on morality have obviously become fragile(Maslow, 1943). For example: When a person needs food extremely, he will snatch food whatever means. When the people are in the war, they will not line up to collar bread. Assuming people work for rewards and inspire subordinates with physiological needs.

Incentives: Increase wages, improve labor conditions, give more spare time and rest, and improve welfare benefits (Chuan, 2006).

b. Safety needs application

Safety needs (Safety Needs), which also belongs to low-level demand, including personal safety, stability of life, and avoiding pain, threats or diseases (Maslow, 1943).

Features of lack of security: I feel that I have threatened things around me, and I feel that the world is unfair or dangerous. Think that everything is dangerous, changing, uneasy, and thinking that everything is "evil". For example: a child was bullied by classmates and was treated unfairly by the teacher, and he began to become unbelievable in this society (Ke, & Jiang, 2014). To protect your own safety. An adult,

unsuccessful at work, meager salary, can't afford family members, and changes self-discarding, using drinking every day, smoking to find a brief sense of ease.

Incentives: Emphasize rules and regulations, occupational security, welfare benefits, and protect employees from unemployment, provide medical insurance, unemployment insurance and retirement benefits, and avoid employees from receiving dual instructions (Ke, &Jiang, 2014).

c. Social needs application

Social demand (love and belonging needs), which belongs to higher -level demand, such as: need for friendship, love, and affiliation (Maslow, 1943).

Features of lack of social needs: because they did not feel the care of the people around them, they thought they had no value to live in this world. For example: a teenager who has not been cared for by his parents believes that he is worthless in the family, so making friends at school, ignoring the moral outlook and rational way to find friends or similar. For example: young people can help others make cows and horses in order to integrate themselves into the social circle, even smoke, prank and so on (Ke, &Jiang, 2014).

Incentive measures: Provide opportunities for social communication between colleagues, support and praise employees to find and establish a harmonious and warm interpersonal relationship, and carry out organized sports competitions and collective gatherings.

d. Respect for demand applications

Respecting demand (Esteem Needs), which is a higher level of demand, such as: achievement, reputation, status and promotion opportunities (Maslow, 1943). Respecting needs include both personal feelings of achievement or self-worth, as well as other people's recognition and respect for themselves.

The characteristics of unable to meet the needs of respect: love face, or actively use action to let others agree with themselves, and it is easy to be attracted by vanity. For example: use violence to prove your strength and work hard to make yourself a doctor and lawyer to prove that his existence and value in this society, the rich make money for his fame or donation.

Incentives: Public awards and praise, emphasize the arduousness of work tasks and the superb skills required for success, awarded honorary medals, published articles in company publications, and glorious employees.

e. Self-implementation needs application

Self-Actualization is the highest level of demand, including the needs of the realm of truth, kindness, beauty, and high life (Maslow, 1943). Therefore, the first four needs can meet. The highest level of demand can be generated. For example: self-realization, exert potential, etc.

The characteristics of lack of self-realization: I feel that my life is promoted by emptiness. I must do something that should be a "person" in this world (Li, & Shen, 1997). It is extremely needed to make him more enriched himself, especially It is to let a person deeply experience what he does not live in this world. It is also begun to believe that values, moral views are better than money, love, respect, and social prejudice. For example: a person who sincerely donated to help others. A martial artist and athletes practice their physical fitness to the extreme, making themselves world-class or simply to surpass themselves. An entrepreneur, I sincerely think that the cause of their business can bring value to this society, but work better than yesterday (Li, & Shen, 1997).

Incentives: Use the adaptive strategy of complex situations during design work, appoint special tasks to people with specialties, and leave room for lower levels when designing work and implementation planning.

2.2.3 Herzberg's Two-Factor Theory American psychologist:

Herzberg (1931) holds that: some things can cause satisfaction when they exist, and when they are lacking, they will not cause dissatisfaction, just no satisfaction; some things A thing is unsatisfactory when it is present, and dissatisfaction when it is absent. The former is called "motivation factor" and the latter is called "hygiene factor".

Process-based motivation theories (Herzberg, 1931) mainly study the process from the generation of individual motivation to taking specific behaviors. These theories try to clarify people's understanding of making efforts, obtaining performance, and obtaining rewards, so as to better motivate employees.

a. Expectation theory American psychologist Fromm's expectation theory

believes that the degree of motivation of a goal to people is affected by two factors: one is the goal valence, that is, people's subjective judgment of how valuable it is to achieve the goal. If the achievement of the goal is of great value to the person, the motivation of the person is high; otherwise, the motivation is low. The second is the expected value, that is, people's subjective estimation of the possibility of achieving the goal. Only when you think that the possibility of achieving the goal is very high, will you strive for it, so as to play the motivational role of the goal to a higher degree; if you think that the possibility of achieving the goal is very small, or even impossible, then the motivational effect of the goal It's so small that it doesn't exist at all.

b. Reinforcement Theory (Skin,1996), a professor at Harvard University in the United States, holds that human behavior is only a response to external environmental stimuli, and is regulated and controlled by external environmental stimuli, and behavior can be changed by changing stimuli. A certain behavior of people can be strengthened through effective stimulation, so managers can effectively stimulate the enthusiasm of employees through various strengthening methods. In management practice, there are three commonly used reinforcement methods, namely positive reinforcement, negative reinforcement and extinction reinforcement. These methods can be used alone or in combination.

c. Fairness Theory Fairness theory was proposed by American psychologist Adams. The basic point of the theory is that people's work enthusiasm is not only related to the actual compensation of individuals, but also has a closer relationship with whether people feel fair about the distribution of compensation. People will always consciously or unconsciously compare their labor costs and the rewards they get with others, and make judgments about whether they are fair or not. The sense of fairness directly affects people's work motivation and behavior. Therefore, in a sense, the motivational process is actually a process of comparing people with each other, making judgments about fairness or not, and guiding behavior accordingly.

Content-based incentive theory and process-based incentive theory both study incentive issues from a certain perspective. In fact, people are the most complex. The application of the model requires certain preconditions, so it should be used carefully according to the actual situation.

2.3 Theory of Reviews

Employee compensation refers to the various forms of remuneration and other related expenditures given by an enterprise in order to obtain services provided by employees.

"International Accounting Standards"(Ke, & Jiang, 2014) refers to employees as employees, and my country refers to employees as employees rather than employees. The labor remuneration paid by enterprises to employees in my country is collectively referred to as employee remuneration, not just employee welfare, because employee welfare has a specific meaning in my country, generally refers to employee welfare fees, excluding wages, bonuses, allowances, etc., and "International Accounting". There is a difference in the concept of "benefits" in the "employee benefits" referred to in the guidelines (Tashya, 1996). Therefore, it is more accurate to use the term "employee compensation".

According to "Accounting Standards for Business Enterprises No.9-Employee Compensation"(Ke, & Jiang, 2014), employee compensation includes:

- (1) Staff wages, bonuses, allowances and subsidies;
- (2) Employee benefits;
- (3) Social insurance premiums such as medical insurance premiums, endowment insurance premiums, unemployment insurance premiums, work-related injury insurance premiums, and maternity insurance premiums;
- (4) Housing provident fund;
- (5) Trade union funds and employee education funds;
- (6) Non-monetary benefits;
- (7) Compensation for the termination of the labor relationship with the employee;
- (8) Other expenses related to obtaining services provided by employees.

The so-called salary satisfaction refers to the psychological state of employees after comparing the economic and non-economic rewards of the company with their expectations.

In a broad sense, it is an attitude of employees to all the rewards for their labor; from the perspective of the market, it is the psychological attitude caused by the price of human resources to employees; from the perspective of distribution, it is whether the return of the enterprise to the elements of human resources is meet the psychological expectations of employees (Demir, 2012).

Employee salary satisfaction is a relative concept. It is generally believed that exceeding expectations means satisfaction, meeting expectations means basic satisfaction,

and falling below expectations means dissatisfaction.

The higher the employee's salary satisfaction, the more obvious the incentive function of the salary, the employee will work harder, and often get the affirmation and appreciation of the company's leaders, so as to get a higher salary, thus forming a virtuous circle, and the company may retain more great staff (Tashya, 1996). On the contrary, it will form a vicious circle, resulting in brain drain. The work attitude of employees directly affects the effectiveness of production and operation, and the salary satisfaction of employees directly affects their work attitude (Preskill, 1988). Salary incentive is to fully motivate and give full play to the ability of employees while ensuring the basic life of employees, so as to improve the economic benefits and market competitiveness of enterprises.

The determination of an enterprise's salary level is related to many aspects such as the enterprise's own operation, the external environment of the enterprise and the personal quality of the employees. The purpose of corporate salary incentives is to improve employees' salary satisfaction, thereby improving the economic benefits of enterprises. To improve the employee's salary satisfaction, it is necessary to analyze its influencing factors. The influencing factors of employee's salary satisfaction are mainly how to deal with the three fairness issues, namely external fairness, internal fairness and personal fairness (Miao, 2016).

a. External fairness refers to the comparison of the labor remuneration obtained by the employees of the enterprise with the labor market price level or with the remuneration of the same industry and the same position (Creswell, 1998).

b. Internal fairness refers to the payment of remuneration within the enterprise according to the relative value of the work performed by the employees (Preskill, 1988). Compared with external fairness, employees are more concerned about internal relative unfairness. While they are concerned about their own income, they are also comparing with their colleagues around them. After employees compare their own pay with the pay of others within the company, employees are less satisfied with their pay when they feel they are not being treated fairly. But the key to the link between pay and satisfaction is not what employees actually get, but their sense of fairness.

c. Personal equity refers to the personal evaluation of employees on their qualifications, abilities and contributions to the enterprise (Skin, 1996). One of the basic principles of salary payment is to give priority to efficiency, that is, to pay employees according to their

positions and contributions to the enterprise. Achieving personal equity starts with placing employees in the most suitable positions and creating opportunities for their career development. Even employees in the same position have different skill levels, work abilities, and the value they create for the company. Therefore, when employees think that their salary level does not match their performance, "doing more or less is the same, good or bad is the same" can also generate dissatisfaction with pay.

2.4 Conceptual Framework

First of all, the salary management system of Shandong University of Engineering and Vocational Technology consists of three parts: basic salary, performance salary and welfare wages, and performance wages through performance assessment and evaluation. At the same time, we used Maslow's demand theory (Maslow, 1931), Herzberg's two-factor theory balance theory (Herzberg, 1931), and analyzed the salary management system of Shandong University of Engineering and Vocational Technology through these theories. The effects of quantitative results and theoretical inferences can obtain the impact of the reform of the salary management system on employee satisfaction.

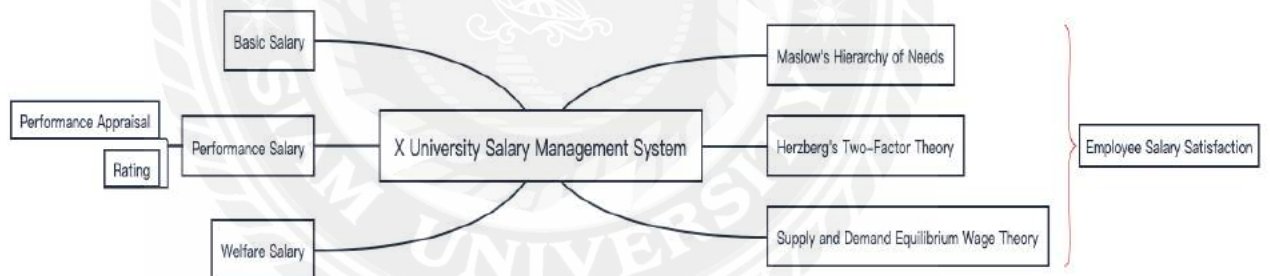


Figure2.1 Conceptual Framework

Chapter3 Research Methodology

3.1 Introduction

In this paper, the questionnaire survey was used to analyze the satisfaction of faculty and staff, and some faculty members were selected to make detailed inquiries about the salary structure in the salary, the evaluation standard of reward salary, the comparison of salary in the same industry, and whether the salary system can effectively reflect the differences of disciplines. Extract the answers, conduct statistical analysis on 140 pieces of raw data through SPSS, and obtain quantitative indicators. This method is the quantitative analysis mentioned above; and the objective description presented by the quantitative statistical indicators is proved by correlation analysis. Independent variables Based on the correlation of dependent variables, and through the qualitative analysis of the field inspection method and the literature collection method, the relationship between the improvement of the employee compensation system and the employee compensation satisfaction is obtained. Therefore, this paper applies to the mixed research methods mentioned above.

The definition of mixed methods research:

There are several different names for mixed methods research (Johnson, & Oygpoz, 1979), such as integrative methods, qualitative and quantitative methods, multiple methods, mixed methodologies, multiple strategies research one, and combined methods, etc., but mixed methods research has been used in the recent literature. title. These designations demonstrate that research can take many forms and involve many aspects of the research process. In a broad sense, mixed methods cover all the ways and forms of mixing that can occur in research. But the most common form of mixing involves the mixing of methods, and this paper mainly discusses in this sense.

Regarding the concept of mixed methods research, different scholars of mixed methods research have different definitions. The following are the definitions given by several scholars:

Johnson and Oygpoz (1979) mixed methods research is research in which researchers mix quantitative and qualitative techniques, methods, approaches, concepts, or languages in a single study or a series of related studies.

The Morse mixed methods design is a scientifically rigorous research procedure consisting of core components of qualitative and quantitative research. The complementarity of qualitative and quantitative research guides the development of theory. described and understood, studies can be conducted concurrently or sequentially (Johnson, & Oygpoz, 1979).

We should use mixed methods research when a combination of quantitative and qualitative research procedures responds better to the research question than one of them alone. The combination of quantitative and qualitative methods should be able to serve researchers better, and the evaluation of the effectiveness of mixed methods should be based on whether the use of this method can help researchers better answer research questions.

Preskill (1988) mixed methods research involves data collection methods that collect both quantitative and qualitative data. Mixed methods research believes that all methods have their inherent biases and weaknesses, and mixed methods can make the collected data richer, more meaningful, and ultimately more useful for answering research questions.

Tashya Kauri Tedley (1996) method research is a type of research design that uses qualitative and quantitative research designs in problem formulation, research methods, data collection and analysis procedures, or problem inference.

Creswell (1998) method research is a research method that combines qualitative and quantitative research forms. It involves philosophical assumptions, the use of qualitative and quantitative methods, and the mixing of the two in one study. Therefore, it is not only simply the collection and analysis of both types of data it also involves the simultaneous use of both methods so that the combined advantages of mixed methods research are greater than qualitative or quantitative research.

Analyzing the above definitions of mixed methods research, it can be found that mixed methods research mainly includes three meanings: one is that mixed methods research includes the use of quantitative and qualitative methods; The purpose of using mixed methods research is to use the complementary advantages of different methods and strategies to achieve a more comprehensive, in-depth and correct understanding. Research questions and presentation of research results.

Based on the analysis of the above-mentioned definitions, this paper attempts to give my own understanding, a general definition of mixed methods research, that is, mixed methods research is a type of research in which an individual or a team of researchers expands and deepens their understanding of the problem. or repeated confirmation, which combines elements of quantitative and qualitative research, including the use of quantitative and qualitative research perspectives, data collection methods, analytical techniques, and inference techniques (Johnson, & Oygpoz, 1979). Mixed-methods research is a third research path that is different from quantitative and qualitative research paths.

As a research approach, mixed methods research has three characteristics that distinguish it from other research approaches:

(1) Use both quantitative and qualitative research methods in a single research project

The core idea of mixed methods research is that the researcher is able to combine certain elements that are conventionally considered to be either one or the other within a single research project. In mixed methods research, there are both quantitative and qualitative research parts, and different types of data are collected using different methods, both quantitative and qualitative.

(2) Attach importance to triangular mutual verification

Mixed methods research emphasizes explaining the purpose of choosing mixed methods, the complementary advantages of combining the two methods, and how to integrate the two methods together. In mixed methods research, the research design is very important. The role of triangulation is of particular interest when defending the combined use of quantitative and qualitative methods.

(3) Emphasize the pragmatism of solving research problems

Hybrid methods are "problem-driven" in the sense that they take the research problem above all else. Of course, other research methods also focus on solving real-world problems (Creswell, 1998). However, proponents of mixed methods use it as a decisive driving force in deciding which method to use. This means that they are prepared to use methods with different philosophical underpinnings, as long as their use can be of practical value in solving the research problem. In this sense, mixed methods challenge the coherence between the different parts of the research question, research design, data collection, and data analysis that social research should frame in terms of underlying

assumptions about the social world and the possibility of research openness. The presupposition of hard work. Hybrid methods take a pragmatic stance, allowing approaches that conventionally appear to be drawn from two incompatible research paradigms.

3.2 Research Design

In this paper, the independent variable is employee compensation, and the dependent variable is employee satisfaction. For the independent variable employee compensation, it is mainly divided into three main parts: basic salary, performance salary and welfare salary.

(1) Basic salary includes: post salary and salary scale salary.

(2) Performance wages mainly reflect the performance and outstanding contributions of the staff. Including rated performance, excess performance, reward performance three parts, is a floating salary, dynamic management.

(3) Welfare wages include: social insurance, housing provident fund, degree allowance, meal allowance, communication allowance, etc.

Base salary

Post salary: reflect the responsibilities and requirements of the positions employed by the faculty and staff (Creswell,1998). It is divided into: professional and technical positions, management service positions, and each position level corresponds to a salary standard. After completing the basic workload, the staff of each post will be paid monthly salary.

Salary scale salary: It mainly reflects the work performance and qualifications of the faculty and staff. There are 65 salary scales, and each salary scale corresponds to a salary standard. Those who pass the annual assessment will be promoted to one level every year, which will increase with the change of working age. Those who do not pass the assessment shall not be promoted that year.

Performance pay

Rated performance: It reflects the standards and requirements of the rated teaching, scientific research, management and other workloads of faculty members, and each post level corresponds to a rated performance salary standard (Tashya, 1996). After the professional and technical personnel complete the rated workload determined by the school, the rated performance will be issued on a monthly basis, and those who fail to meet the specified requirements will be issued according to the completion ratio. Management service personnel will be issued monthly based on attendance and work

completion.

Excessive performance: It is mainly an affirmation of the excessive workload of faculty members. Excessive performance adheres to the principle of "more pay for more work, better labor and better remuneration". Excess performance is issued on a monthly basis.

Reward performance (Tashya, 1996): mainly to affirm and reward projects that have achieved outstanding results and made outstanding contributions. The purpose is to fully mobilize the enthusiasm of the teaching staff, continuously improve teaching, management and service levels, improve work quality and work efficiency, and ensure the realization of the school's strategic goals.

The school controls the total amount of performance-based salary distribution. The total reward performance salary = 400 yuan / student * the number of students - the total excess performance salary this year. Among them, if the number of students is less than 10,000, it is calculated as 10,000; if the number of students exceeds 10,000, it is calculated as the actual number of students in school. Statistics are carried out in December every year and adjusted in January.

Within the approved total amount of rewarded performance wages, the school will allocate them by department in accordance with the "Management Measures for Performance Appraisal", according to the results of performance appraisal and standardized procedures and requirements. Each department and each unit will make a secondary distribution according to the total reward performance salary distributed, and the specific distribution method will be formulated by each department in detail. Incentive performance is paid monthly with the following annual salary.

Welfare wages

Welfare wages include social insurance, housing provident fund, degree allowance, meal allowance, communication allowance, etc.

Social Insurance: According to the relevant regulations of the state and the relevant system of the school, social insurance (including: pension, unemployment, work injury, medical treatment, maternity) is paid for teachers and staff.

Housing Provident Fund: The monthly payment is 14% of the basic salary of each person (7% for the individual and 7% for the school).

Degree subsidy: Master's degree subsidy is 500 yuan/month, and doctoral degree subsidy is stipulated separately.

Subsidy for missed meals: subsidized in the form of actual meals.

Communication subsidy: 160 yuan/month for the dean, 120 yuan/month for the deputy dean, 100 yuan/month for the assistant dean, 80 yuan/month for the director, 50 yuan/month for the deputy director and counselor, 30 yuan/month for the department level. The communication subsidy is recharged to the mobile phone in the form of telephone bills every month. (There is no communication subsidy in February and July every year).

For the dependent variables in this paper, a sampling survey and field interviews were carried out on the teaching staff in the form of questionnaires. Mainly refer to the following indicators:

- a. Satisfaction with the overall salary
- b. Satisfaction with the fairness of pay
- c. The degree of awareness of the reasonableness of salary performance
- d. Satisfaction with the differences in assessment indicators for different positions

3.3 Hypotheses

Hypothesis 1: An increase in the base salary will greatly improve the satisfaction of faculty and staff with the school

Set up a questionnaire, take the work of 660 faculty members in the private college as a sample database, and select 140 employees in the form of stratified sampling to investigate their satisfaction with the basic salary. Staff satisfaction inquiries.

Hypothesis 2: The current performance-based salary cannot reflect the differences of each person in the job well, so it cannot measure the workload of faculty and staff well, and cannot reflect the value of labor fairly and reasonably.

Through the method of data analysis in the quantitative research method, the comparison of the performance wages of faculty and staff at the same level in different departments in administrative positions and the comparison of the performance wages of faculty and staff at the same level in different colleges in teaching positions are used to find differences and analyze their performance from a qualitative perspective.

Unreasonable wage distribution.

Hypothesis 3: The increase of welfare salary will greatly improve the satisfaction of faculty and staff with salary

A questionnaire survey was set up, taking the work of 660 faculty members in the private college as a sample database, and randomly sampling 140 employees from it to investigate their satisfaction with welfare wages.

3.4 Population and Sampling

The overall research in this paper is 660 faculty members of the private university, and 200 questionnaires were distributed according to the method of random sampling, all of whom were full-time teachers. E-mail and other methods to solicit opinions and suggestions.

At the same time, we will interpret the wage policy that is being implemented in April 2022, extract the relevant parts of the policy on basic wages, performance wages and welfare wages to study their composition, compare the proportions of each part, and analyze the standards and assessments of their wage settings. mode, through the qualitative analysis method to study the influence of its salary and compensation on its satisfaction.

3.5 Sampling

This study used a combination of stratified sampling and random sampling.

Random sampling is based on the principle of randomness, that is, to ensure that each object in the population has a known, non-zero probability to be selected as a research object to ensure the representativeness of the sample. The random sampling method means that each part of the survey population has an equal possibility of being selected.

Stratified sampling, also called type sampling. It is to divide the overall units into several types or layers according to their attribute characteristics, and then randomly select sample units from the types or layers. The characteristic of stratified sampling is that it is easy to draw out representative survey samples due to the increased commonality among units in various types through classification and stratification. This method is

suitable for situations where the overall situation is complex, the differences between units are large, and there are many units.

The reason why this study chooses the combination of stratified sampling and random sampling is based on the characteristics of the university: ① the number of administrative staff is relatively small compared to the number of full-time teachers, so the number of samples drawn is also small; ② the number of administrative staff the nature of work is different from that of full-time teachers, and it is difficult to stratify with a clearer professional division. Therefore, for the survey population of administrative managers, I chose the random sampling method.

As for full-time teachers, I chose the method of questionnaire survey to collect data for three reasons: ① full-time teachers account for a large proportion of the total number of faculty and staff in the school surveyed; ② There is a big difference in the field of scientific research, and each college has a clear division; ③ The school has many and complex methods for the salary assessment of full-time teachers, so I chose the stratified sampling method for the survey of full-time teachers.

3.6 Sample Size

A total of 200 questionnaires were distributed in the this university Salary Survey, 156 of which were returned, of which 140 were valid questionnaires, reaching 70% effectiveness. The validity of the questionnaire can be judged from three aspects: all the questions are answered the same; more than 30% of the questions are not answered; there are two or more answers for the multiple-choice items. In this survey, we classified the colleges or teaching departments of the respondents according to statistics. At the same time, we conducted on-the-spot investigations and on-site visits to 20 administrative management and logistics service personnel. Table 3.1 is the preliminary statistics of the colleges where the full-time teachers belong to their satisfaction with salary and compensation management and relevant suggestions.

Table 3.1 Sample Schedule

Serial number	College name	Number of people
1	School of Printing, Packaging and Digital Media	3
2	School of Mechanical and Precision Instrument Engineering	5
3	Faculty of Science	9
4	Art and Design College	0
5	School of Materials Science and Engineering	35
6	Computer Science and Engineering	6
7	School of Economics and Management	26
8	College of Water Conservancy and Hydropower	27
9	School of Automation and Information Engineering	17
10	School of Humanities and Foreign Languages	12
	Total	140

3.7 Data collection

The data collection is divided into two parts, the first part is the collection of independent variable salary and the second part is the collection of faculty satisfaction survey.

(1) Collection of salary data

By studying the current employee compensation policy of this university, the policy details the components of the salary, the payment standards for each part, and the faculty and staff have made statistics on the salary and compensation of each part in different positions. The salary of this private college is mainly composed of basic salary, performance salary and welfare salary.

3.7.1 Basic remuneration

The basic salary of teachers consists of two parts that reflect the job responsibilities of teachers, the post salary and teaching age, and the salary scale salary stipulated by the state. The salary system of this university staff is based on the new salary standard in February 2019. (1) Post salary

The post salary mainly reflects the responsibilities of the teacher's post and the teacher's level of ability in personnel training, scientific research, and social services. There are 13 levels for teachers and other professional and technical personnel in the school, among which: Levels 1-4 correspond to professors (including other senior positions), levels 5-7 correspond to associate professors (including other deputy senior positions), and levels 8-10 correspond to lecturers (Level 11-12 correspond to teaching assistants (including other junior roles), and level 13 corresponds to professional and technical positions of technicians. See Table 3.2 for different salary standards for different grades of positions.

Table 3.2 Job Salary Schedule

Job category	job level	Job salary level	fee standard	
management service jobs	Dean	Level 1	4770	
	Executive Vice President	Level 2	3970	
	associate dean	Level 3	3320	
	Assistant Dean	Level 4	2800	
	Director	Level 5	2390	
	Deputy Director	Level 6	2070	
	Section Chief	Level 7	1820	
	Deputy Section Chief	Level 8	1630	
	Clerk	Level 9	1490	
	clerk	Level 10	1390	
Professional and technical positions	Positive senior	Level 1	4850	
		Level 2	3850	
		Level 3	3480	
		Level 4	2900	
		Level 5	2670	
	Deputy Senior	Level 6	2420	
		Level 7	2210	
	intermediate	Level 2	1950	
		Level 9	1710	
		Level 10	1600	
		Level 11	1510	
		primary	Level 12	1490
			rank	Level 13

(2) Salary scale salary

This part of the salary is determined by the teacher's working years. A total of 65 teacher salary levels have been set, and each level has a clear corresponding salary standard. In addition, the corresponding starting salary scales are adjusted for different levels of positions. According to the teachers' own working years and position levels, plus the results of the school year assessment, the corresponding salary scales are set in Table 3.3.

Table 3.3 Pay Scale Pay Schedule

Salary Scale									
salary scale	fee standard	salary scale	fee standard	salary scale	fee standard	salary scale	fee standard	salary scale	fee standard
1	215	14	657	27	1587	40	2903	53	4507
2	236	15	709	28	1657	41	3019	54	4650
3	260	16	767	29	1763	42	3135	55	4793
4	284	17	825	30	1860	43	3251	56	4936
5	311	18	890	31	1957	44	3367	57	5079
6	338	19	955	32	2054	45	3483	58	5222
7	369	20	1027	33	2151	46	3611	59	5365
8	400	21	1099	34	2257	47	3739	60	5508
9	436	22	1171	35	2363	48	3867	61	5651
10	472	23	1251	36	2469	49	3995	62	5794
11	513	24	1331	37	2575	50	4123	63	5957
12	559	25	1411	38	2681	51	4251	64	6120
13	605	26	1499	39	2787	52	4379	65	6355

1. The starting salary scales for each management position are: 46 for the first-level position, 39 for the second-level position, 31 for the third-level position, 26 for the fourth-level position, 21 for the fifth-level position, 17 for the sixth-level position, and

seventh for the seventh-level position. There are 12 levels of posts, 8 levels of eight-level posts, 4 levels of nine-level posts, and 1 level of ten-level posts.

2. The starting salary scales for professional and technical positions are: 39 for first-level positions, 25 for second- to fourth-level positions, 16 for fifth- to seventh-level positions, 9 for eight- to ten-level positions, and eleven to twelve-level positions. Level 5, level 1 for a thirteenth-level post.

Please refer to Appendix B for the specific grading standard.

1. management service jobs

Table3.4 Rated performance salary standard (unit: yuan/month)

Job level	Rated salary (yuan/month)
Dean	3500
Executive Vice President	3000
associate dean	2700
Assistant Dean	2400
Director	2100
Deputy Director	1800
Section Chief	1600
Deputy Section Chief	1400
Clerk	1200
Clerk (trial period)	1100

(1) Data collection of the results of the faculty satisfaction survey

In this survey, 200 questionnaires were distributed and 156 were returned, of which 140 were valid responses. We collected the data of these 140 satisfaction questionnaires.

In the questionnaire, we mainly inquired about the satisfaction of teachers and staff with the salary, whether the proportion of salary is reasonable, and the rationality of the performance appraisal method through the mode of multiple options, and sorted out the questions asked.

As for the satisfaction survey of 20 administrative management posts and logistics service personnel, we observed and understood their work status, work content and interviewed them through on-the-spot inspections and other methods. The employees who could not participate in the on-site interview due to work reasons made phone calls.

Opinions were collected from multiple parties by means of interviews, emails, etc.

After the interview, through the sorting and summarizing of the interview minutes, the opinions are summarized, and the satisfaction degree and relevant opinions and suggestions of the administrative management personnel and logistics service personnel on the current employee compensation are obtained.

3.8 Data Analysis

By collecting the employee compensation system and data of the private university, comparing its salary structure through the analysis method of control variables, finding out the independent variables, and combining the questionnaire to investigate the satisfaction of the faculty and staff, through the numerical analysis of the reliability and validity of the survey results, which proves that the survey has high reliability and can be used as a dependent variable to find out the relationship between the independent variable and the dependent variable.

And we analyzed the correlation and reliability Cronbach α reliability coefficient through SPSS, the obtained Cronbach α reliability coefficient is 0.8 and above, which proves the high reliability of the research.

3.9 Reliability and validity analysis of the scale

Cronbach α reliability coefficient is the most commonly used reliability coefficient, and its formula is: $\alpha = (k/(k-1)) * (1 - (\sum Si^2)/ST^2)$

Among them, K is the total number of items in the scale, Si^2 is the intra-item variance of the score of the i-th item, and ST^2 is the variance of the total score of all items. It can be seen from the formula that the α coefficient evaluates the consistency between the scores of each item in the scale, which belongs to the internal consistency coefficient. This method is suitable for reliability analysis of attitude and opinion questionnaires (scales).

The reliability coefficient of the total scale is preferably above 0.8, and 0.7-0.8 is acceptable; the reliability coefficient of the subscale is preferably above 0.7, and 0.6-0.7 is acceptable. If the Cronbach's alpha coefficient is below 0.6, the questionnaire should be

re-edited. The Alpha coefficient is set in Table 3.5.

Table 3.5 Alpha Coefficient

Reliability Statistics	
Alpha	Number of Items
.964	15

This study uses SPSS to calculate the Cronbach's alpha reliability coefficient of the questionnaire in the research, and it is concluded that his coefficient is 0.964, that is, the reliability of the survey is extremely high.



Chapter4 Results of the Study

4.1 Introduction

This research analyzes the relationship between the independent variable and the dependent variable by investigating the independent variable: employee compensation and dependent variable: employee satisfaction. Through the data collection in the third chapter, it can be seen that the unreasonable salary of employees will directly affect the satisfaction of teachers and staff. The survey found that: in the salary and salary management system, the basic salary and performance salary of the independent variables have the greatest impact on the satisfaction of faculty and staff, and the level of the independent variable is positively correlated with employee satisfaction. The higher the satisfaction, the lower the satisfaction.

4.2 Description of statistical variables

4.2.1 Overall satisfaction with salary

(1) Overall satisfaction with the current salary system of University Kevin From Table 4.1, it can be seen that among all the teachers surveyed, 70 people think that the current salary system of this university is unreasonable and may cause the loss of outstanding talents, accounting for the total number of samples 50% of the total; think that the current salary system of this university is very unreasonable, and there are 6 people who will lead to the loss of outstanding talents, accounting for 4.3% of the total number of samples, and the two accumulatively 54.3%, which shows that the current salary system of this university is indeed unreasonable. , so that more than half of the teachers are not satisfied with it, and 24.3% of the teachers are not clear about the salary system of this university.

Table 4.1 Overall satisfaction with this university's current salary system

	Options	Frequency	percentage (%)	Effective percentage (%)	Cumulative percentage (%)
How do you feel about the salary system of Kevin University?	Very reasonable and conducive to attracting outstanding talents	2	1.4	1.4	1.4
	Reasonable can attract outstanding talents	28	20.0	20.0	21.4
	Not clear	34	24.3	24.3	45.7
	Unreasonable, may lead to the loss of excellent talents	70	50.0	50.0	95.7
	Very unreasonable, it will lead to the loss of excellent talents	6	4.3	4.3	100.0
	Total	140	100.0	100.0	

(2) Problems existing in the current salary system of this university

It can be seen from Figure 4.1 that among all the teachers surveyed, most teachers believe that the salary level of this university is low, followed by unreasonable salary structure, unfairness among internal disciplines and lack of external competitiveness, and 18 people think that the salary level is low. The calculation method is complicated. This shows that the ratio of basic salary and performance salary is indeed unreasonable, and the main factor of unreasonable salary structure is caused by the low proportion of basic salary.

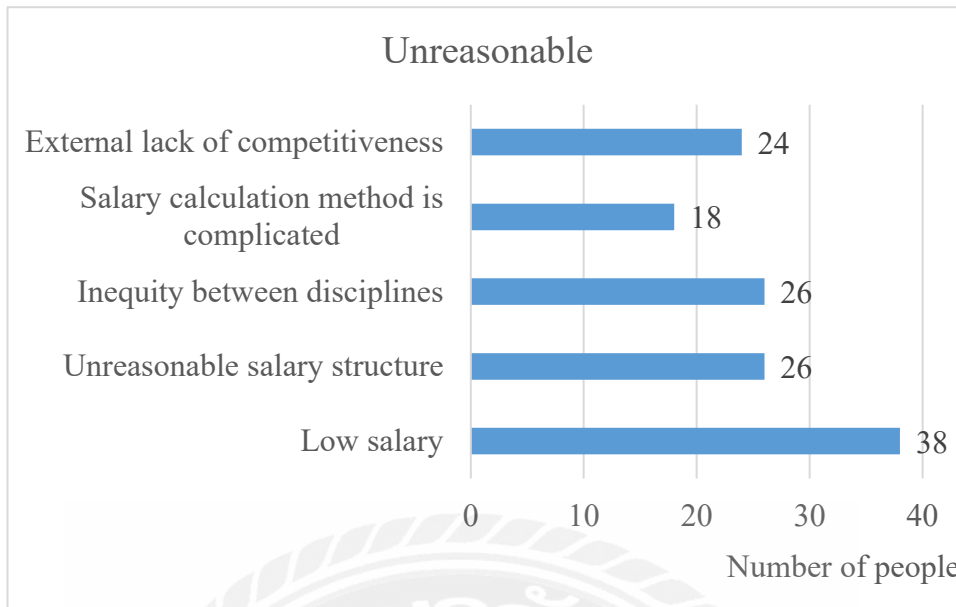


Figure 4.1 Problems with the current salary system

(3) The dissatisfaction of this university teachers with the salary structure and the part of the salary that they want to improve the most

It can be seen from Figure 4.2 and Figure 4.3 that among all the teachers surveyed, the majority are dissatisfied with the performance allowance and benefits, but most teachers want to increase the basic salary and post allowance. This shows two problems: First, as far as the school is concerned, teachers understand the fixedness of basic salary and post allowance, so they hope to improve their salary level from the improvement of performance allowance and welfare; second, in terms of the macro environment of teacher salary It is said that only by raising the basic salary and post allowance of teachers at the national level can fundamentally improve the salary level of teachers and stimulate the enthusiasm and innovation potential of teachers.

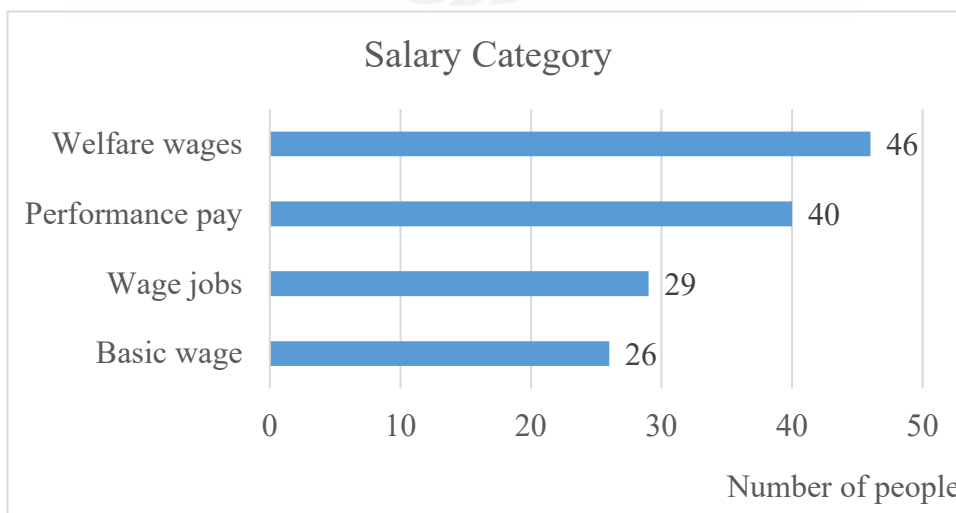


Figure 4.2 This university is not satisfied with the salary structure

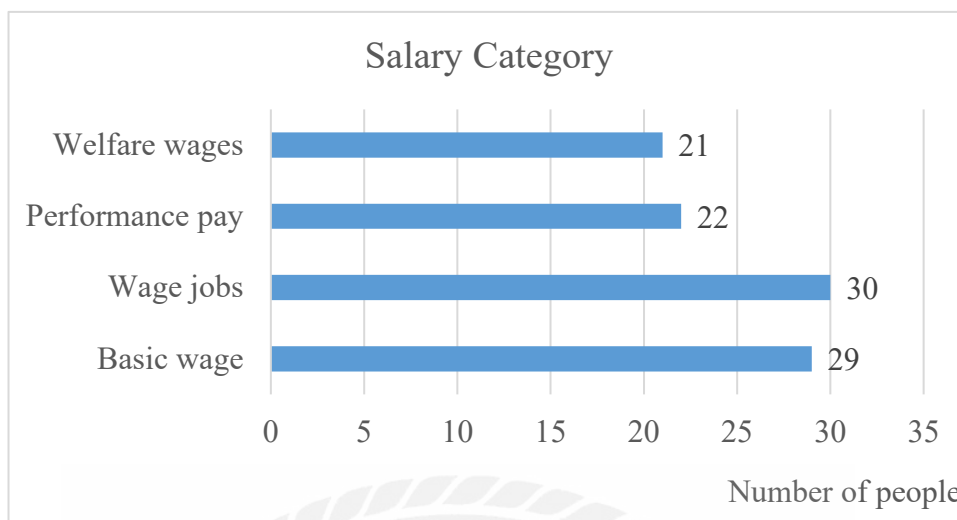


Figure 4.3 This university thinks that salary structure should be improved mos

(4) The unreasonable ratio of basic salary and performance salary in this university teachers' salary

It can be seen from Table 4.2 that among all the teachers surveyed, 70 teachers think that the proportion of basic salary and performance salary is relatively low, accounting for 50% of the total number of samples; 2 think that the proportion of basic salary is relatively high. people, accounting for 1.4% of the total number of samples, 18 people think that the proportion of performance pay is low, accounting for 12.9% of the total number of samples, and 10 people think that the proportion of performance pay is high, accounting for 7.1% of the total number of samples, the two cumulative 37.1%. This shows that the ratio of basic salary and performance salary is indeed unreasonable, and the low proportion of basic salary in salary has become the main factor for the unreasonable salary structure.

Table 4.2 Overall satisfaction with this university's current salary system

		Freq	percentage	Effective	Cumulative
Options		uenc	(%)	percentage	percentage
		y	(%)	(%)	(%)
How do you feel about the salary system of this university?	Very reasonable and conducive to attracting outstanding talents	2	1.4	1.4	1.4
	Reasonable can attract outstanding talents	28	20.0	20.0	21.4
	Not clear	34	24.3	24.3	45.7
	Unreasonable, may lead to the loss of excellent talents	70	50.0	50.0	95.7
	Very unreasonable, it will lead to the loss of excellent talents	6	4.3	4.3	100.0
Total		140	100.0	100.0	

(5) Compared with the pay, the satisfaction of the teachers of this university with the salary

As can be seen from Table 4.3, among all the teachers surveyed, 48 were more satisfied with their salary compared to their pay, accounting for 34.3% of the total sample; 60 were dissatisfied with their salary, accounting for 42.9% of the total sample. %, and 30 others were unsure whether their pay matched their pay. This shows that most teachers are dissatisfied with the salary, which may weaken the enthusiasm of teachers to work. Therefore, the school should fully formulate the teacher compensation system based on the actual situation of teachers.

Table 4.3 Teachers' satisfaction with salary compared with their efforts

		Frequency	percentage(%)	Effective percentage (%)	Cumulative percentage (%)
Are you satisfied with your pay compared to your pay?	Very satisfied	0	0	0	0
	Quite satisfied	48	34.3	34.3	34.3
	Uncertain	30	21.4	21.4	55.7
	Dissatisfied	60	42.9	42.9	98.6
	Very dissatisfied	2	1.4	1.4	100.0
Total		140	100.0	100.0	

(6) The comparison between the current annual income and the expected annual income of the teachers of this university can be seen from Figure 4.4. Among all the teachers surveyed, the current annual income is generally concentrated between 50,000 and 150,000 yuan, and only a few teachers have a salary of 150,000 yuan. -200,000 yuan, no teacher earns more than 200,000 yuan. As far as the expected annual income is concerned, the expected annual income is mainly between 100,000 and 200,000 yuan, and there are also a few teachers whose expected income exceeds 200,000 yuan. Comparing the two, it is found that the vast majority of teachers' expected income can be increased by one or two grades on the basis of the current annual income, which shows that the salary level of teachers in this university is indeed low, and it is indeed necessary to reform and improve the salary system to optimize teachers' salary. structure and raise the salary level.

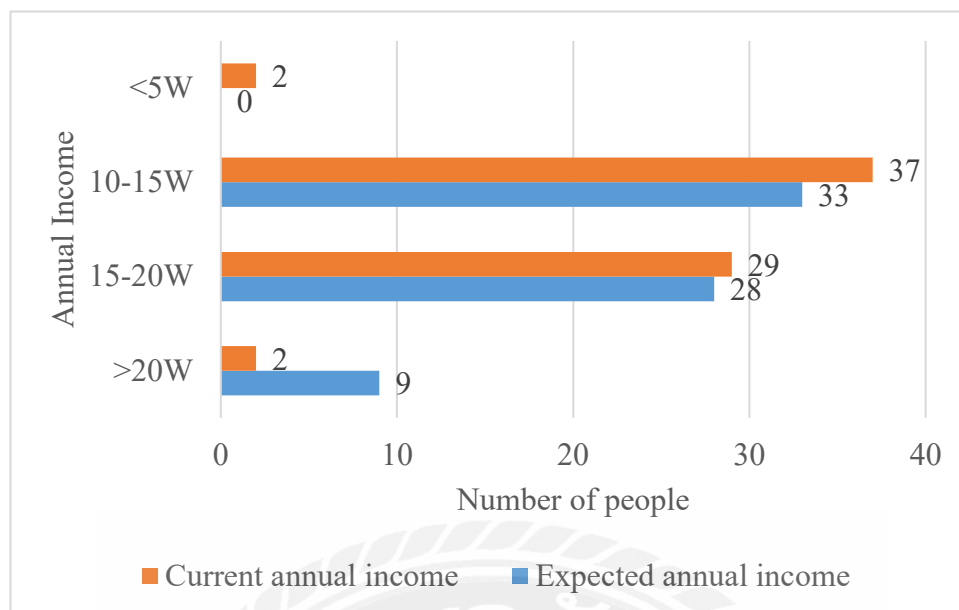


Figure 4.4 A comparison between the current and expected annual income of a college teacher

4.2.2 Performance Pay Satisfaction

(1) Teachers' perception of salary fairness From Table 4.4, we can see that among all the teachers surveyed, 46 people think that the salary of teachers in this university is relatively fair, accounting for 32.86% of the total number of samples, and there are 32.86% of the total sample. 46 people, accounting for 32.86% of the total sample. There are 48 people who are not sure, accounting for 34.29% of the total sample, which shows that the current teacher compensation system of this university cannot make most people feel fair and still needs to be improved.

Table 4.4 Salary equity of university teachers

	Options	Frequency	percentage (%)	Effective percentage (%)	Cumulative percentage (%)
this university performance pay does not make most teachers feel fair and needs to be improved	very fair	0	0	0	0
	fairer	46	32.9	32.9	32.9
	uncertain	48	34.3	34.3	67.1
	not fair	46	32.9	32.9	100.0
	very unfair	0	0	0	0
	Total	140	100.0	100.0	

(3) Understanding that teachers' performance appraisal focuses on content

It can be seen from Table 4.5 that among all the surveyed teachers, 16 people think that the performance evaluation of teachers in this university places more emphasis on teaching, accounting for 11.43% of the total number of samples, and 96 people think that they place more emphasis on scientific research, accounting for 68.57% of the total number of samples. There are 20 people with a suitable ratio between teaching and research, accounting for 14.29% of the total sample. This shows that the performance appraisal of teachers in this university is more focused on scientific research and neglects teaching.

Table 4.5 This university focuses on the content of teacher performance assessment

	Options	Frequency	percentage(%)	Effective percentage (%)	Cumulative percentage (%)
The performance appraisal of university teachers pays more attention to scientific research and less to teaching	Emphasis on teaching	16	11.4	11.4	11.4
	Emphasis on scientific research	96	68.6	68.6	80.0
	The ratio of the two is appropriate	20	14.3	14.3	94.3
	Not clear	8	5.7	5.7	100.0
	Total	140	100.0	100.0	

(4) Recognition of the difficulty of completing the target value of the performance appraisal of teachers during the employment period

From Table 4.6, it can be seen that among all the teachers surveyed, 2 people think that the performance appraisal target value of the individual employment period cannot be completed at all, accounting for 1.43% of the total sample, and 28 people think it is difficult to complete, accounting for 20% of the total sample. , there are 78 people who think it should be completed, accounting for 55.71% of the total sample, and 32 people who are not sure, accounting for 22.86% of the total sample. This shows that the performance appraisal target value set by this university for the teacher's employment period is relatively reasonable, and most teachers think that it can be basically completed.

Table 4.6 Understanding of university's objective value of performance appraisal

	Options	Frequency	percentage(%)	Effective percentage (%)	Cumulative percentage (%)
The target value of the performance appraisal of teachers' employment period is relatively reasonable	Basically impossible	2	1.4	1.4	1.4
	Difficult to complete	28	20.0	20.0	21.4
	Uncertain	32	22.9	22.9	44.3
	Should be able to complete	78	55.7	55.7	100.0
	Done easily	0	0	0	100.0
	Total	140	100.0	100.0	

(5) Understanding of the rationality of the calculation method of teachers' performance pay

It can be seen from Table 4.7 that among all the teachers surveyed, 4 people think that the calculation method of teacher performance salary in this university is very reasonable, accounting for 2.86% of the total sample, and 28 people think it is reasonable, accounting for 20.00% of the total sample. %, 42 people thought it was unreasonable, accounting for 30.00% of the total sample, and 66 people thought it was normal, accounting for 47.14% of the total sample. This shows that most teachers think that the calculation method of the performance salary of this university teachers is not reasonable and needs to be improved.

Table 4.7 Understanding of the rationality of Kevin's calculation method of teachers' performance salary

	Options	Frequency	percentage (%)	Effective percentage (%)	Cumulative percentage (%)
The calculation method of teachers' performance pay is not reasonable and needs to be improved	very reasonable	4	2.9	2.9	2.9
	more reasonable	28	20.0	20.0	22.9
	generally	66	47.1	47.1	70.0
	not very reasonable	42	30.0	30.0	100.0
	very unreasonable	0	0	0	100.0
	Total	140	100.0	100.0	

(6) Understanding of whether quantitative assessment of teacher performance reflects differences in disciplines

From Table 4.8, it can be seen that among all the teachers surveyed, 2 people think that the quantitative assessment of teacher performance in this university fully reflects the differences in disciplines, accounting for 1.43% of the total number of samples, and 16 people who reflect more, accounting for the total number of samples. 11.43% of the total samples were not reflected enough, 70 people did not reflect enough, accounting for 50% of the total sample, 14 people were barely reflected, accounting for 10% of the total sample, and 38 people were unclear, accounting for 27.14% of the total sample. This shows that most teachers believe that the quantitative assessment of teacher performance in this university fails to fully reflect the differences between disciplines and is unfair to some disciplines.

Table 4.8 Understanding of whether Kevin's performance quantitative assessment reflects discipline differences

Options		Frequency	percentage(%)	Effective percentage (%)	Cumulative percentage (%)
this university Performance Quantitative Assessment Quantitative assessment fails to fully reflect disciplinary differences	fully reflect	2	1.4	1.4	1.4
	reflect more	16	11.4	11.4	12.9
	not clear	38	27.1	27.1	40.0
	Not enough	70	50.0	50.0	90.0
	hardly reflected	14	10.0	10.0	100.0
Total		140	100.0	100.0	

(7) Awareness of whether teacher performance should reflect disciplinary differences

From Table 4.9, it can be seen that among all the teachers surveyed, 106 people believe that the performance of teachers in this university should reflect the differences in disciplines, accounting for 75.71% of the total number of samples, and 8 people should not reflect the differences in disciplines, accounting for 5.71% of the total number of samples. 5.71%, 26 people did not know, accounting for 18.57% of the total sample. This shows that most teachers believe that the performance appraisal of teachers in this university should reflect the differences of disciplines, which is conducive to fair competition among disciplines.

Table 4.9 Understanding of whether Kevin teachers' performance should reflect discipline differences

	Options	Frequency	percentage(%)	Effective percentage (%)	Cumulative percentage (%)
this university teacher performance should reflect the differences between disciplines	Should reflect	106	75.7	75.7	75.7
	Should not reflect	8	5.7	5.7	81.4
	Don't understand	26	18.6	18.6	100.0
	Total	140	100.0	100.0	

(8) Corresponding understanding of which aspects reflect the disciplinary differences in performance-based pay

It can be seen from Table 4.10 that among all the teachers surveyed, 26 people think that the target value of performance points should be in line with the teaching practice of the college, accounting for 21.31% of the total number of samples. There are 27 students, accounting for 22.13% of the total number of samples, and 39 students, accounting for 31.97% of the total number of samples, who believe that the college can appropriately adjust the assessment indicators and scores according to their own actual conditions. There are 30 people who set different weights, accounting for 24.59% of the total number of samples. This shows that the performance salary of teachers in this university should be adjusted according to the teaching, scientific research, actual situation of each college and the difficulty of completing the assessment to reflect the differences in disciplines. Most teachers think that it should be adjusted according to their actual situation. Assessment indicators and scores reflect scientific differences.

Table 4.10 Understanding of the disciplinary differences that should be reflected in performance pay

Options	Frequency	Percentage (%)	Effective percentage (%)	Cumulative percentage (%)	
Reflect the differences of disciplines from teaching, scientific research and their own practice and the degree of difficulty of completion	The target value of performance points in line with the actual teaching of the college	26	21.31	21.31	21.31
	The target value of performance points in line with the actual scientific research of the college	27	22.13	22.13	43.44
	The college can appropriately adjust the assessment indicators and scores according to its own actual situation	39	31.97	31.97	75.41
	The same assessment indicator sets different weights according to the degree of difficulty of completion of different subjects	30	24.59	24.59	100.0
Others	0	0	100.0		
Total	122	100.0	100.0		

4.3 Results of the Study

In order to grasp the current situation of the remuneration system of the faculty and staff of the whole school, in addition to the questionnaire survey of the teachers of the thirteen colleges, on-site interviews were also conducted for the administrative staff. The number of interviews was 40 people. The interview methods included face-to-face conversations, electronic Send emails and telephone interviews, etc., and analyze, organize and archive the content of the interviews.

Q1: What do you think is wrong with this university's salary system? Where are the main manifestations?

A1: Teachers and students are the most important things in the school, but for our administrators, the workload is not less than that of full-time teachers. Especially in recent years, the school has been upgraded from a junior college level to a vocational undergraduate level. The level requirements are also getting higher and higher. It is reasonable for the salary setting and assessment standards to be different, but it is somewhat unreasonable for the total salary to be much different from the teaching position. At least management personnel do not have summer vacation or even winter vacation, and their working hours are more than that of full-time teachers. Setting salary standards and performance appraisal standards should focus on the following, which is the least.

Q2: How do you feel about the efficiency of administrative staff? Are you satisfied with the salary of the current administrative staff, do you think the salary of the current administrative staff is reasonable?

A2: I think the efficiency of administrative staff is not very high now. Why is it not high? My experience is that there are differences between various administrative departments. The work they do is very different, and the workload is different, but the salary is the same. The level is basically the same, which will make the idle department more speculative, and the busy department will lose motivation, resulting in low efficiency. Everyone should feel that the administrative department is very troublesome, and the efficiency is very slow and protracted for a long time. As for remuneration, of course I am not satisfied and unreasonable. I think that remuneration should be linked to performance, which is more reasonable.

Q3: What do you think needs to be revised in the salary system of this university? Do

you have any suggestions?

A3: First of all, the welfare part. I am very satisfied if there is consistency between the administrators and teachers. The second is the low basic salary. Compared with other industries or schools, the basic salary of our administrative staff is generally low, which is generally deeply felt by everyone (Herzberg, 1931). Furthermore, I think post allowances and performance allowances should be higher. Performance is very important, wages should be linked to performance, and there should be differences between administrative departments. It is certain that those who can work more work, and more work must be more rewarding! In addition, in order to improve the work efficiency and work enthusiasm of the teaching staff, the school should appropriately set up special positions, and adopt mechanisms such as higher vocational low recruitment, elimination mechanism, and distribution system to stimulate the work enthusiasm and innovative thinking of the teaching staff (Marshall, 1956).

To sum up, the interviewed administrative (managerial) personnel believe that the salary system of this university mainly has the following two problems:

(1) Welfare and subsidies are low. Administrative (management) personnel are not satisfied with the salary part, resulting in their low enthusiasm for work and failure to give full play to their own initiative (Herzberg, 1931).

(2) The big pot of salary distribution (Marshall, 1956). this university failed to establish highly targeted performance standards for administrative (management) personnel, and could not determine salary grades or welfare subsidies based on workload, which seriously affected the enthusiasm of employees in some departments.

Chapter5 Conclusion and Discussion

5.1 Introduction

According to the research results, there are many problems in this university. First of all, it can be seen intuitively from the research data that the structure of teachers' salaries is unreasonable, and the development of each college is different (Krippner, 2018). Therefore, the use of the same assessment standard in performance assessment reflects its unfairness. Based on the composition of performance-based pay and the reasons for unfair assessment, faculty and staff cannot be effectively motivated. In terms of salary ratio, the proportion of basic salary is relatively low, and the supplementary performance salary to the basic salary will be greatly unstable due to the number of students enrolled and the level of tuition pricing. The salaries received are very unstable, which further exacerbates the phenomenon that faculty members use their spare time to part-time or engage in side jobs instead of concentrating on education and scientific research.

At the same time, in the process of performance-based compensation assessment, there is no systematic assessment system and measurement standards (Wang, & Wu, 2014). The existing short-term quantitative assessment requires long-term investment in projects and work, ignoring the long-term investment in scientific research or teaching (Marshall, 1956). In order to achieve the short-term work goal and complete the assessment, teachers will withdraw a lot of energy from the long-term investment in scientific research, teaching and research and other activities to "deal with" the assessment and inspection. Complete short work.

For administrative personnel, the phenomenon of "big pot rice" makes the work efficiency of personnel low, and it is impossible to effectively formulate effective assessment standards and performance salary payment standards according to the work nature and content of each department, and it cannot effectively motivate employees, improve work efficiency, and give full play to subjectivity (Marshall, 1956).

5.2 Conclusion

5.2.1 Unreasonable salary structure

(1) There is inequity among colleges: According to the results of the questionnaire, most of

them indicated that this university

The disciplinary differences in the quantitative assessment of teachers' performance are not reflected enough, and it is believed that the salary performance should reflect the disciplinary differences more (Qiu, Y. & Li, & Dong, 2015). For example, for social sciences, the results of scientific research are definitely not as good as those of engineering. This is a discipline limitation. If the same performance appraisal method is used, it is obviously unfair and unreasonable. Therefore, Shandong University of Engineering and Vocational Technology Under The Kevin Education Group should design a more complete salary system according to the differences of disciplines.

(2) Insufficient effectiveness of the incentive mechanism: There are two main aspects of the weakening of the incentive mechanism in the salary system of this university.

The first point is that the incentive mechanism in the current compensation system is not long-term (Wang, & Wu, 2014). The school does not take long-term incentives (equity incentives) for teachers, especially outstanding talents in various disciplines, nor does it provide teachers with risk compensation. At present, the salaries of this university teachers are mainly distributed in the current period, including basic salary, performance salary, intra-campus allowances and teacher benefits, and lack of long-term incentives, which will make teachers' work behavior not long-term and obvious short-term. The second point is that the work behavior of school teachers is utilitarian. There are two main reasons. First, the school's scientific research requirements for teachers are constantly improving, and teachers need to spend more time and energy. Second, the current school The salaries are not competitive with the benefits of social work. Therefore, in this environment, teachers' academic achievements and scientific research results tend to decline. In addition, teachers in private colleges and universities are allowed to engage in other social jobs or part-time jobs other than school teaching and scientific research management according to relevant state regulations (Theurillat, 1998). Therefore, many teachers engage in highly profitable part-time jobs in their spare time. Therefore, different roles should be given to performance-based compensation and post-based compensation: the main purpose of post-based compensation is to provide basic guarantees for teaching staff, and the main purpose of performance-based compensation is to motivate staff and stimulate their enthusiasm for work. Only when the labors paid by teachers can be evaluated fairly and objectively and can get equal remuneration, can the satisfaction of teachers and staff for the sense of fairness and achievement be satisfied at the same time.

5.2.2 The proportion of basic salary in the salary system is low

The structure of this university's salary is mainly composed of four parts, namely: basic salary, variable salary and performance salary, school allowances and school benefits. Among

them, basic salary and performance salary occupy the main position. Performance salary is a supplement to the basic salary, and it is the second largest part of the teacher's work income, but this part of the income has certain limitations. The actual income and expenditure of this university will affect this part of the income, and the number of students enrolled in this university is relatively small (Zhang, 2014). Or when the tuition price is low, the performance salary issued by the school is unstable; in contrast, the basic salary has a strong guarantee, and the salary management policy formulated by the school also reflects its stability (Wang, & Wu, 2014). Therefore, the basic salary should be taken as the main part of the income of college staff.

Judging from the actual situation, it is an indisputable fact that the proportion of basic salary in the salary system of this university's faculty and staff is low. Since the introduction of the current salary and compensation management measures in February 2019, the proportion of this part in the total income has been very low, and there has been no significant improvement in the short term, and the leading role of salary has declined. According to the survey results, the basic salary of teachers in this university is very small, and the proportion of various incomes in the salary has been seriously imbalanced. And if only the basic salary is analyzed, the basic salary of the faculty and staff of this university is also at a lower level compared with the salary level of other industries. Teachers pay a lot of labor and make great contributions, but get low remuneration, which makes the teacher's own value seriously inconsistent with the salary level, which leads to a strong sense of unfairness in this university teachers (Zhang, 2014).

5.2.3 Incomplete performance appraisal in conjunction with remuneration

(1) There is no standardized assessment operating system (Marshall, 1956). The evaluation workload of the faculty and staff of this university is large, and there are many complicated evaluation indicators in the evaluation process, which makes it impossible to objectively set the evaluation period and reward and punishment standards, and lack a complete and scientific evaluation index system. The current salary assessment system of this university has the drawback that the assessment is a mere formality and lacks a process incentive mechanism. There is no way to scientifically and strictly certify how many gaps should be set between various disciplines to fully exert the incentive effect of post allowances, and there is no objective, fair, and highly operational indicator system that can quantify the tasks and rewards of allowances.

(2) A single distribution element. There is an obvious short-term distribution effect, and short-term quantitative assessment indicators are used to measure scientific research work that requires long-term investment of human and material resources. In the process of distributing

the salary of faculty and staff, only the current distribution factors are considered, and the previous investment and potential distribution factors are not paid attention to this university's current salary system lacks long-term incentives and risk compensation for teachers, especially outstanding teachers in various disciplines (Tashya, 1996). Even if these teachers are given high salary income, they do not pay attention to the distribution factor of human capital. And in the internal ratio of compensation, the distribution ratio of basic salary, performance-based compensation and benefits also has unscientific aspects. This will lead to this university teachers ignoring the long-term effects and limited to meeting the current assessment indicators. In the long run, the teaching quality and scientific research level of this university will not be fully improved.

(3) This university's current salary system assessment pays attention to results and despises teachers' input (Johnson, & Oygrouz, 1979). Because of the particularity of teachers' work, the assessment of teachers' work cannot be done like other professions. The production of knowledge is different from the production of material, and the actual effect of teachers' work is largely affected by the teachers' work attitude, the time and energy they invest, their emotions, and so on.

(4) In the current salary system of this university, the assessment focuses on scientific research, ignoring the assessment of teaching. Taking into account the ranking of the university and the evaluation of the university, this university invests more energy in scientific research and regards the scientific research results as the driving force for the development of the school (Johnson, & Oygrouz, 1979). A large proportion is even more important than all other elements, and the return on investment of research is much higher than that of teaching.

(5) In the current salary system of this university, the assessment focuses on the assessment of individual teachers and does not pay much attention to the assessment of the team of teachers.

This university has not established a scientific and fair remuneration assessment system (Tashya, 1996). Among the existing assessment indicators, the quantity of scientific research results is emphasized and the quality is neglected; A set of scientific and perfect salary assessment system can be formed. After analyzing the current performance appraisal plan of this university, it can be seen that the teaching and research personnel are mainly assessed through quantitative assessment. Quantity and quality, as well as how many scientific research projects have been applied for and the quality of these projects, and pay for performance based on these assessment factors.

5.2.4 The average tendency of salary distribution leads to low efficiency of administrative and logistics personnel

(1) Lack of efficient administrative efficiency (Krippner, 2018) The administrative staff of this university cannot implement the school's management regulations well, do not take students and teachers as their work objects seriously, and do not actively innovate or improve in the process of work. The work method cannot form a humanized management in the management system, the work efficiency needs to be improved, and the problems encountered by teachers and students cannot be solved as soon as possible. Sometimes the explanation of the problem is not clear, and the solution of a problem needs to go to the management department many times. These are the reasons for the inefficiency of the administrative department.

(2) The organizational structure of the administrative department is not streamlined enough, and the functions of the various departments are not clearly divided: the administrative department of this university has a huge organization, including the Finance Office, the Academic Affairs Office, the Personnel Office, the Scientific Research Office, the Admissions and Employment Office, the Student Office, and the Logistics Infrastructure. Department, etc. The bloated organizational structure may lead to the lack of clear division of responsibilities among various departments in the daily work process, and the occurrence of mutual buck-passing and mutual shirking of responsibilities; and this university does not strictly supervise the administrative work, which makes each department in the daily work. There is a lot of randomness, and sometimes there is a phenomenon of office work based on the experience of the staff in charge; at the same time, there is also a lack of good communication between schools, colleges and functional departments, resulting in unclear rights and responsibilities.

5.3 Discussion

In the process of this research, some problems also emerged. For example, many people believe that although there is a positive correlation between the company's salary level and employee satisfaction, there are still many factors that affect employee satisfaction. Therefore, we should pay attention to comprehensive consideration of many aspects when carrying out this research, and finally seek a solution that can improve employee satisfaction without a large salary increase.

Another part of the people thinks that although increasing the salary will increase the

satisfaction of the employees to a first degree, it will also increase the efficiency of the employees and promote the development of the enterprise, but when the salary is increased to a certain level, the satisfaction of the employees can be obtained according to the theory of marginal utility. The degree of employee satisfaction reaches a peak, and then although salary and remuneration continue to increase, it will still not have a positive impact on satisfaction, and even reduce work efficiency due to the increase in remuneration. Therefore, there is a certain positive correlation between employee satisfaction and salary level. limited conditions.

However, when we discussed the salary of the university, we clearly knew that the salary of the university was at a lower level in the same period of the industry, so in this case, increasing the salary of employees and establishing a more complete performance appraisal system would indeed be positive. Feedback to improve employee satisfaction.

Of course, we must also admit that employee satisfaction is not only affected by employee compensation, but also by a variety of factors, but when we select independent variables and dependent variables in the research, we default other conditions unchanged, that is to say When researching, although there are other factors that affect employee satisfaction, we ignore them.

5.4 Recommendation

Through this research, we know that employee compensation has a huge impact on employee satisfaction, which will directly affect employees' sense of work experience, work efficiency and attitude, and directly affect the development of enterprises. Therefore, in order to improve employee satisfaction, we must scientifically establish a reasonable salary system (Krippner, 2018).

5.4.1 Improvement of teachers' salary system

a. Realize the balance of teaching, research and education

The dynamic development characteristics of colleges and universities determine that the evaluation indicators should also be dynamically set (Johnson, & Oygpouz, 1979). Different types of colleges and universities should formulate appropriate teacher evaluation objectives and evaluation subjects according to their own development orientations, development stages and local policies, and at the same time adjust the evaluation index system in a timely manner to achieve the best assessment and incentive effects.

b. Classified payment

According to the theory of foreign expert Scott A Sneell (1983), human resources can be divided into four types, namely core human resources, ordinary human resources, auxiliary human resources and special human resources to choose.

For this university teachers: ① Core human resources are high-level talents in teaching and research. Core human resources are the backbone of this university's curriculum construction, teaching, and scientific research innovation. First of all, its salary should be competitive with the market level, and at the same time, it should be stable; Attrition, such as the implementation of tenure-track professors, and improved remuneration packages. Relieve their ideological concerns, so that they can devote themselves to teaching and research work and improve work efficiency (Herzberg, 1931). ② General human resources are general teaching and research personnel. It should focus on efficiency, and pay for performance is more reasonable. In addition, in the performance appraisal system, the differences between disciplines must be clearly reflected to avoid the unfairness between disciplines caused by excessive differences in disciplines. At the same time, the salary level should be appropriately higher than the average level of the market. While reflecting human capital, employees are encouraged to produce more academic achievements in the most creative time. ③ Auxiliary human resources mainly refer to the logistics staff of this university. This part of human resources should be reformed mainly with socialization reform, and the measures to be taken include negotiated wages or contract wages. ④ Special human resources refer to the part-time outstanding professionals specially hired by this university. Through the establishment of scientific laboratories in the school, it is conducive to the flexibility of salary payment for this part of the staff, and gives full play to the value of outstanding talents.

c. Adopt deferred distribution system, long-term incentive

At present, the distribution method of colleges and universities is still relatively simple, and most colleges still implement a salary system that combines basic salary and post allowance (Miao, 2016). And most of them are distributed in the current period, and there are no long-term incentive measures. Judging from the current salary system of domestic colleges and universities, although a higher salary level is provided for outstanding talents such as subject leaders, they only focus on current distribution and do not consider long-term incentives. Therefore, measures for deferred distribution should be added to the compensation system to ensure the persistence of teacher incentives. In the market, most companies have a long-term distribution system of option incentives. This system is mainly aimed at the senior leaders of the company and the indispensable technical talents of the company. Through this system, the development of the company can be closely combined with the employees

themselves. up, has a positive effect. Colleges and universities can learn from the option system of enterprises and introduce option incentives into the salary system of colleges and universities to ensure the stability of the teaching staff. At present, the salary system of administrative units in my country still adopts the previous system without innovation. Under this environment, the introduction of option incentives in colleges and universities is undoubtedly a bold attempt to deepen the salary distribution system. The income of options has great autonomy, and most of them are income that can be mastered and controlled by colleges and universities, including the income of scientific research projects and so on. Therefore, school administrators can add the salary system to the salary distribution system, provide teachers and staff with the right to obtain long-term income on the basis of the current salary, and stimulate teachers' enthusiasm for work. At the same time, the selection of options should also be decided after sufficient research. The main distribution targets should be outstanding teachers with high qualifications in the school, especially subject leaders, backbone talents in teaching and scientific research, and those who have outstanding contributions to the construction of colleges and universities. Contributing managers. In short, when designing the salary system, colleges and universities must combine the characteristics of the school itself, give priority to the interests of teachers, and ensure the stable development of other teaching staff while satisfying the development of outstanding talents, so as to achieve the goal of the entire teaching staff team. This is also the focus of college salary reform. A scientific and reasonable salary system can stimulate the enthusiasm of faculty and staff, attract and retain outstanding professionals, thereby improving the overall teaching quality and the quantity and quality of scientific research results.

First of all, it is necessary to determine the object of the option allocation. Based on the purpose of attracting outstanding professionals and preventing brain drain, this university should allocate options to high-quality talents such as subject leaders, scientific research backbones, and senior managers. Then, determine the implementation of the performance appraisal system matching the option allocation. Finally, by measuring the school's economic situation, on this basis, determine the specific content and implementation plan of option allocation. The option incentive system should play the role of attracting outstanding talents, preventing the loss of talents, and creating a working atmosphere of active competition.

Secondly, the school can also encourage and support outstanding young and middle-aged teachers to be promoted or promoted in advance, and provide scientific research start-up funds for outstanding graduates of master and doctoral degrees to return to work in the school; for those who have made outstanding contributions to the development of the school talent, providing long-term incentives such as incentives for continuing education. The

distribution and implementation of incentives are carried out according to the comprehensive inspection and evaluation results of the faculty and staff each year.

d. Special post

The establishment of a scientific and perfect post-appointment system and compensation system is a huge and lasting project, which requires a lot of time and energy from the relevant departments. Most colleges and universities across the country are actively introducing high-level talents, but they cannot immediately form a set of job appointment systems that match them. At present, the introduction of high-level talents is in a transitional stage. This university should improve the way of introducing high-level talents in the currently implemented salary system, so as to keep this university from falling behind in the introduction of high-level talents. Improve the current salary structure of high-level talents, and combine the salary structure of high-level talents with positions.

5.4.2 Improve the compensation system for administrative staff

a. Clear reference and reasonable positioning

There are three types of salary levels in the current labor market, namely leading, matching and lagging. For colleges and universities, from the perspective of the nature of work and the classification of human resources, because teachers are in the core position in colleges and universities, they should reach the leading salary level; auxiliary logistics personnel should be moderately lowered to reach the matching salary level.

Because of the similarity of positions, the salary level of university administrators and government agency staff should be maintained at a similar level, and a reasonable salary level should be designed based on the salary level of civil servants. The establishment of the basic salary standard for the specific administrative personnel of this university should be set with reference to the local basic salary policy of this industry in Shandong Province.

b. Adopt the KRIF model to optimize the performance appraisal system of administrative (logistics) personnel

As a part of colleges and universities, administrative logistics personnel are an indispensable part of the normal operation of colleges and universities. They are responsible for the daily administrative affairs of the school and provide auxiliary support functions for the smooth development of teaching and research work. From the analysis of the nature of the work of the administrative (logistics) personnel of this university, the status and proportion of all faculty and staff in this university, and so on, to explain why KRIF is used for assessment. The KRIF performance appraisal model integrates key performance indicators (K), daily

performance evaluation (R), exceptional performance events (I), and future performance potential (F) into an appraisal system, taking into account key performance and daily performance, routine performance and Exceptional performance, current performance and future performance, in order to measure employee performance more comprehensively and effectively.

5.5 Further Study

I think it has positive significance and strategic value to reform and improve the current salary system of this university. However, this article only describes the current situation of the salary system of this university, and then analyzes the existing disadvantages and their causes according to the current situation, and the operation means is weak. I think it is necessary to conduct further research on how to scientifically set up a new salary and compensation system, carry out in-depth reform of the employee compensation system, and truly implement the reformed and improved compensation system. Only in this way can we truly play the role of the remuneration system after the reform and improvement, thereby improving the management level of this university.

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Appendix

Appendix A

Questionnaire

Dear teachers:

Hello! Thank you very much for taking the time out of your busy schedule to cooperate with this survey. In order to more objectively promote the salary of our school

The system has been optimized, and a salary satisfaction survey is now being carried out for teachers in various colleges.

I hope you fill in the information according to the real situation. We will use an anonymous method and keep the information you provide strictly confidential.

This survey information is for academic purposes only, and we are very grateful for your strong support! (Only "□" after the option

Draw "√" inside)

1. Your basic situation

1. Your gender:

male female

2. Your age:

30 years old and below 31-40 years old 41-50 years old Over 50

years old

3. Your highest education:

Doctor Master Bachelor other _____

4. Your teaching age:

5 years and below 6-10 years 11-15 years 16-20 years 20 years and

above

5. Your title:

Professor Associate Professor Lecturer Teaching assistant

6. Your administrative position:

At the right place and above Deputy Office Zhengke Deputy department No

7. The type of work you do:

Teaching type Teaching-oriented Teaching and research type

not clear

8. The college you belong to:

School of Printing, Packaging and Digital Media

School of Mechanical and Precision Instrument Engineering

- Faculty of Science
- Art and Design College
- School of Materials Science and Engineering
- Computer Science and Engineering
- School of Economics and Management
- College of Water Conservancy and Hydropower
- School of Automation and Information Engineering
- School of Humanities and Foreign Languages

9. Your specific subject is _____

2. Overall satisfaction with salary

10. Your general feeling about our school's salary system is:

- Very reasonable and conducive to attracting outstanding talents
- Reasonable, can attract outstanding talents
- not clear
- Unreasonable, may lead to the loss of excellent talents
- Very unreasonable, it will lead to the loss of excellent talents

11. What do you think may be unreasonable in our school's salary system (multiple choices):

- Low salary level
- Unfairness among internal disciplines
- Complicated salary calculation method
- Unreasonable salary structure
- External lack of competitiveness
- Other _____

12. You are dissatisfied with the salary structure of our school (multiple choices):

- Basic salary
- Post allowance
- Performance allowance
- Welfare
- Other _____

13. The ratio of basic salary to performance salary (post allowance & performance allowance) of teachers in our school is about 2:7. In your opinion:

- The proportion of basic salary is low
- High base salary
- Low performance pay
- High performance pay
- The ratio of the two is appropriate
- not clear

14. If teachers' salaries are increased, which do you think should be increased most:

- Basic salary
- Post allowance
- Performance allowance
- Welfare
- Other _____

15. Compared with your pay, do you think your salary is: (satisfied)

Very satisfied Slightly satisfied Not sure Not satisfied Very dissatisfied

16. Your current on-campus annual income:

Below 50,000 5-100,000 10-150,000 15-200,000 200,000 or more

17. Your expected annual income on campus:

Below 50,000 5-100,000 10-150,000 15-200,000 200,000 or more

3. Satisfaction with performance pay

18. What do you think is the fairness of the performance salary of teachers in our school:

Very fair More fair Not sure Not quite fair Very unfair

19. In your opinion, the internal unfairness of performance pay may be reflected in (multiple choices):

The quantification of performance appraisal indicators does not fully consider the differences between disciplines

The quantification of performance appraisal indicators does not fully consider the actual situation of teachers

It is very difficult for papers published in this discipline to be included in the three major indexes

The gap in performance income between different disciplines is too large

Other _____

20. What do you think about the performance appraisal of teachers in our school:

Emphasis on teaching Emphasis on scientific research

Appropriate ratio of teaching and research not clear

21. Your employment performance appraisal target value:

can not be completed at all

Difficult to do Not sure Should be able to do Easy to do

22. In your opinion, the calculation method of teachers' performance salary in our school:

Reasonable, concise and easy to understand

more reasonable and clear

not clear

Somewhat cumbersome

Unreasonable and complicated

23. Do you think the quantitative assessment of teacher performance in our school reflects the differences in disciplines:

Fully reflected More reflected Unclear Not enough reflected Almost not reflected

24. Do you think that the performance of teachers in our school should reflect the differences in disciplines:

Should reflect Should not reflect Do not understand

25. What aspects do you think should reflect the disciplinary differences in performance pay (multiple choices):

The target value of performance points in line with the teaching practice of the college

The target value of performance points in line with the actual scientific research of the college

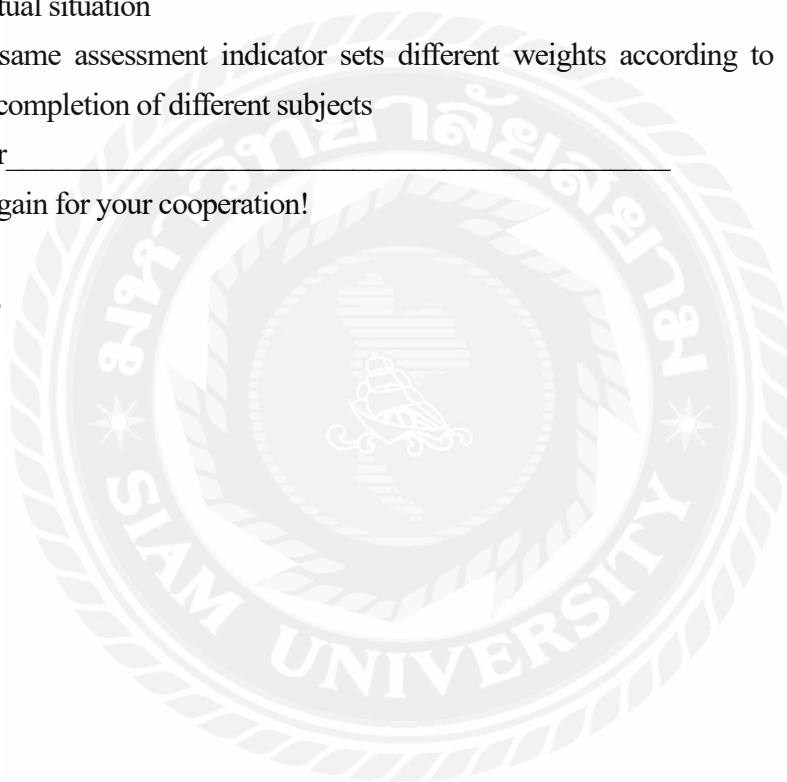
The college can adjust the assessment indicators and scores appropriately according to its own actual situation

The same assessment indicator sets different weights according to the degree of difficulty of completion of different subjects

Other _____

Thank you again for your cooperation!

Appendix B

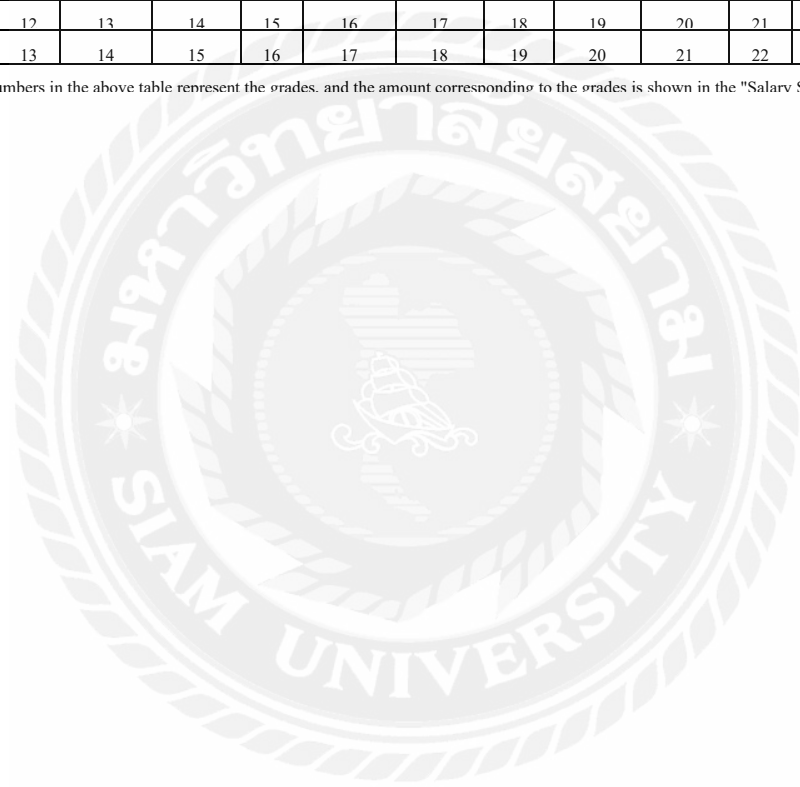


Management Service Staff Pay Scale Pay Scale

Job pos	tenure (year-year+)	Set the number of years (from the number of years of working on campus = year - year + 1)																								
		3 years	4	5-6 years	7-8 years	9	10-11	12-13	14 years	15-16 years	17-18 years	19	20-21 years	22-23 years	24 years	25-26 years	27-28 years	29 years	30-31	32-33	34 years	35-36	37-38	39	40-41	42-43 years
Ass oci ate	3 years or											31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
	4-6 years												33	34	35	36	37	38	39	40	41	42	43	44	45	46
	7-9 years													35	36	37	38	39	40	41	42	43	44	45	46	47
	10-12 years														37	38	39	40	41	42	43	44	45	46	47	48
	13+ years															39	40	41	42	43	44	45	46	47	48	49
Ass ista nt	3 years or								26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
	4-6 years									28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
	7-9 years										30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
	10-12 years											32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
	13+ years												34	35	36	37	38	39	40	41	42	43	44	45	46	47
Rig ht (lev el)	3 years or						21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	4-6 years							23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
	7-9 years								25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
	10-12 years									27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
	13+ years										29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
De put y	3 years or						17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
	4-6 years							19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
	7-9 years								21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
	10-12 years									23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	13+ years										25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Zhe ngk e	3 years or				12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	4-6 years					14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
	7-9 years						16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	10-12 years							18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
	13+ years								20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Ass oci ate	3 years or			8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	4-6 years				10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	7-9 years					12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	10-12 years						14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	13+ years							16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Cle rk	3 years or		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	4-6 years			6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	7-9 years				8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

(level)	10-12 years					10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	13+ years						12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Classification	3 years or less	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	4-6 years		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	7-9 years			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
(level)	10-12 years				7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	13-15 years					9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	16+ years						11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Note: The numbers in the above table represent the grades, and the amount corresponding to the grades is shown in the "Salary Scale Salary Table"



ian (level 13)	4-6 years	3	4	5	6	7	8	9	Ten	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26											
	7-9 years		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27											
	10-12			7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28											
	13-15				9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29											
1390	16+ years					11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30											

Note: The numbers in the above table represent the grades, and the amount corresponding to the grades is shown in the "Salary Scale Salary Table"

