COLLEGE STUDENTS' EDUCATIONAL MANAGEMENT BASED ON INCENTIVE MECHANISM INNOVATION

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Abstract

For educators, when students make certain progress, multi-directional and multi-perspective evaluation and affirmation also play a motivating role in consolidating and strengthening the achievements made. The diversity of evaluation perspectives is demonstrated by the fact that students can be academic winners, those who stand out in terms of their ideological qualities, those who have made a lot of progress, or those who are constantly self-improving. A variety of evaluation methods can be expressed in a true word, an approving look, a kind smile, a simple gesture, a letter of encouragement, and so on. This leads to a virtuous cycle of 'initial success - initial success experience - increased self-confidence, strong motivation to achieve, greater success - deep success experience - increased self-confidence. This paper describes how motivation can have a positive effect on students and examines innovations in motivational mechanisms.

Keywords: motivation, positive role, innovation

Introduction

Statement of the Problem

With the gradual improvement and development of China's socialist market economy system, science and technology and network technology are developing rapidly and have a huge impact on various industries. Especially for today's efficient ideological and management work, the current ideological activities of college students present new characteristics, which bring new challenges to the ideological and political work of colleges and universities in the context of the new era.

Research Questions

With the gradual improvement and development of China's socialist market economy system, the current science and technology and network technology have been developed rapidly, and have a huge impact on various industries. Especially for today's efficient ideological and management work, the current ideological activities of college students present new characteristics, which bring new challenges to the ideological and political work of colleges and universities in the context of the new era. This study presents the following problems.

1. What are the problems encountered in the innovation of incentive mechanisms at present?

2. What is the current situation of the innovation of incentive mechanisms in colleges and universities?

3. Theoretical basis of incentive mechanism innovation?

The Research Objectives

Therefore, the main research objectives of this paper are as follows.

1. The research objective of this subject is the way of innovation of incentive mechanisms.

2. To analyze the problems that will be encountered in the process of innovation and the methods of problem-solving.

3. To explore why the education management of college students should be based on an incentive mechanism.

Conceptual Framework

1. This study uses incentives as a mediating variable and the research framework is shown in Figure 1.1

2. The impact of implementing an incentive mechanism was analyzed through a questionnaire survey on the satisfaction level of college students with the incentive system.

3. Corresponding countermeasures and suggestions are proposed for the obstacles encountered in the implementation of incentive mechanisms in education management mechanism.
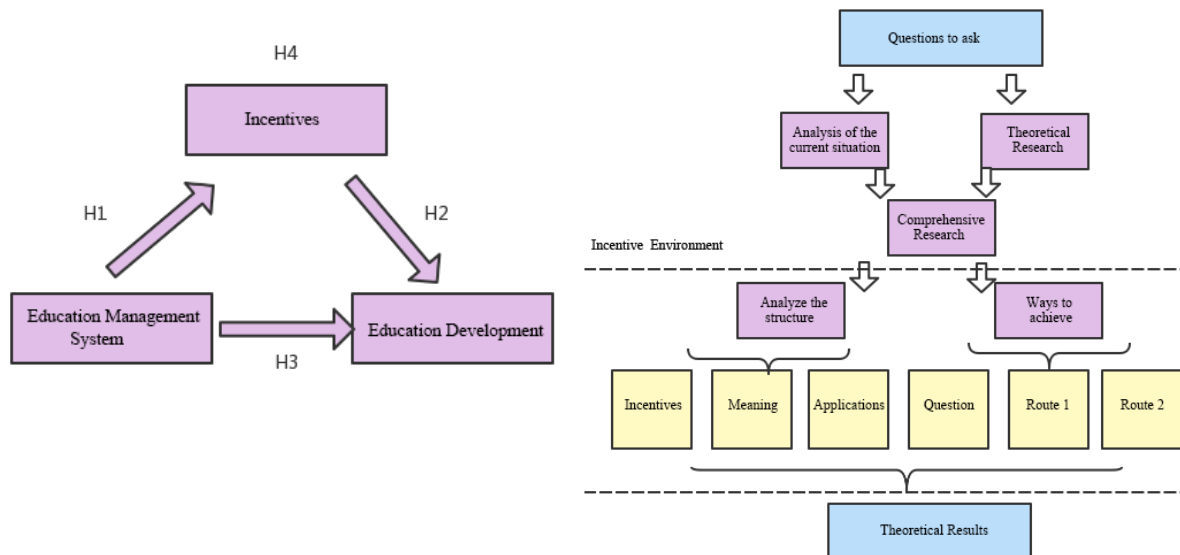

Figure 1.2 Conceptual Framework and Flow chart of the study

The Research Hypotheses

Based on the review and summary of relevant theories in the literature review and previous empirical studies, the specific hypotheses of this study, combined with the purpose, research questions, and research structure of this study, are summarized as follows.

H1: educational management systems are complementary to incentives.

H2: incentive mechanisms directly affect the dynamics of educational development.

H3: The reform of the educational management system is the foundation of educational development.

H4: The educational management system advances the development of education through incentives.

Research Benefit and significant

Therefore, universities should continuously innovate the incentive mechanism to improve the educational management of each university.

Therefore, in the process of education and management, teachers can only fully understand and insight into students' ideological and moral problems in the process of formation and development, adhere to the concept of being "people-oriented", care for students, and provide targeted guidance, inspiration, help, and encouragement to students with rich emotional infection. An important aspect of students' need for scholarships is expressed in the expectation that the school will recognize and be fair to them for their characteristics and efforts. We should approach the opportunity to receive a scholarship with a heart of gold. It should be used as a goal to encourage us to learn better.) The scholarship is established to guide and encourage students to improve their vitality, study hard and progress in all aspects. HRD system plays a very important role in guiding and promoting the process of HRD by mobilizing students' initiative and motivation

Literature reviews

Maslow's theory of motivation: Within motivation theory, needs theory can be divided into needs theory, two-factor theory, achievement needs theory, theory X, and theory Y. Maslow's Hierarchy of Needs Theory is the 'Hierarchy of Needs Theory, in which Maslow believed that satisfying needs are no longer seductive and that subsequent needs become apparent after the previous needs have been fully satisfied. Therefore, it is important to start with the students' higher-level needs to motivate them to learn to have a more stable and lasting effect.

Total Motivation Theory: Total Process Motivation is the whole process of motivation that starts with needs and ends with satisfying them, a process based on the psychological process of motivation and management activities. The key to total motivation is to establish a "relatively complete" motivation "cycle", each motivation cycle must start with "triggering needs", and the target of motivation must make a comprehensive study of the target The motivator must conduct a thorough study of the needs and continually improve the motivation process to meet the needs of the motorcycle.

Goal-setting theory: Locke and Hughes of the University of Maryland have shown that external stimuli influence motivation through purpose. Purpose can direct activities towards purpose-related behaviors, thus enabling people to adjust their efforts to the degree of difficulty, thus influencing their ongoing behavior.

Skinner's theory of reinforcement: Skinner's theory of reinforcement can be divided into positive and negative categories according to its nature and effects. Positive reinforcement is designed to encourage those actions necessary for organization; negative reinforcement refers to the alleviation or removal of unpleasant stimuli applied to the body through repeated actions. Negative reinforcement can take the form of withdrawal of criticism, punishment, demotion, etc.

Victor H. Vroom Expectancy Theory: Vroom's expectancy theory is effective in motivating people and provides useful insights for good ideological and political work. As expectation theory is the study of the motivational effect of objects on people when they do not

achieve their aims. A good teacher should investigate the circumstances in which expectations are greater than reality and the circumstances in which they correspond to reality to better motivate people.

The so-called incentive is about motivating the educated to study hard and work hard, evaluating their behavior positively, and rewarding them in many ways as a way of strengthening and developing their motivation to achieve better results. In the management and teaching of students in higher education, it is important to achieve a humanistic, respectful, and understanding approach. The achievement of educational goals and the realization of educational tasks are based on this. Contemporary university students are thoughtful and personable, and their role in the education chain should not be ignored, let alone seen as a simple process of preaching and listening. Rather, it is necessary to get to know and understand the educated person, to concretize and refine the content, tasks, and objectives of education in the light of the reality of the educated person, and to refine all aspects of education and management. To achieve this motivation, it is necessary to first find out what motivation is, where it comes from, and how to create an environment in which it can be constantly stimulated, maintained, and consolidated. Motivation is the outward expression of a person in a state of agency to achieve a certain goal, and its motivation is closely linked to the need for motivation, the rational and legitimate need to be motivated, to generate upward momentum when the resulting positive behavior will promote positive results, which we need to cultivate and consolidate in the educational process. Irrational and unreasonable needs can trigger bad motivation and provoke bad behavior, and although this behavior is also personally motivating, educators must guide and transform this motivation and put it on the right track. Rational needs are therefore a prerequisite for our motivation, and the absence of rational and justified needs can lead to completely different results.

The behavioral characteristics of university students in each era are related to the era in which they grew up, the environment in which they lived, the level of economic development, and the degree of social progress. According to management theory, the performance of an employee is not only related to his or her ability to work, but also to his or her level of motivation. Student motivation is an important part of university education reform and an effective way to stimulate students' vitality and promote their education and management. Therefore, under the new conditions, how to construct and improve the talent cultivation system suitable for the characteristics of university students, and adopt effective motivation measures to improve the education management of university students.

Research Methodology

Both literature and questionnaire methods were used in this study. The researcher first found relevant scale literature to use as a reference for developing the questionnaire. The researcher developed a pre-determined questionnaire pre-test and used SPSS 22.0 to analyze the scales and complete a topic selection screening as a statistical basis for the determination of the formal questionnaire.

Population/Sample

Total sample: Junior college students majoring in management at an X university in Shanxi province, 400 sample sizes calculated.

Sampling frame: Management majors at an X university in Shanxi province

Sampling unit: Management majors at a certain X University in Shanxi Province

Conditions for sampling:

1. The scope of our survey is mainly management majors in a certain X University in Shanxi Province.

2. The surveyors will all be students of Shanxi University.

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Instruments

In this study, based on the above literature review and related theory and research objectives, a questionnaire was used to determine the structure and target population and to select a measurement tool suitable for this study. An online electronic questionnaire was used for the distribution, measurement, and collection of SPSS data analysis directly from the online context for classification and analysis. The questionnaire consisted of 12 sub-questions, which were mainly used to launch the survey and to derive the corresponding results from the data statistics of the Incentives for Innovative Student Education Management Survey. For this questionnaire session, 400 questionnaires were distributed and 304 questionnaires were returned,

Research Result

The results of a frequency analysis of male and female gender at a university in Shandong province are as follows: the table illustrates that of the 304 individuals surveyed in the area Of the individuals surveyed, 138 were male and 166 were female. The male-to-female ratio was 45.4% and 54.6% respectively. The surveyed number of female students outnumbered that of male students.

The majority of the 304 individuals surveyed, 34.9%, thought that they were unsure about the incentives at their current university, followed by those who thought they were about right, 27.3%, then those who thought they were low, 16.4%, those who thought they were high, 15.8% and finally many who thought they were low, 5.6%.

A frequency analysis was then conducted on the original data on whether or not they were satisfied with the incentives at their current university and the results were as follows.

Table 4.1 Analysis of satisfaction with incentives

3. Are you satisfied with the incentives at your current university?				
		Frequency	Percentage	Effective Percentage	Cumulative percentage
Valid	1	220	72.4%	72.4%	72.4%
	2	84	27.6%	27.6%	100.0%
	Total	304	100.0%	100.0%	

This shows that the majority of the 304 individuals surveyed were satisfied with the incentive mechanism at their current university, 72.4%.

After a simple frequency analysis and an overall picture of the extent to which students are interested in gender and the current incentives of the university, we need to have a more precise picture of the other variables in the data, which is achieved by calculating basic descriptive statistics. Descriptive statistics are analyzed below for each variable to obtain their mean, standard deviation, slice, kurtosis, and other data to further capture the concentrated and discrete trends in the data.

Table 4.2 Descriptive statistics analysis

Statistics		4. Do you think the salary level of the staff in your university is compared with other universities?	5. How do you think your university's current incentive mechanism is?
Number of cases	Valid	304	304
	Missing	0	0
Plural		2ª	3
Skewness		.450	.174
Standard error of skewness		.140	.140
Kurtosis		.128	-.587
Standard error of kurtosis		.279	.279
Minimum value		1	1
Maximum value		5	5

As the figure indicates, among the respondents, regarding the degree of feeling about the incentive mechanism of the university where they are now, most of them feel that the incentive mechanism of their university is uncertainly high or low, and the plural is 3 (3 represents uncertainty); most of them think that the salary level of the staff in their university is about the same compared with other universities, and the plural is 2 (2 represents about the same).

In addition, in the actual analysis, it is important to understand not only the distribution characteristics of individual variables, but also to analyze the distribution of multiple variables at different values, to grasp the joint distribution characteristics of multiple variables, and then to analyze the interactions and relationships between the variables. In the case of this data, it is necessary to understand the cross-sectional analysis of gender and major, the degree of incentive mechanism of the university where they are studying, and the degree of satisfaction with the fairness and reasonableness of university incentives. As an example, the data is read in a columnar analysis of gender and the degree of incentives at the university in which they are employed (the data analysis table below is an intercept):

Table 4.3 Cross-tabulation analysis

1. Your gender * 5. How do you think your university's current incentive mechanism is?							
Count							
		5. How do you think your university's current incentive mechanism is?					Total
		1	2	3	4	5	
1. Your gender	1	27	36	46	22	7	138
	2	21	47	60	28	10	166
Total		48	83	106	50	17	304

The above two charts involve two variables, i.e., the two-dimensional cross-tabulation of gender and the level of perceived incentives at the university where they are located, reflecting the level of perceived incentives at the university where they are located by gender. In the above table, gender is the row vector and the degree of perceived incentives is the column vector.

Exploratory analysis of gender and the degree of perceived incentives.

Table 4.4 Exploratory analysis

Description				Statistics	Standard Error
	1. Your gender				
1. How do you think your university's current incentive mechanism is?	1	Mean		2.61	.096
		95% confidence interval of the mean	Lower limit	2.42	
			Upper limit	2.80	
		5% Cut-off mean		2.57	
		Median		3.00	
		Variance		1.262	
		Standard deviation		1.123	
		Minimum value		1	
		Maximum value		5	
		Range		4	
		Quartile distance		1	
		Skewness		.194	.206
		Kurtosis		-.681	.410
	2	Mean		2.75	.083
		95% confidence interval of the mean	Lower limit	2.59	
			Upper limit	2.92	
		5% Cut-off mean		2.73	
		Median		3.00	
		Variance		1.145	
		Standard deviation		1.070	
		Minimum value		1	

		Maximum value	5	
		Range	4	
		Quartile distance	1	
		Skewness	.178	.188
		Kurtosis	-.483	.375

Table 4. 5 Normality test

Normality test							
	1. Your gender	Kolmogorov–Smirnov test (V)ᵃ			Shapiro–Wilk test		
		Statistics	Degrees of freedom	Significance	Statistic	Degrees of freedom	
5. How do you think your university's current incentive mechanism is?	1	.180	138	.000	.906	138	
	2	.182	166	.000	.912	166	

The analysis of the results shows that the degree of agreement on the high and low incentives approximates a straight line on the normal Q-Q plot, and the scatter distribution of the trendless normal Q-Q plot is above and below the straight line y=0. Therefore, it can be assumed that this information obeys normal distribution.

Conclusions and Discussion

The reform of the incentive mechanism, gives full play to the motivational role of the organization's cultural atmosphere good rules and regulations can achieve certain motivational effects, but because educational personnel has a high degree of subjective initiative, a "rigid" incentive system is not enough to achieve organizational goals, all education and school culture is the common work of talent, abide by the spirit, values, and codes of conduct, it allows you to better play the subjective initiative of educational personnel, so we must respect educational personnel, promote the spirit of cooperation, the implementation of "people-oriented management", and build a "flexible and adaptable" school culture to match the system.

Suggestions

1. In the process of education management, teachers should strengthen the study of classroom teaching, actively explore teaching models that can fully mobilize and give full play to students' subjective initiative to promote students' all-round development and personality development, lead by example, practice what they preach, constantly improve their cultivation, and actively create an atmosphere of "competition, encouragement of success and tolerance of failure". This will help to stimulate the creative desire of students to progress and bring their creativity into play.

2. Improve the school system, the incentive mechanism is not only the school leadership but also teachers and students, is the master of the school, the school is their talent, and the school only constantly improves the various rules and regulations, so that the incentive mechanism based on the rules, to achieve the rule of law, according to law administration, scientific management, democratic decision-making, to ensure that the incentive mechanism in the effective implementation of educational management.

3. Most people do not know much about the incentive mechanism in their colleges and universities, which means that the propaganda of the school has not been fully done, which also affects the development of the school. Only by making people fully understand the incentive mechanism of the school can it help the development of the school. The correct use of incentives in management, based on an understanding of the subjective needs of students, is relevant to the development of their health care.

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