THE INFLUENCING FACTORS OF INCENTIVE MANAGEMENT OF COUNSELORS IN PRIVATE UNIVERSITIES-A CASE STUDY OF SHANDONG ENGINEERING VOCATIONAL AND TECHNICAL UNIVERSITY

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ABSTRACT

Counselors at private institutions of higher learning lack incentive management, which results in unfavorable attitudes, a lack of priority for student work, routine management, and excessive enrollment energy investment, despite evident benefits. This paper aimed to study the influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University.

The objectives of the study were:1) To explore the influencing factors that affect the incentive management of counselors in Shandong Engineering Vocational and Technical University; 2) To determine whether salary and welfare system, appraisal and evaluation system, career promotion mechanism, career identity affect the incentive management of counselors in Shandong Engineering Vocational and Technical University.

This study adopted the quantitative research method, 390 electronic questionnaires were distributed and 342 valid questionnaires were recovered, with a recovery rate of 87.69%. Based on Hierarchy of Needs Theory and Expectancy Theory, this paper found that: 1) The influencing factors of the incentive management of counselors in Shandong Engineering Vocational and Technical University include four factors: salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity; 2) Salary and welfare system, career promotion mechanism, appraisal and evaluation system, and career identity have a positive effect on the incentive management of counselors. For recommendations, incentive management of counselors should focus on the following aspects: 1) Establishment of reasonable salary and welfare system; 2) Improvement of career promotion mechanism; 3) Improvement of appraisal and evaluation system; 4) Enhancement of career identity.

Keywords: incentive management, influencing factors, counselors

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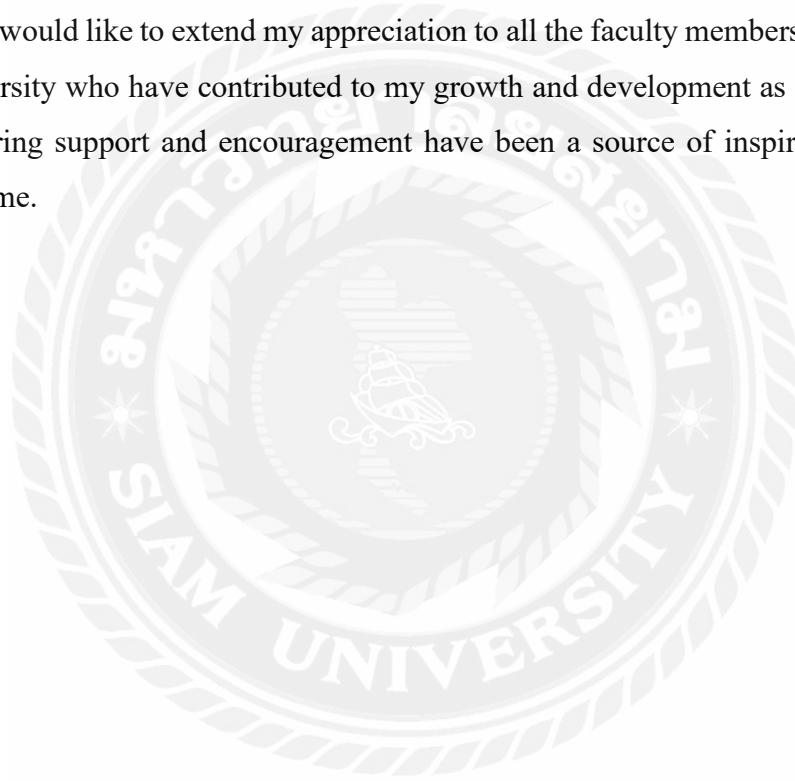
DECLARATION

I, Zhang Xueqiang, hereby certify that the work embodied in this independent study entitled "The Influencing Factors of Incentive Management of Counselors in Private Universities-A Case Study of Shandong Engineering Vocational and Technical University" is result of original research and has not been submitted for a higher degree to any other university or institution.

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Chapter 1 Introduction

1.1 Background of the Study

With the overall development of social economy, China's education has also been rapid development, social capital into the education industry to form a diversified development of the education industry, in which private universities have been developing rapidly in recent years. According to the data released by China's education department, in 2019, the Ministry of Education of the country counted 750 private universities across the country (including 265 independent universities, and 1 adult university) (Li et al., 2019), private universities and universities have been increasing the demand for counselors over the years due to the independent enrollment and the continuous expansion of the scale of private universities and universities, and the level of the school's selection of counselors is uneven among the various counselors, coupled with a serious mobility of the team and instability, and work The reduction of enthusiasm seriously affects the effect of talent cultivation in private universities. Private universities have become an important supplement to the development of higher education in China, and also provide a certain guarantee for the cultivation of professional talents for various industries and enterprises in China (Wang et al., 2020).

Private universities have made important contributions to vocational education. Due to the active participation of social forces in running schools, some private institutions are better than some public higher vocational universities in terms of teaching conditions, introduction of teachers, hardware facilities, teaching equipment, etc. However, there are also some gaps between some private institutions and public institutions in terms of teaching and academic affairs and student management (Liu, 2018). Among them, there is a lack of incentive management or excessive incentive management in the team construction and management of private university counselors, resulting in the work of private university counselors, there is a negative work attitude, do not pay attention to student ideological work, do not pay attention to the management of day-to-day affairs, and excessively invested energy in enrollment and other obvious benefits of the problem (Li et al., 2019; Liu, 2018; Wang et al., 2020). The source, or private institutions in the management of counselors in the lack of certain incentives to manage the construction, ignoring the counselor team in the ideological, teaching, teaching work in the important role (Fama & Jensen, 2022).

Shandong Engineering Vocational and Technical University is a private institution located in Shandong Province, which is a full-time private institution mainly focusing on engineering and management, based on the teaching objectives of vocational education to cultivate vocational talents. In Shandong Engineering Vocational and Technical University, there are a large number of counselors in various majors, and the main work of the counselors is to be responsible for the ideological and political education of the class, the day-to-day management of the students, and the enrollment of students in the school area and other work. In the survey on the incentive

management of Shandong Engineering Vocational and Technical University counselors found that there is currently a large income gap between counselors, low base salary and enrollment work pressure. Shandong Engineering Vocational and Technical University based on its own development pressure, give counselors in enrollment, graduate employment and other aspects of the pressure, through the high incentives to allow counselors to invest in enrollment and graduate employment work, resulting in a large income disparity between the counselors, the students of the daily teaching, student work management does not pay attention to the emergence of the problem. Therefore, it is of great significance to promote Shandong Engineering Vocational and Technical University to achieve sustainable and standardized development through the investigation of counselors in Shandong Engineering Vocational and Technical University in counselor incentive management continuous optimization management.

1.2 Questions of the Study

University counselors are mainly responsible for daily life management, ideological and political education, employment counseling services and other aspects of the work of university students, is an important force for student management in universities. With the development of private universities, the team of counselors has become an important part of the staff of private universities. In addition to performing their duties in the ordinary sense of the word (Klein et al., 2020), private universities counselors have a lot of special characteristics and deficiencies in their work because of the characteristics of the private universities themselves, especially the lack of stability, the lack of professional fulfillment, and the seriousness of professional burnout. In order to solve these problems, it is indispensable to take effective incentives. In this paper, Shandong Engineering Vocational and Technical University is taken as an example in the study on the establishment of effective incentives for private universities' counselors, hoping to provide point-to-point solution ideas for solving problems in related fields.

1.What are the factors influencing the incentive management of counselors in Shandong Engineering Vocational and Technical University?

2. Do salary and welfare system, appraisal and evaluation system, career promotion mechanism, career identity affect the incentive management of counselors in Shandong Engineering Vocational and Technical University?

1.3 Objectives of the Study

The purpose of this paper is to analyze and discuss the instability and frequent departure of counselors caused by various shortcomings in the incentive mechanism of counselors in private universities, and to find out effective management methods of incentive mechanism to improve the stability of the counselor team in private universities and to form a benign development of the management team of counselors. This study takes Shandong Engineering Vocational and Technical University as an example to study the problem of incentive mechanism management of private higher education counselors. The study examines the incentive management problems of the university counselor team and proposes corresponding strategies to provide a reference basis for the counselor incentive system as well as the sustainable development of the counselor team in private universities. Therefore, combined with the above analysis the purpose of this study is:

1. To explore the influencing factors that affect the incentive management of counselors in Shandong Engineering Vocational and Technical University?

2. To determine whether salary and welfare system, appraisal and evaluation system, career promotion mechanism, career identity affect the incentive management of counselors in Shandong Engineering Vocational and Technical University?

1.4 Scope of the study

The scope of this study is Shandong Engineering Vocational and Technical University. Other schools are not included in the scope of the study. The subjects of the study are the counselors of Shandong Engineering Vocational and Technical University. The counselors need to have more than one year of experience in student management. The study period is from October 1, 2023 to January 1, 2024. A questionnaire was used to collect information during the study. The questionnaire contained two main sections. The first part is the basic information about the survey sample. The second part is about salary and welfare system, appraisal and evaluation system, career promotion mechanism, career identity and so on.

1.5 Significance of the Study

From the current research results about private universities, more focus on their development as well as comprehensive management, and less research on the motivation of the counselor's team. Even if the research is conducted, there are more studies from the aspects of training, performance management, role play, etc., and fewer studies on how to carry out effective incentives (Klein et al., 2020). Because of the special nature of the identity of private universities, it determines the special nature of

their counselor team management, especially in how to improve the work ability of the counselor team in private universities through effective incentives to enhance their employment stability, enhance the sense of career acquisition, and stimulate their work potential, the research results are relatively small. As the requirements of ideological and political work in Chinese universities continue to strengthen, the work of the counselor team is also facing more pressure and responsibility, and effective incentives are indispensable. Therefore, this paper hopes that the research on the problems in the related fields will contribute to the enrichment of theoretical research results.

Counselors are an important part of university staff. Counselors serving in different universities face different career environments, and they have different income situations and career development paths. Private universities and universities occupy an important position in China's higher education system, and the work of counselors working in private universities is similar to and different from that of counselors in public universities (Agley et al., 2014). However, from the current research on how to carry out the private universities counselor's incentive is relatively small, so there is a lack of guidance for practice. This paper takes Shandong Engineering Vocational and Technical University as an example to study the incentive situation of private universities' counselors, hoping to analyze the influencing factors, formulate effective improvement strategies, and improve the effect of incentives in order to improve the incentives of private universities' counselors to provide practical enlightenment for reference.

1.6 Conceptual and Operational Definition

In response to the research on the motivational factors of counselors, the following are the operational definitions of remuneration and benefits system, appraisal and evaluation system, career advancement mechanism, professional identity and incentive management are elaborated:

Salary and Welfare System: this includes the salary, bonus, benefits and other additional allowances of the counselors. In the study, the structure, fairness, and motivational effects of the remuneration and benefits can be analyzed to understand their impact on the motivation of the counselors.

Appraisal and Evaluation System: this involves the establishment of evaluation and appraisal standards for the performance of counselors. By establishing clear evaluation indexes and systems, counselors can be motivated to improve their work performance, thus enhancing their positive factors.

Career Promotion Mechanism: career promotion of counselors is usually based on their work performance and competence level. The transparency, fairness and motivational effects of the promotion mechanism, as well as the impact of promotion on the positive factors of counselors, can be explored in the study.

Career Identity: this is the extent to which counselors identify with their own profession, including identification with professional roles, professional values and professional development. The impact of professional identity on motivation and performance of counselors can be examined in the study.

Incentive Management: this involves motivating counselors through rewards, recognition, and training to enhance their motivation and enthusiasm. The study could examine the impact of different incentive management strategies on counselors and how to optimize incentive management to enhance their positive factors.

Chapter 2 Literature Review

2.1 Introduction

The literature review of this study is based on Hierarchy of needs theory (HNT) and Expectancy theory to analyze the influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University. Through the literature review, the influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University are clarified. Based on the analysis and conclusions of related studies, the conceptual model of this study is constructed to determine the relationship between p salary and welfare system, appraisal and evaluation system, career promotion mechanism, career identity, incentive management of counselors in Shandong Engineering Vocational and Technical University.

2.2 Literature Review

2.2.1 Incentive Management

Many experts and scholars have given different definitions of motivation from different research perspectives. The problem of motivation is to start from the beginning of the behavior, think about how to improve his vitality, how to stimulate the behavior, and how to maintain the continuity of the behavior, how to maintain the orientation and how to terminate. Motivation involves the subjective reaction of the subject from the onset of the behavior to its termination. Motivation is a process that governs the actions of individuals, allowing them to voluntarily choose from a wide range of alternatives and then make a beneficial move (Steinbach et al., 2017). Motivation is a situation of willingness to achieve organizational goals by constantly increasing the level of effort, but to stimulate this effort, it is a prerequisite to meet some of the needs of the individual. The definition of motivation is that it is a representation of the direction, scope and duration of behavior, and the degree of motivation of individuals determines their motivation for specific behavioral characteristics. Motivation is the managerial process of generating specific behaviors to achieve organizational goals as long as various conditions of individual needs are created and these conditions are used to motivate the individual. Motivation is the role of the external environment, the individual to produce internal drive, and then through a series of self-regulation, through the stimulation, guidance, maintenance and a variety of regulatory behavior, to achieve the organizational goals of a process (Ding et al., 2016).

In summary, from the following aspects of the definition of incentives to summarize the overview, first, the object of incentives to have an internal demand, so that if this demand can be satisfied when it will produce behavioral internal drive, become an important driving force to complete the goal. Second, the incentive should have a certain degree of acceptance, not any incentive can produce results. Third, the fact of motivation should be supported by certain conditions, which include both material and spiritual, and possibly both spiritual and material. Fourth, motivation represents an inner state of a person, and different people will produce different behaviors under different motivational environments. Fifth, motivation is a behavior with a clear purpose (Ding et al., 2016).

2.2.2 Motivational Elements for Counselors

The five elements of the incentive mechanism should be designed in place in order to make the incentive to play a maximum role: the first is the collection of inducing factors, inducing factors are used to mobilize the motivation of the counselors of a variety of reward resources. The extraction of the inducing factors must be based on the survey, analysis and prediction of the needs of individual counselors, and then according to the period of the organization's reward resources to design a variety of reward forms, including a variety of extrinsic and intrinsic rewards (Fanning & Gaba, 2021).

The second is the behavioral orientation system, which is the organization's regulation of the direction of effort, behavior and values to be followed by its members. In an organization, individual behaviors induced by the inducing factors may go in various directions, i.e., they may not always be directed towards organizational goals. At the same time, the values of individuals may not always be consistent with the values of the organization, which requires the organization to cultivate overarching dominant values among employees (Mora et al., 2017). Behavioral orientation generally emphasizes the big picture, long-term and collective concepts, which all serve to achieve various organizational goals.

The third is the behavioral magnitude system, which refers to the rules that control the behavior motivated by the inducing factors in terms of intensity. The control of individual behavioral magnitude is achieved by changing the correlation between certain rewards and certain performance as well as the value of the reward itself. Through the behavioral magnitude system, the individual's level of effort can be adjusted within a certain range in order to prevent a rapid decline in the motivational efficiency of a certain reward for an employee (Brame, 2016).

The fourth is the behavioral station-temporal system, which refers to the temporal and spatial provisions of the reward system. The regulations in this area include the time limit for the association of a certain extrinsic reward with a certain performance,

the time limit for the combination of a certain job by the counselors, and the spatial extent of effective behavior. Such provisions prevent short-term behavior and geographic infinity among counselors, so that desired behaviors have some continuity and occur over a certain period of time and spatial extent (Lopper, 2019).

The fifth is the system of behavioral naturalization, which refers to the organizational assimilation of members and the punishment and education of members for violating behavioral norms or failing to meet requirements. Organizational assimilation is a systematic process of bringing new members into the organization. It includes the education of new members in the areas of outlook on life, values, work attitudes, normative ways of behaving, work relationships, specific work functions, etc., so that they become members who conform to the organization's styles and habits, and thus have a qualified membership.

The above five aspects of the system and regulations are the constituent elements of the incentive mechanism, which is the sum of the five aspects of the constituent elements. Among them, the inducing factor plays the role of initiating behavior, and the last four play the role of guiding, regulating and constraining behavior. A sound incentive mechanism should be complete, including the above five aspects, two nature of the system (Lopper, 2019). Only in this way can it enter a benign state of operation, private universities counselors should combine the elements of incentives to develop appropriate incentives, in order to promote the incentives of the counselors towards a sustained and benign development role.

2.2.3 Hierarchy of Needs Theory

(1) Definition of Hierarchy of Needs Theory

Hierarchy of needs theory is the famous American social psychologist Maslow (1969) put forward, he will be human needs in accordance with the order from low to high, according to the level of five levels of needs, starting from the bottom are: physiological needs, safety needs, friendship, and love and belonging to the needs of the needs of respect, self-actualization needs (Maslow, 1969). These five needs can be changed, not fixed, when human beings in the satisfaction of certain needs, will seek another level of needs, when the needs are satisfied, people will show a certain incentive to work to do the work of efficiency will be significantly improved. For the private universities counselor's motivation in fact can also be used Maslow's hierarchy of needs theory to achieve, counselors have emotional and belonging to the needs of the demand, the need for respect, especially when the training of the students have achievements, their own work has been recognized as well as the self-idealization of the need to meet the work of the team of counselors will be more efficient, more sense of honor.

Maslow's Hierarchy of Needs Theory is one of the content-based motivation theories. Content-based motivation theories start from exploring the causes of behavior, i.e., the starting point and foundation of motivation, analyzing and revealing the content and structure of individual's inner needs (Zvavahera & Tandi, 2019), as well as how the inner needs become the motivation to work and drive behavior. According to this type of theory, people's motivation and the degree of their motivation depend mainly on the degree of satisfaction of their needs.

(2) Salary and Welfare System

Compensation and benefits have a significant impact on the motivation of counselors. Compensation and benefits are an important reward for the work of counselors and can directly affect their work motivation. Competitive salaries and generous benefits can stimulate the work enthusiasm of counselors, make them more committed to their work, and improve the efficiency and quality of their work. Compensation and benefit system is often linked to the performance evaluation of the counselors, the outstanding performance of the counselors usually get higher salaries and additional benefits, this performance incentive mechanism can motivate the counselors to continue to improve their own ability and performance, the pursuit of excellence (Adeloye et al., 2017). Compensation and benefits are directly related to the quality of life and career satisfaction of counselors. If the remuneration package is reasonable and in line with expectations, counselors will feel satisfied and enhance their commitment and loyalty to their work; conversely, if the remuneration package is insufficient or unfair, it may lead to career dissatisfaction and turnover of counselors. A good remuneration package is an important means of attracting and retaining good talents. In the competitive talent market, providing competitive compensation and benefit conditions can attract high-quality counselors to join, and retain existing talent to maintain the talent advantage of the school (Augsberger et al., 2012). Compensation and benefits are not only a reflection of the personal income and welfare of the counselors, but also an important factor affecting their motivation, performance, career satisfaction and talent mobility, which has a far-reaching impact on the incentive mechanism of the counselors.

(3) Career Promotion Mechanism

Career advancement mechanism refers to the system and process that provides employees with opportunities for advancement within the organization. The organization evaluates and determines the requirements and responsibilities of each position and specifies the level and hierarchy of each position. This helps employees to understand the relationship between different positions and the requirements and competencies needed to advance to the next level. An employee's performance and merit are often important factors in determining promotion (Pu & Fu, 2018). Through regular performance evaluations and appraisals, organizations can objectively evaluate employees' performance, identify top performers and provide them with promotion opportunities. Organizations usually provide employees with

relevant training and development opportunities to help them upgrade their skills and abilities for higher-level positions. This includes training in technical training, leadership development, project management, and more. Organizations give priority to internal employees for filling job vacancies, which is a common way of promotion. Through internal recruitment mechanisms, employees can compete for higher level positions and have the opportunity to advance. The organization encourages employees to actively participate in career planning, clarify their career goals and development directions, and formulate development plans accordingly. This helps employees to better understand their career path and prepare for promotion. Career promotion mechanism is a set of systematic promotion opportunities and processes provided by the organization for employees to help them achieve their career development goals through evaluation, training, internal recruitment, etc. It also helps the organization to retain talents and increase employees' motivation and loyalty (Zvavahera & Tandi, 2019).

2.2.4 Expectancy Theory

(1) Definition of Expectancy Theory

Expectancy theory is also known as the "effectiveness-motivational force-expectancy theory", is the theory of management psychology and behavioral science. Expectancy theory is a theory put forward by the scholar Vroom (1964). In the theory of expectations that through incentives can mobilize individual enthusiasm, through mobilization of enthusiasm to promote people's inner potential to be played, incentives to mobilize the higher the enthusiasm then stimulate people's internal potential of the intensity will be greater. Expectation is the level that individuals hope to achieve, and effectiveness is the value of meeting their goals. From the formula can also be seen that people's enthusiasm needs to be mobilized, and mobilize the enthusiasm of the high and low is mainly due to the expectations of the target and the product of the price, the higher the enthusiasm then the possibility of achieving the goal is also greater. In the staff motivation should be clear with the staff is: first, the work is to meet the actual needs of employees. Second, employee expectations are linked to performance. Third, performance can be improved through their own efforts (Vroom, 1964).

(2) Appraisal and Evaluation System

Expectancy theory suggests that individuals' motivation depends on how much they expect to accomplish a task or reach a goal. Expectancy theory has a significant impact on the motivation of counselors under the appraisal and evaluation mechanism. According to the expectancy theory, performance goals for counselors should be challenging but can be considered achievable. Setting too high or too low performance goals may affect the motivation of tutors; too high goals may make tutors feel too much pressure and lead to loss of motivation, while too low goals may lead to a lack of motivation among tutors (Sapone, 1981). Individuals' motivation also depends on the extent of their expectations of the rewards they will receive for completing tasks or

reaching goals. Therefore, under the appraisal and evaluation mechanism, it is very important to give timely and specific performance feedback to counselors to help them understand whether their performance is in line with expectations and to adjust their behaviors in order to achieve their goals (Klein et al., 2020). The extent to which individuals expect rewards and punishments affects their level of motivation. Under the appraisal and evaluation mechanism, organizations can motivate counselors by rewarding excellent performance and punishing inefficient performance. Rewards can be in the form of monetary incentives, promotion opportunities, and recognition, while punishments can be in the form of demotions, salary reductions, and training remedial measures. Expectancy theory also emphasizes the impact of an individual's self-efficacy on motivation. Counselors will have higher levels of motivation if they feel they are capable of completing tasks and meeting performance goals under the appraisal and evaluation mechanism. Therefore, organizations can enhance the self-efficacy of counselors by providing training, support, and resources to increase their motivation and performance levels. Appraisal and Evaluation Mechanism Based on Expectation Theory, the motivation mechanism affecting counselors is mainly reflected in setting performance goals, providing performance feedback, establishing reward and punishment mechanisms and enhancing self-efficacy, etc. Through reasonable incentives, the motivation of counselors can be stimulated to improve their work performance level (Wang et al., 2020).

(3) Career Identity

Occupational identity refers to an individual's sense of recognition and belonging to the identity and occupational role of the occupation he or she is engaged in. This identity involves the individual's identification with the values of the occupation he or she is engaged in, the culture of the occupation, the sense of mission of the occupation, and the social status associated with the occupation. Individuals with a strong sense of occupational identity tend to be more satisfied with their work because they feel proud of and identify with the occupational identity and roles they perform, and thus become more engaged in their work. Individuals with a strong sense of occupational identity typically show higher levels of occupational engagement, are willing to invest more time and energy in developing their occupational competencies, and have a stronger sense of identification with the goals and values of the organization (Haibo et al., 2017). Having a good sense of professional identity can promote individuals' career development. They will be more active in seeking career development opportunities and improving their career skills and knowledge, so as to obtain better career development prospects. Individuals with a strong sense of occupational identity usually show higher job performance. Because they have a strong sense of identity with the occupation they are engaged in, they will work harder and pursue excellence to achieve better job performance. Individuals with a strong sense of occupational identity are more inclined to continue to develop in the same occupational field, and at the same time, they are more stable to stay in the current occupational field, and are less likely to be influenced by external triggers to change occupations. Occupational identity is an individual's sense of identity and belonging to his/her own occupation, which has an important influence on the individual's

career development, work performance and career change (Haibo et al., 2017).

2.3 Research Relevant

In universities, a common incentive is pay incentives. Increasing the salaries, allowances, and benefits of faculty members is the best incentive, and an annual salary system is usually used, with salary increases occurring at regular intervals. Salary increases are generally subdivided into automatic and incentive increases. The most commonly used is the automatic increase, which means that once a certain number of units of time have elapsed, the salary is automatically adjusted upwards. Incentive upward adjustments are generally linked to a teacher's performance, with higher performance being rewarded more. Schools usually conduct performance appraisals for teachers in a fixed cycle, and the appraisal scores are directly proportional to the teacher's salary (Li & Koedel, 2017). As a result, there is a high degree of positive mobilization of teachers, who generally work harder in order to get a high performance score, and the school thus enjoys good and sustainable development.

In some developed countries in Europe and the United States, there is almost always a body on student affairs, the staff inside is more similar to the nature of our universities and universities counselors. In the United States, universities also attach great importance to the work of student affairs management, and the study of the position of student affairs management has a history of nearly a hundred years. However, in various well-known international schools, there are many studies on theories and measures of motivation at the teacher level, and the theoretical results of the studies are advanced and practical. The motivation of the teachers concerned, the attributes that come with the teaching position, the working conditions of the teachers, and the teachers own comprehensive considerations are taken into account to consider the incentive system for the teachers (Ye, 2019). It is necessary to find ways to control the turnover rate of teachers and to formulate measures related to reasonable and effective incentives for teachers to be more motivated in their work. At the same time, it is important to provide professional training for teachers, as well as to advocate for the community to raise the social status of teachers. Teachers' satisfaction research involves all aspects of satisfaction improvement, such as salary and compensation, welfare benefits, career prospects, colleagues get along with each other, work atmosphere and other factors (Lopper, 2019), they believe that these factors and teachers' satisfaction is very related, and the teacher's motivation to treat their work is very useful. At this stage, many universities in developed countries have been conducting more and more researches on the personnel working in the field of student affairs, and have found that the work of the personnel in this position has become more and more professional and detailed. These universities have very sound incentives, so the work of student affairs management is very good.

Counselors are the mentors and guides in the process of university students' psychological health and growth, so the study of the incentive mechanism of counselors is very critical, in many scholars also refer to the mechanism of student affairs management, there are some studies on the incentive mechanism of the current situation of university

counselors. Under the guidance of the concept of people-oriented, to build a set of all-round, multi-level incentive model for university counselors, to achieve the organic combination of moral education goals in universities and the personal needs of counselors, so that counselors in the work of continuous enrichment of self, perfect self, to realize their own value. (Mason et al., 2016) Counselor incentives to implement the target responsibility system, develop a reasonable distribution system, further improve the business training system, attach great importance to the management and improvement of counselor career planning and other suggestions to motivate counselors. In the new situation, one is to recognize the role of counselors in universities, should actively develop a suitable work base measures for university counselors; secondly, the rewards and penalties are clearly distinguishable, the combination of material incentives and spiritual incentives; thirdly, the implementation of the counselor grade management system, do a good job of counselor career development planning and other three facets to design (Falco, 2016).

Higher vocational universities counselor team training problems, to establish and improve the incentive mechanism about university workers, pay attention to the selection and training of talents, the current stage of the university counselor team appears in the income is too low, the assessment standards are not clear, the career development prospects are unclear, the training and learning is too little to try to reverse the situation (Han, 2023). The professionalism and working condition of counselors directly affect the effect and quality of ideological and political education of university students, so it is very important to build an effective incentive mechanism to improve the professional identity of counselors, inspire professional ideals, establish professional beliefs, and promote the specialization and professional development of counselors (Mason et al., 2016). The management of universities do not know enough about the status and role of counselors and do not pay enough attention to them. Identify university counselors as teachers and part-time cadres. In addition to managing the daily life of university students in school and solving problems for university students' campus life, counselors should also pay attention to the political and ideological development of university students and carry out ideological and political education work (Fama & Jensen, 2022). Therefore, in universities, the work of counselors is essential and irreplaceable. It is also necessary to advocate the society and the universities to improve the status of teachers in private universities, and also to establish a mechanism for teachers' mobility teaching between public and private universities, to learn from each other on a regular basis, to support each other, to develop together, and to create a common glory.

2.4 Conceptual Framework

In this study, in order to fully analyze the influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University. The independent variables in the model include salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity; the dependent variable is incentive management of counselors. The relationship between the variables was determined by constructing the model. The above analysis

summarizes the Conceptual framework of this study. As shown in Fig2.1.
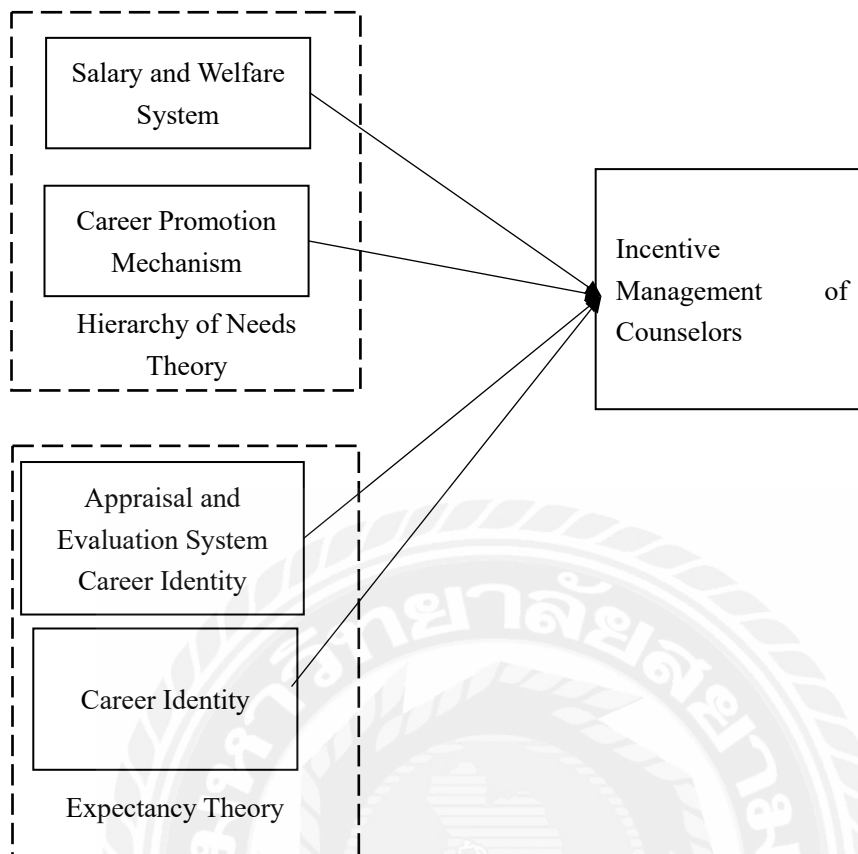

Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Introduction

The quantitative method was adopted in this study. This study focuses on the influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University. Combined with Hierarchy of needs theory (HNT) and Expectancy theory, the independent variables in the research model are salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity, and the dependent variable is incentive management of counselors. In order to improve the rigor and scientificity of this study, before collecting information the design of Shandong Engineering Vocational and Technical University's data and information on salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity is unified as a reference to develop a proven questionnaire. The research population and specific sample size were determined according to the purpose of the study, and the data collection was done by mail. The reliability and validity of the collected data need to be analyzed before analyzing the relationship between variables and hypothesis testing. The reliability of the data was judged by Cronbach's alpha. Validity was judged by Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO). and Bartlett's Test of Sphericity were judged. This study conducted a survey to collect data. Sample data was collected using Likert 5-point scale.

3.2 Research Design

Quantitative research was used in the course of this study. The influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University is taken as the research object. According to Hierarchy of needs theory (HNT), Expectancy theory the important factors affecting marketing strategy include four aspects which are salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity as model variables.

The Salary and Welfare System consists of five questions that measure salary structure, benefits, fairness, motivation, and career attractiveness. The Career Promotion Mechanism consists of five questions that measure appraisal criteria, performance feedback, goal setting, rewards and sanctions, and development opportunities. Appraisal and Evaluation System consists of five questions that measure promotion criteria, promotion opportunities, internal recruitment, performance evaluation, and career development. career Identity consists of five questions that measure mission leverage, culture, identity, and career development expectations. Management of Counselors consists of six questions that measure incentives, incentive effectiveness, personalized incentives, continuous improvement, and performance monitoring. The corresponding question items were designed for each variable and the items were coded as shown in Table 3.1.

Table 3.1 The Incentive Management of Counselor Measurement Item

Variable	Measurement item	NO.
Salary and Welfare System	1. How is the salary structure in the remuneration and benefits system designed to be linked to the performance and contribution of the counselors?	Q1
	2. Can the remuneration and benefits system, which includes, for example, medical insurance, paid holidays, training subsidies, etc., meet the basic needs and career development needs of the counselors?	Q2
	3. Are the counselors satisfied with the distribution of remuneration and benefits?	Q3
	4. The remuneration and benefits system is effective in motivating counselors to work?	Q4
	5. The remuneration and benefits system can improve the career attractiveness of the counselors?	Q5
Career Promotion Mechanism	1. Are the evaluation criteria used in the appraisal system clear, objective and fair?	Q6
	2. Does the appraisal system provide timely, specific and effective performance feedback?	Q7
	3. The performance objectives in the appraisal system can motivate counselors to work hard and are consistent with their personal development and organizational goals?	Q8
	4. The appraisal system has reward and punishment mechanisms, are these reward and punishment mechanisms effective in motivating counselors to improve their performance?	Q9
	5. Does the appraisal system provide training and development programs?	Q10
Appraisal and Evaluation System	1. There are clear job requirements and qualifications in the career advancement mechanism?	Q11
	2. The career advancement mechanism for counselors is fair and equitable?	Q12
	3. Counselors have the opportunity to be promoted to higher level positions through internal recruitment?	Q13
	4. The standards and methods of performance and performance evaluation of counselors are objective and fair, and can accurately reflect the performance of counselors?	Q14
	5. The career promotion mechanism matches the career development path of the counselors?	Q15
Career Identity	1. The counselors have a full understanding of their professional mission and values?	Q16

Variable	Measurement item	NO.
	2. The counselors feel identified with the professional culture of their school or institution?	Q17
	3. The counselors identify with their professional identity and role?	Q18
	4. The counselors feel comfortable with their professional status and recognition in the community?	Q19
	5. The counselors have high prospects and future expectations for their careers?	Q20
Incentive Management of Counselors	1. The organization uses effective incentives to motivate the counselors?	Q21
	2. The incentives have a good impact on the performance and job satisfaction of the counselors?	Q22
	3. The feedback from the counselors on the incentives is good?	Q23
	4. Incentives are personalized to address the different needs and motivations of individual counselors?	Q24
	5. The organization regularly evaluates and adjusts its incentive management strategies?	Q25
	6. Does the organization have a performance monitoring mechanism to evaluate the effectiveness of the incentives?	Q26

3.3 Population and Sampling

The scope of this study is Shandong Engineering Vocational and Technical University. Other schools are not included in the scope of the study. The subjects of the study are the counselors of Shandong Engineering Vocational and Technical University. The counselors need to have more than one year of experience in student management. The questionnaire contained two main sections. The first part is the basic information about the survey sample. The second part is about salary and welfare system, appraisal and evaluation system, career promotion mechanism, career identity and so on. Therefore, the random sampling method is used for sample selection, of which the sample size is based on the calculation.

$$N = \frac{r^2 * \rho(1 - \rho)}{\beta^2}$$

Calculated by the sample formula, collect data values for the quartile of the standard normal distribution, for the confidence level generally take the value of 95%. ρ is the sample standard deviation, the sample standard deviation of the estimated value of the standard deviation of the sample is generally used 0.5, to determine the margin

of error β (i.e., the maximum permissible value of the difference between the sample mean and the overall mean), $\beta = 0.05$. The formula gives a sample size of 389.16, so the sample size is at least 390. For the random sampling method, an online survey will be conducted using Questionnaire Star for questionnaire distribution, and the sample will be drawn randomly from the overall population.

3.4 Hypothesis

According to the literature review and related theory analysis, the study constructs a research model to elaborate the interrelationship between each variable. The influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University are salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity. The independent variables in this study are salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity. The dependent variable is incentive management of counselors. The relationship between variables is set through hypotheses. Therefore, hypotheses are formulated:

H1: Salary and Welfare System has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University.

H2: Career Promotion Mechanism has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University.

H3: Appraisal and Evaluation System has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University.

H4: Career Identity has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University.

Combined with the above analysis, the hypothesis model of marketing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University is constructed, and the interrelationship between each variable is confirmed. See figure3.1.
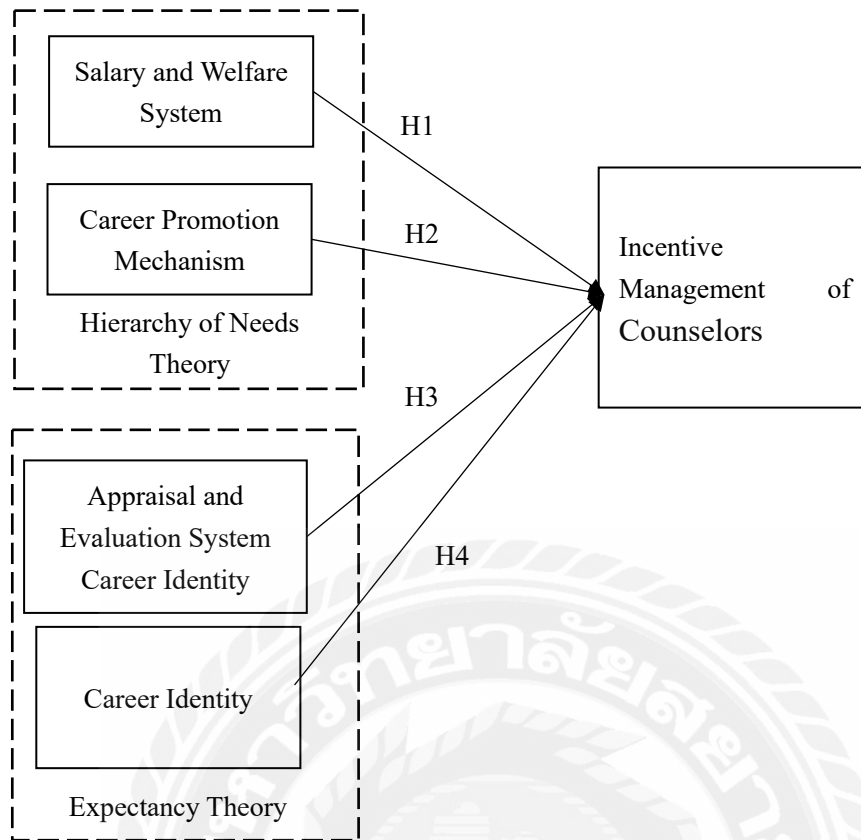
Figure 3.1 Hypotheses

3.5 Data Collection

The data collection for this study was mainly conducted through the Personnel Office of the Shandong Engineering Vocational and Technical University, which was provided with a list of the faculty and staff of the University. Based on the list, each faculty member was numbered to ensure that everyone had an equal chance of being selected. Using a random number generator, a certain number of faculty members were randomly selected from the list to form the study sample. Based on the sample drawn, the selected faculty members were contacted via e-mail. The faculty members were informed of the purpose and importance of the study and the contribution of their participation. Clear survey instructions and a confidentiality statement were provided to ensure that the privacy of the participants was protected. To increase participation, provide incentives such as a commitment to participate in feedback on the results of the study. Ensure that questionnaires or interviews are designed to be concise and minimize the burden on participants. Distribution time: October 1, 2023 to January 1, 2024. After counting, 390 electronic questionnaires were distributed and 342 valid questionnaires were recovered, with a recovery rate of 87.69%.

3.6 Data Analysis

3.6.1Reliability

The data gathered was structured and filtered. The missing values from the research data were removed, and the variables that were assigned to the study were put into SPSS for analysis. By using Cronbach's alpha coefficient to analyze the trustworthiness and validity of the data in this paper, this paper can determine whether the survey's goals and objectives can be carried out through the queries included in the survey questionnaire in order to reflect the validity of this dissertation research, along with whether the data and its substance are reliable. The questionnaire's reliability analysis primarily serves to determine whether the survey answers used in this study are stable and reliable, regardless of whether the data is valid or not. The amount of Cronbach's alpha coefficient might indicate if the reliability is reliable or not. When the obtained coefficient is greater than 0.8, the reliability of the survey is improved; if the obtained coefficient is between 0.6 and 0.8, the questionnaire's reliability will usually be acceptable; and if the obtained factor is less than 0.6, the questionnaire's reliability does not meet the requirements.

The Cronbach's alpha coefficient of Salary and Welfare System is 0.894, the Cronbach's alpha coefficient of Career Promotion Mechanism is 0.874, the Cronbach's alpha coefficient of Appraisal and Evaluation System is 0.873, and the Cronbach's alpha coefficient of Career Identity is 0.868. Cronbach's alpha coefficient of Incentive Management of Counselors is 0.873. All of them are in the range of 0.8~0.9, which indicates that the reliability of this paper's questionnaire is better, and then the validity can be further analyzed. This indicates that the reliability of the questionnaire of this survey study is very good, as shown in Table 3.2.

Table 3.2 Variate Reliability Test

Variate	Cronbach's Alpha	N of Items
Salary and Welfare System	0.894	5
Career Promotion Mechanism	0.874	5
Appraisal and Evaluation System	0.873	5
Career Identity	0.868	5
Incentive Management of Counselors	0.873	6

3.6.2 Validity

The data obtained through the application form must be both reliable and valid. In the present investigation, the standard was fulfilled in accordance with the reliability assessment, and then the questionnaire's validity was assessed. To determine whether validity is achievable, the derived KMO value is typically used in conjunction with Bartlett's sphericity test. If the coefficient of determination (KMO) achieved is more than 0.8, it means that the instrument is appropriate for the purpose of the study data. If the KMO number ranges from 0.6 to 0.8, it means that the completed questionnaire study results are typically acceptable.

If the value of the KMO achieved is lower than 0.6, the completed questionnaire's research data is unsuitable. For Bartlett's spherical test, a sig value of less than or equal to 0.05 indicates a high association. In accordance with the results of the research examination of the data, the variables were tested for validity, and the coefficient of validity (KMO) is 0.942 and larger than 0.8, indicating that the questionnaire's research data is extremely appropriate. Sig is significant in Bartlett's sphericity test. Following analysis, it is clear that the created variable model can be exposed to confirmation factor analysis (CFA). As a result, the data was analyzed using CFA.

The ability of the public factor to explain the total variance of all the original variables, the higher the value, the higher the significance of the factor, is a measure of the importance of the public factor. In factor analysis, each factor extracted has a variance contribution ratio (i.e., variance explained ratio), which indicates the degree of information extraction, i.e., explanatory power, of the factor to all original variables. The total variance contribution rate, on the other hand, is the amount of information extracted by all the extracted factors in total for the original variables. Table 3.4 shows the number of factors extracted through the analysis, as well as the total variance contribution rate (i.e., cumulative variance contribution rate) of the extracted factors for all the original variables. In general, a total variance contribution rate greater than 60% indicates that the factors have an acceptable explanatory power for the original variables, and greater than 80% indicates that the factors have a good explanatory power for the variables. The result of factor analysis for each variable was informed that the cumulative The result of factor analysis for each variable was informed that the cumulative explanatory rate of salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity was 67.649% respectively, which is greater than 0.5. It indicates that the overall validity of the questionnaire is good.

Table 3.3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.942
Bartlett's Test of Sphericity	Approx. Chi-Square	3912.269
	df	190
	Sig.	0.000

Table 3.4 Total Variance Explained

Component	Initial Eigenvalues		Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	45.115	45.115	9.023	45.115	45.115	3.464	17.318	17.318
2	8.505	53.619	1.701	8.505	53.619	3.375	16.873	34.191
3	7.244	60.864	1.449	7.244	60.864	3.363	16.815	51.007
4	6.785	67.649	1.357	6.785	67.649	3.328	16.642	67.649
5	3.129	70.777						
6	2.919	73.697						
7	2.675	76.372						
8	2.597	78.969						
9	2.260	81.229						
10	2.197	83.426						
11	2.110	85.537						
12	2.037	87.574						
13	1.942	89.516						
14	1.836	91.351						
15	1.707	93.058						
16	1.639	94.697						
17	1.570	96.267						
18	1.345	97.612						
19	1.207	98.818						
20	1.182	100.00						

The factor analysis findings must be attainable as well as important for each factor. The rotation of the factor weighting matrix emphasizes the connection between the initial variables and the factors, as every indicator has a higher loading on exactly a single factor that is common and a lower weighting on the other associated factors. Additionally, the factors were flipped to more clearly group each raw component. The maximum variance approach was used to rotate the formation matrix to ensure that there is no asymmetry in the questions that are determined for every variable, and a maximum amplitude was calculated. Through the results of Table 3.5, it can be learned that a total of five factors were extracted, and each variable has a large loading on only one common factor, while the loadings on the other common factors are small, which indicates that each variable has a better but differentiated validity.

Table 3.5 Rotated Component Matrix

	1	2	3	4
Q1	0.783			
Q2	0.713			
Q3	0.785			
Q4	0.738			
Q5	0.749			
Q6		0.778		
Q7		0.706		
Q8		0.720		
Q9		0.750		
Q10		0.712		
Q11			0.810	
Q12			0.710	
Q13			0.698	
Q14			0.723	
Q15			0.759	
Q16				0.779
Q17				0.699
Q18				0.705
Q19				0.752
Q20				0.748

Chapter 4 Findings

4.1 Introduction

Through the questionnaire collected, 390 electronic questionnaires were distributed and 342 valid questionnaires were recovered, with a recovery rate of 87.69%. The data collection was found to have good reliability and validity. Descriptive statistical analysis of the collected data through SPSS software, explaining the basic situation of the survey sample, including the gender distribution of the survey sample, age distribution and income status. The correlation analysis of each variable of salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity is done to understand the correlation between each variable and to determine that there is no covariance between each variable. Collecting the data by correlation analysis to know, need to regress the data to determine whether the assumptions between each independent variable and the dependent variable are valid or not, to verify the assumptions, and finally to draw conclusions.

4.2 Description of Statistical Variables

In the survey, 342 valid questionnaires were collected. By organizing and analyzing the data of the study, for the gender aspect of the survey, it was obtained that the sample of the study was 181 males, accounting for 52.9%, and 161 females, accounting for 47.1%. The survey on the age of the sample shows that over 40 years is 124 with 36.3%, which was the largest size. Regarding the educational qualification of the sample, the survey shows that Bachelor's degree is 216(63.2%), Master's degree is 109 (31.9%), and Higher than the Master's degree is 17 (5%). Regarding the survey on job position, Operation is 156, accounting for 45.6%, Manager/senior is 64, accounting for18.7%, Lecturer/counselor is 39, accounting for 11.4%, and Other is 83, accounting for 24.3%. Regarding the survey on work experience, less than/or equal to 5 was 50, or 14.6%, Between 6-10 was 120, or 35.1%, Between 11-15 was 161, or 47.1%, 16 and over was 11, or 3.3%. As shown in Table 4.1. The sample as a whole met the statistical requirements. As shown in Table 4.1, the sample as a whole met the statistical requirements.

Table 4.1 Distribution of Basic Characteristics of Samples (N = 342)

Item	Options	Frequency	Percent%
Gender	Male	181	52.9
	Female	161	47.1
Age	18-25	52	15.2
	26-30	40	11.7
	31-35	58	17
	36-40	68	19.9
	Over 40	124	36.3
Education	Bachelor's degree	216	63.2
	Master degree	109	31.9
	Higher than the Master's degree	17	5.0
Position	Operation	156	45.6
	Manager/senior	64	18.7
	Lecturer/counselor	39	11.4
	Other	83	24.3
Tenure	Less than/or equal to 5	50	14.6
	Between 6-10	120	35.1
	Between 11–15	161	47.1
	16 and over	11	3.2
Total		342	100.0

Descriptive statistics are derived from survey data. Descriptive statistical analysis is the process of describing, arranging, and displaying data to better understand its properties and distribution. The first step in descriptive statistical analysis is to determine the overall character of the data collection. This comprises the data set's size (number of observations), the number of variables, as well as the context and goal of data collection. Descriptive statistical analysis aids in better understanding the data, detecting outliers, exploring data features, and preparing for subsequent statistical inference and modeling. It is the first phase in data analysis and is typically carried out immediately following data collection to verify data quality and trustworthiness. Descriptive statistical studies are the foundation of data analysis, providing a comprehensive perspective and laying the groundwork for inferential analyses. Skewness measures symmetrical data distribution, while kurtosis measures the data's tightness on the mean and its sharpness or flatness. A large value of kurtosis (>0) indicates a more pronounced, sharper peak configuration than a distribution that is normal, and the reverse is also true. The descriptive statistic results show that the mean statistic, skewness statistic, and kurtosis statistic all match the requirements. The study data follows a standard distribution and is appropriate for regression and correlational analyses, see Table 4.2.

Table 4.2 Descriptive Statistics

Items	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Kurtosis Statistic
Q1	1	5	3.47	1.193	-0.566	-0.555
Q2	1	5	3.50	1.193	-0.587	-0.398
Q3	1	5	3.52	1.148	-0.518	-0.277
Q4	1	5	3.36	1.067	-0.517	0.124
Q5	1	5	3.44	1.092	-0.408	-0.180
Q6	1	5	3.49	1.148	-0.411	-0.368
Q7	1	5	3.61	1.032	-0.655	0.305
Q8	1	5	3.58	1.163	-0.749	-0.021
Q9	1	5	3.66	1.206	-0.812	-0.034
Q10	1	5	3.50	1.183	-0.797	-0.106
Q11	1	5	3.59	1.358	-0.593	-0.775
Q12	1	5	3.55	1.212	-0.756	-0.253
Q13	1	5	3.38	1.086	-0.531	-0.084
Q14	1	5	3.55	1.048	-0.639	0.285
Q15	1	5	3.62	1.137	-0.721	-0.153
Q16	1	5	3.62	1.224	-0.633	-0.416
Q17	1	5	3.54	1.132	-0.497	-0.586
Q18	1	5	3.69	1.290	-0.596	-0.805
Q19	1	5	3.49	1.135	-0.606	-0.259
Q20	1	5	3.58	1.173	-0.624	-0.347
Q21	1	5	3.83	1.093	-0.749	-0.101
Q22	1	5	3.70	1.092	-0.489	-0.565
Q23	1	5	3.80	1.137	-0.704	-0.473
Q24	1	5	3.69	1.143	-0.431	-0.906
Q25	1	5	3.81	1.078	-0.640	-0.368
Q26	1	5	3.82	1.055	-0.504	-0.715

4.3 Results of the Study

4.3.1 Correlation Analysis

A relationship assessment is a form of analysis that looks at the connections between variables to see the extent to which they are related. Correlation analysis is distinguished by the fact that the variables are without reference to one another; nonetheless, it is only applicable to variables with a binary normal distribution. Both factors are terminating, co-varying, and interdependent. The correlation coefficient has a range of -1 to 1, with 1 being an ideal positive relationship and -1 representing an ideal negative correlation, and it is also tested with hypothesis evaluation.

The coefficient of correlation is commonly used in studies to demonstrate r. As soon as r ⩽ 0.3, there has been no linear correlation between both of the variables. At 0.3 < r ⩽ 0.5, there is a little linear connection between both of the variables. In cases where 0.5 < r ⩽ 0.8, there is a significant relationship between the variables. Although 0.8 < r, there is currently a high degree of linear relationship between the two variables.

Before creating the multiple regression model, the data must be entered as the independent variable to test the link between the variables using correlation analysis. The most common method is for determining the coefficients of correlation of every component with the variable that depends first, and then including the ones with the highest correlation coefficients in the model. Next, the correlations among the variables that are autonomous are determined. If the values of the correlation coefficients between the independent variables are strong, it indicates multicollinearity and requires censoring, which can be accomplished with nonlinear and linear downscaling approaches.

Table 4.3 Correlation Between Variables (Pearson Correlation Matrix)

	Salary and Welfare System	Career Promotion Mechanism	Appraisal and Evaluation System	Career Identity	Incentive Management of Counselors
Salary and Welfare System	1	.573**	.555**	.579**	.450**
		0.000	0.000	0.000	0.000
Career Promotion Mechanism	.573**	1	.593**	.553**	.442**
	0.000		0.000	0.000	0.000
Appraisal and Evaluation System	.555**	.593**	1	.514**	.470**
	0.000	0.000		0.000	0.000
Career Identity	.579**	.553**	.514**	1	.507**
	0.000	0.000	0.000		0.000
Incentive Management of Counselors	.450**	.442**	.470**	.507**	1
	0.000	0.000	0.000	0.000	

NOTE：*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

According to the correlation analysis, it can be seen that the correlation coefficients of incentive management of counselors in Shandong Engineering Vocational and Technical University.

Correlation between variables are all in the range of 0.442 and 0.593, indicating that each of the two variables is significantly correlated. This indicates that the correlation between each two variables is significant, while p< 0.01, indicating that the correlation term is positively correlated see Table 4.3.

The Pearson correlation coefficient between salary and welfare system and career promotion mechanism, appraisal and evaluation system, career identity, incentive management of counselors are 0.573,0.555,0.579,0.450, and P<0.01, indicating that there is correlation between salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity, incentive management of counselors, and they are general correlation.

The Pearson correlation coefficient between career promotion mechanism and appraisal and evaluation system, career identity, incentive management of counselors are 0.593,0.553,0.442, and P<0.01, indicating that there is correlation between Career Promotion mechanism and appraisal and evaluation system, career identity, incentive management of counselors, and they are general correlation.

The Pearson correlation coefficient between appraisal and evaluation and career identity, incentive management of counselors are 0.514,0.470, and P<0.01, indicating that there is correlation between appraisal and evaluation and career identity, incentive management of counselors, and they are general correlation.

The Pearson correlation coefficient between career identity and incentive management of counselors are 0.507, and P<0.01, indicating that there is correlation between career identity and incentive management of counselors, and they are general correlation.

Through correlation analysis, it is concluded that there is a positive correlation between salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity, incentive management of counselors with a significant. At the same time, according to the correlation coefficient, the correlation between the variables is significant, and the correlation coefficient is not more than 0.8, which means that there is no covariance problem.

4.3.2 Multiple Regression Analysis

The process of multiple regression analysis according to the correlation analysis, the collection of data can be regression analysis, so the regression model is constructed, and the data is imported into SPSS for regression analysis. First of all, the model fitting effect analysis, according to Table 4.4 shows that the model summary, the obtained regression equation R-squared is 0.844, R-squared value is closer to 1, indicating that the equation of the goodness of fit, generally need to be greater than 0.8, which indicates that the regression equation obtained from the analysis of the example of the good fitting effect.

Table 4.4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	Sig. F Change	Durbin-Watson
1	.835ᵃ	0.844	0.832	0.706	0.334	0.000	1.954

ANOVA analysis, the significance value of the regression model is 0.00, which is less than the confidence space of 0.05, that is to say, it indicates that there is a 95% probability of rejecting the original hypothesis, which means that there is a significant regression relationship between salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity, incentive management of counselors, see Table 4.5.

Table 4.5 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	84.308	4	21.077	42.248	.000b
	Residual	168.126	337	0.499		
	Total	252.433	341			

NOTE：a. Incentive Management of Counselors. b. Predictors: (Constant), Salary and Welfare System, Career Promotion Mechanism, Appraisal and Evaluation System, Career Identity.

Through the regression equation R-square and ANOVA analysis, it can be known that the regression equation is statistically significant, but whether the model has accurate prediction or not needs to be further confirmed by residual correlation analysis. If there is autocorrelation in the residuals, the predictive accuracy of the model is not high. According to the calculation, the Durbin-Watson test value is 1.954, according to the rule of judgment, the regression equation in this study is consistent with the acceptance of the null hypothesis that the residuals do not have first-order positive autocorrelation. The closer the Durbin-Watson is to 2, the greater the judgment of no autocorrelation. It indicates that there is no autocorrelation in the residuals of the model

and the prediction accuracy is high. In the covariance diagnostic results, the VIF value of salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity is 1.161,1.022,1.031,1.011. the VIF values are all close to 1, which meets the requirement. It means that there is no covariance in the data, see table 4.6.

Table 4.6 Multiple Regression Analysis

Model	Unstandardized Coefficients	B	Std. Error	Standardized Coefficients	t	Sig.	VIF
1	Constant	1.542	0.309		8.676	0.000	
	Salary and Welfare System	0.708	0.048	0.620	1.977	0.000	1.161
	Career Promotion Mechanism	0.691	0.045	0.599	1.620	0.000	1.022
	Appraisal and Evaluation System	0.581	0.039	0.571	3.394	0.000	1.031
	Career Identity	0.749	0.055	0.733	4.765	0.000	1.011

NOTE：*P<0.05, **P<0.01, ***P<0.001

Through the above analysis to determine the statistical significance of the regression model, residuals without autocorrelation, residuals to meet the normal distribution can be obtained regression coefficients of the regression equation, so as to construct the regression equation. Coefficient analysis table, salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity regression coefficients of significance value of 0.00<0.05, with 95% probability of rejection of the original hypothesis; and constant coefficients of significance of 0.00<0.05, with 95% probability of rejection of the original hypothesis. This indicates that the regression coefficients of independent variables are statistically significant. Salary and welfare system (β=0.708, P<0.05), career promotion mechanism (β=0.691, P<0.05), appraisal and evaluation system (β=0.581, P<0.05), career identity (β=0.749, P<0.05), significantly and positively affect incentive management of counselors.

Therefore, according to the results of data analysis, salary and welfare system has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University. Hypothesis H1 is established. Career promotion mechanism has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University. Hypothesis H2 is established. Appraisal and evaluation system has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University. Hypothesis H3 is established. Career identity has a significant

positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University. Hypothesis H4 is established.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

Based on Hierarchy of needs theory (HNT) and Expectancy theory, this paper conducted the influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University. The total of 390 questionnaires were distributed and 342 valid questionnaires were returned. Through SPSS analysis, the f factors of incentive management of counselors in Shandong Engineering Vocational and Technical University.

5.1.1 Factors Influencing Incentive Management of Counselors

Through regression analysis and correlation analysis, it is concluded that the influencing factors of incentive management of counselors in Shandong Engineering Vocational and Technical University include four factors: salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity. In the study, the collected data were analyzed for reliability and validity to meet the requirements.

The Pearson correlation coefficient between Salary and Welfare System and incentive management of counselors are 0.450, and $P<0.01$, indicating that there is correlation between Salary and Welfare System and incentive management of counselors, and it is general correlation. The Pearson correlation coefficient between Career Promotion Mechanism and incentive management of counselors are 0.442, and $P<0.01$, indicating that there is correlation between Career Promotion Mechanism and incentive management of counselors, and it is general correlation. The Pearson correlation coefficient between Appraisal and Evaluation System and incentive management of counselors are 0.470, and $P<0.01$, indicating that there is correlation between Appraisal and Evaluation System and incentive management of counselors, and it is general correlation. The Pearson correlation coefficient between career identity and incentive management of counselors are 0.507, and $P<0.01$, indicating that there is correlation between career identity and incentive management of counselors, and it is general correlation.

Therefore, correlation analysis leads to the conclusion that there is a moderate to strong positive relationship between these factors and incentive management of counselors, and the P value of less than 0.01 emphasizes the statistical significance of this relationship. Specifically, salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity all positively influence incentive management of counselors. This implies that organization need to carefully consider how to optimize salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity when formulating incentive management of counselors. The interaction of these factors may have a significant impact on strategy

execution and performance. Therefore, organization can conduct more in-depth strategic planning based on the results of these analyses to ensure sustainable development.

5.1.2 Salary and Welfare System, Career Promotion Mechanism, Appraisal and Evaluation System, Career Identity Have a Positive Effect on Incentive Management of Counselors

According to the correlation analysis, salary and welfare system, career promotion mechanism, appraisal and evaluation system, career identity and incentive management of counselors have correlation. Strategy. Combined with regression analysis, the analysis of the research data concluded that Salary and welfare system ($\beta=0.708$, $P<0.05$), career promotion mechanism ($\beta=0.691$, $P<0.05$), appraisal and evaluation system ($\beta=0.581$, $P<0.05$), career identity ($\beta=0.749$, $P<0.05$), significantly and positively affect Incentive Management of Counselors. The variables together explain the Incentive Management of Counselors weight of 84.4%, which is in line with the requirement. Salary and Welfare System has a significant positive effect on incentive management of counselors in Shandong Engineering Vocational and Technical University. Career Promotion Mechanism has a significant positive effect on incentive management of counselors in Shandong Engineering Vocational and Technical University. Appraisal and Evaluation System has a significant positive effect on incentive management of counselors in Shandong Engineering Vocational and Technical University. Career Identity has a significant positive effect on incentive management of counselors in Shandong Engineering Vocational and Technical University.

Table 5.1 Hypothesis Testing

NO.	Hypothesis	Result
H1	Salary and Welfare System has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University.	Supported
H2	Career Promotion Mechanism has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University.	Supported
H3	Appraisal and Evaluation System has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University.	Supported
H4	Career Identity has a significant positive effect on the incentive management of counselors in Shandong Engineering Vocational and Technical University.	Supported

5.2 Recommendation

(1) Establishment of Reasonable Salary and Welfare System

Establishment of a reasonable remuneration system. On the one hand, through extensive market research, enhance the competitiveness of private universities' counselors' post salary in the talent market. Especially the competitiveness in the province and reduce the factor of personnel mobility. On the other hand, it is necessary to establish a fair system of remuneration and treatment within the university to prevent the situation of different pay for the same post. In the part of the basic salary, the salary should be determined according to the title situation, the level of education, and the working time and other factors, so that the same situation, the same salary. The salary of the counselors' position is not lower than the salary income of other teaching positions like those at the same level. To establish the tutor post allowance system, according to the characteristics of the tutor position, some national subsidies, funds for fair distribution, abler to mobilize their enthusiasm.

To Shandong Engineering Vocational and Technical University for the characteristics of counselor positions, job allowance settings, reflecting the idea of more work, more pay, motivate counselors to improve their personal income by taking the initiative to work, but also to shorten the income gap between the teachers and other positions, so that the counselors feel that the pay is fair. For example, some universities on the management of counselors to take the monthly salary floating policy, if the counselors involved in military training work, the organization of the newborn psychological test talk, the evening inspection of the dormitory, the organization of the graduating class recruitment will work overtime, the management of the department, such as material review, invigilation, lectures, participation in the acceptance of the project, the recruitment of new employees and so on these are considered to be overtime, will be paid for the labor, so the salary will be in the basis of a certain base salary according to the content of the monthly work So the salary will be based on a certain base salary according to the monthly work content will be different upward fluctuation, this fluctuation represents the recognition of the work of the counselors.

Optimize the salary structure. According to the work characteristics of the counselors, the salary will be divided into fixed part and variable part to improve the effectiveness of incentives from both health care factors and motivational factors. Among them, the fixed allowance is mainly determined by according to the duties of the position, which is divided into the composition of ideological education, routine management, employment guidance and network supervision. According to the nature of the work, the proportion of the composition of each part such as team bonus is the university obtained by the school assessment incentive allocation. Floating bonus

comes from the results of the monthly performance appraisal. The monthly assessment is organized by each faculty (department), based on the daily inspection, supervision and management of the work of the counselors. Bonuses are paid for different assessment results.

(2) Improvement of Career Promotion Mechanism

On the one hand, on the way to broaden the career development of counselors, it is necessary to implement a grade system for counselors in private universities to improve the professionalization and career development of the counselor team. The mechanism of different grades and different treatment set according to the counselors' years of work, work performance and comprehensive evaluation of the post enhances the counselors' work motivation and initiative. The necessity of job setting, the treatment of practitioners and other aspects of the clear provisions of the requirements, so that in the new historical period, private universities counselor team construction is facing a rare historical opportunity for development.

First of all, it is necessary to open up the channel of title evaluation. At present, many places and universities have been actively exploring ways and means to smooth the career development channel of counselors. For example, some schools have put forward the idea of "dual-channel" development, on the one hand, in the selection and appointment of cadres to give priority to personnel with experience in the work of the counselors, their long-term contact with students, the needs of the students, management characteristics and school management rules and regulations of the adaptability of the advantage of a better understanding of the management advantage. On the other hand, they are allowed to evaluate their titles together with other teachers. Some other places are actively exploring the methods of title and grade evaluation for counselors. Private universities should take advantage of these opportunities to provide more convenient conditions for the title promotion of the counselor team. Should be based on the actual situation, actively adjust the title assessment mode, innovative ideas, in the title promotion for the counselor team to provide a broader development platform.

Secondly, it is necessary to strictly implement the relevant national policies and regulations, and adopt a separate post system, a sound level extension system, and a perfect mobility system for counselors in title assessment. Private universities, through the management system and safeguards to achieve complete parity between the titles and ranks of counselors and teachers of professional courses, normal elimination of the constraints of counselors restricting the professional promotion of the constraints. On the other hand, it is necessary to change the management idea, and in the selection of administrative positions, the backbone personnel in the position of counselors should be given full consideration. So that their long-term front-line work experience can be transformed into a driving force to improve management ability.

(3) Improvement of Appraisal and Evaluation System

In the assessment organization, it is necessary to standardize the assessment management organization, and the school counselor work assessment leading group and the faculties (departments) counselor work assessment group to jointly organize and implement. To scientifically set the content of the assessment and evaluation indicators. The content of the assessment includes five aspects such as virtue, ability, diligence, performance, integrity, etc., in which the actual performance of the work is the key assessment object. Regarding the assessment of virtue, it is mainly to evaluate the political and ideological performance and professional moral performance of the counselors in their work. In the work, life in the performance of the ideological character of the situation, the implementation of professional ethical norms, integrity and public service, compliance with the law and other aspects of the comprehensive situation; on the assessment of the ability to assessment, mainly on the ability to carry out the business of the counselors, the level of work ability to evaluate, grasp their ability to carry out research and study, but also to examine the counselors whether they have the ability to work independently, whether they have a pioneering and innovative spirit, and whether to promote the It also examines whether counselors have the ability to work independently, whether they have a pioneering and innovative spirit, and whether they promote the high quality of their work. The assessment of diligence is mainly to assess the work attitude of counselors in their daily work, showing the situation of dedication, mainly reflecting whether the counselors have a sense of enterprise, whether there is a sense of responsibility and the degree of diligence, etc.; on the assessment of performance, it is mainly for the job duties of counselors, the evaluation of their fulfillment of the job duties. The evaluation in this regard mainly starts from the quantity of work accomplished, the quality of work and the efficiency of work, etc.; Integrity, mainly refers to the compliance with the provisions of integrity and self-discipline.

After determining the content of the assessment, the application of expert evaluation scoring method, hierarchical analysis method and other tools to set the weights to ensure that the assessment is oriented. After the end of the assessment, but also to organize performance feedback interviews, mainly to talk about the existence of problems, the need to improve the direction of content; accept the counselors on the assessment results of the complaint, improve the fairness and impartiality of the assessment.

(4) Enhancement of Career Identity

First of all, the leaders of private universities should accurately position the function of the counselors' team and pay attention to the construction of the counselors' team. Under the current political situation, the responsibilities of student management and ideological and political education assumed by the counselors are becoming more and more important. The quality of the counselors' team has become an important

symbol to measure the level of school running. Therefore, the leadership staff should pay attention to the construction of the counselor team as much as they pay attention to the teaching backbone, and improve their practitioner status in the school. At the same time, it is also necessary to broaden the space for the development of the counselor team in private universities through administrative prudence, recommending the exchange of positions in public universities, and transferring jobs within the school.

Secondly, it is necessary to increase publicity through various channels to improve the social status and influence of private universities' counselors. On the one hand, as China's higher education is about to enter the stage of popularization, the supply and demand relationship of higher education is being or has been reversed, and the external environment for the development of private higher education has undergone profound changes. After years of exploration, a number of private universities have formed a unique development mode, made remarkable schooling achievements and accumulated a good schooling reputation while expanding their scale and upgrading their level. In this context, it is necessary for private universities' counselors, as a special group of faculty and staff, to widely publicize their work and improve their social influence and recognition. The fundamental task of counselors' work, the art of communication between teachers and students in universities in the new era, and the psychological crisis intervention of university students have been exchanged and discussed, which is conducive to the improvement of the work of university counseling team and also able to improve the recognition of university counselors' self-worth. Private universities' counselors promote themselves by actively seeking opportunities to participate in such activities. Private universities counselors carry out publicity to improve social visibility, establish group reputation, and enhance the sense of honor and pride in the practice of private universities counselors.

Finally, it is necessary to accurately carry out the positioning of tutors' job duties. Counselors participate in teaching and research, through information management, the establishment of network student information management, improve the level of student management information technology, the work of counselors from the daily trivial management to free. And give full play to the role of students, reduce the burden for counselors, so that full-time counselors can focus on the professional management of students, provide students with career development planning and other work, but also reduce the number of counselor teams, reduce the burden for the development costs of private universities, but also ease the cost of private universities to improve the level of incentives for counselors after the cost of expenditure.

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Appendix Questionnaire

Dear Sir/Madam,

Thank you for your participation in this questionnaire survey. The survey will be conducted anonymously, and your relevant information will be kept confidential. Thank you again for your cooperation.

Part Ⅰ：

1. Gender ☐Male ☐ Female

2. Age A 18-34 B35-44 C45-54 D above 54

3. Education 1. Bachelor's degree ☐ 2. Master degree
☐ 3. Higher than the Master's degree 4. Other

4. Position 1. Operation ☐ 2. Manager/senior
☐ 3. Lecturer/counselor ☐ 4. Other..................

5. Tenure in current position (year)
☐ 1. Less than/or equal to 5 ☐ 2. Between 6-10
☐ 3. Between 11–15 ☐ 4. 16 and over

Part II. Marketing Strategy

Please indicate your agreement with each of the following descriptions based on your actual. Please put a tick on the corresponding number representing your level of agreement, with "1" indicating total disagreement, "5" indicating total agreement, and the specific meaning of each number indicating your level of agreement.

The specific meaning of each number is shown in the table below:

Totally Disagree	Disagree	General	Agree	Agree completely
1	2	3	4	5

Measurement item	1	2	3	4	5
Salary and Welfare System					
1. How is the salary structure in the remuneration and benefits system designed to be linked to the performance and contribution of the counselors?					
2. Can the remuneration and benefits system, which includes, for example, medical insurance, paid holidays, training subsidies, etc., meet the basic needs and career development needs of the counselors?					
3. Are the counselors satisfied with the distribution of remuneration and benefits?					
4. The remuneration and benefits system is effective in motivating counselors to work?					
5. The remuneration and benefits system can improve the career attractiveness of the counselors?					
Career Promotion Mechanism					
1. Are the evaluation criteria used in the appraisal system clear, objective and fair?					
2. Does the appraisal system provide timely, specific and effective performance feedback?					
3. The performance objectives in the appraisal system can motivate counselors to work hard and are consistent with their personal development and organizational goals?					
4. The appraisal system has reward and punishment mechanisms, are these reward and punishment mechanisms effective in motivating counselors to improve their performance?					
5. Does the appraisal system provide training and development programs?					
Appraisal and Evaluation System					
1. There are clear job requirements and qualifications in the career advancement mechanism?					
2. The career advancement mechanism for counselors is fair and equitable?					
3. Counselors have the opportunity to be promoted to higher level positions through internal recruitment?					
4. The standards and methods of performance and performance evaluation of counselors are objective and fair, and can accurately reflect the performance of counselors?					
5. The career promotion mechanism matches the career development path of the counselors?					
Career Identity					

1. The counselors have a full understanding of their professional mission and values?					
2. The counselors feel identified with the professional culture of their school or institution?					
3. The counselors identify with their professional identity and role?					
4. The counselors feel comfortable with their professional status and recognition in the community?					
5. The counselors have high prospects and future expectations for their careers?					
Incentive Management of Counselors					
1. The organization uses effective incentives to motivate the counselors?					
2. The incentives have a good impact on the performance and job satisfaction of the counselors?					
3. The feedback from the counselors on the incentives is good?					
4. Incentives are personalized to address the different needs and motivations of individual counselors?					
5. The organization regularly evaluates and adjusts its incentive management strategies?					
6. Does the organization have a performance monitoring mechanism to evaluate the effectiveness of the incentives?					