On Teaching Motives and Incentive Strategies of Application-Oriented College Teachers

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ABSTRACT: Application-Oriented colleges, relatively new in China’s higher education, are mainly originated from vocational colleges and Application-Oriented colleges, whose flexible management and interior competitive mechanism of survival of the fittest. This paper, by analyzing the characteristics of English teachers’ demand and by means of literature review, observation, interview and questionnaire survey, classifies the motivations of English teachers in Application-Oriented colleges into four categories, namely, material benefits, aspiration and ambition, educator’s mission, and benevolence. It makes further efforts, based on Bandura’s self-efficacy theory, to reveal the importance of creating a harmonious working environment and appropriate motivation mechanism in the fully exertion of teachers’ self-efficacy. This paper suggests at its end that college administration should free teachers from their psychological burden and build up their work incentives by improving their working and living environment, establishing a fair competition mechanism, and inspiring their self-efficacy, thus achieving sound development alongside with the colleges.

1. INSTRUCTION

With the adjustment of the structure of higher education and the further expansion of the enrollment scale, application-oriented college English teachers as essential to various professional groups, responsible for the increasingly heavy task of teaching, they are not only those who teach English language, but also English culture communicator. Who are mostly female, generally young, and professionally inexperienced, suffer from a universal uncertainty about job qualification, career orientation, and future development, which certainly will result in reluctant devotion, excessive occupational stress, and want of belongingness. So establish effective mechanism and inspiring their self-efficacy, achieving sound development alongside with the colleges is becoming more necessary and urgent.

Enthusiasm inspired in the management, also known as incentive, incentive and Motivation have something in common, at the same time they have essential differences.

Intrinsic incentive refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishments. Incentive as a group of self governance or management function, which belongs to the category of management behavior, if this kind of management behavior to succeed, it is necessary to mobilize the individual intrinsic incentive as the premise, stimulate or cultivate the people’s working motivations, prompting them to realize a group or organization goals and enhance efforts. According to American scholars’ survey, under no incentive conditions, people in the absence of excitation conditions, generally only play 20-30% of personal ability; if you have a good internal and external excitation conditions, can play to their potential 80-90%.

Correctly grasp the motivation of English teachers, constantly stimulate teachers' creativity and innovation and establish and improve the corresponding incentive strategy in the management of colleges which can not only improve the performance of the work greatly, but also improve the quality of education, the level and effectiveness.

2. APPLICATION-ORIENTED COLLEGE TEACHERS’ MAIN MOTIVATION

At present, in China, the application-oriented
college English teachers motivations are the following types:

2.1 For the purpose of material treatment

Due to the application-oriented college teacher system are younger, they have weak economic foundation, clothing, food, housing, transportation, medical and other material needs is an important factor of stability troubled teachers. But these young teacher who is a highly educated and creative population, they hope high-income to reflect on the value of their social status and wealth creation to meet the non-material needs. Therefore, some teachers regard teaching as a means to make living, in competitive society, this kind of motivation can understand. However, for college teachers, this work force cannot bring any good teaching results. Some teachers survive to teach well, but in their bottom of hearts there will always be some kind of spiritual defect. Teachers, who are for the purpose of material treatment, only have the external pressure, lack of internal power.

2.2 In one's aspirations motivated

Ambition is the impulsion of some teachers' work life. Once there was a story: a scholar was not admitted to the Peking University, he swore that, although I do not go to Peking University, but someday I'm going to come teach at Peking University. Later, in order to fulfill his oath, he worked hard, finally, became a famous scholar and a professor at Peking University. What support him to success? It is life ambition. These teachers, knowledgeable, profound knowledge, may not care about their pay, their pursuit of self-discovery, prove themselves, to achieve their goals in life and feel satisfied.

2.3 Take education as its mission

Teachers take responsibility to transform people's sense, or take teach as their social responsibility. This part of teachers in the process of teaching is pay more attention to the personal power to transform people, they not only impart knowledge to students, but more importantly try to tell the students how to behave, they tend to be able to influence and change the lives of students track for fun, for he felt a responsibility to influence by force of character, to influence student.

2.4 Take love as the fundamental

A teacher who has a strong love for his children's attitude to education, they are the kind of people who can make you trust your parents. These teachers should be said to be the most valuable, but also a type of reality in the least.

3. THE SIGNIFICANCE OF ESTABLISHING A HARMONIOUS WORKING ENVIRONMENT AND MOTIVATION

Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. Teachers' self-efficacy is a subjective judgment and experience of teachers' educational teaching, scientific research level, and their ability to influence students' behavior and academic performance. Teachers' self-efficacy of teachers for their teaching, scientific research, and influence student behavior and academic performance and feel of a subjective judgment of capabilities. Research has shown that teachers self-efficacy inspire and mobilize the potential of their work, leading the most influential of the teachers' work motivation and strength to produce plays a decisive role in the core.

From interviews and questionnaires, we found that in the application-oriented university, students, who are guided by higher self-efficacy teachers, tend to have higher self-confidence and self-esteem, have a more clear and self-directed learning motivation. Meanwhile, high self-efficacy teachers have stronger professional commitment, more courage to challenge the new teaching methods and techniques, working enthusiasm and commitment is relatively large, relatively mild anxiety, job satisfaction is relatively high and more willing to continue learning through training to improve their own capability.

Therefore, colleges and universities should be based on the interests of teachers, expertise and ability, to provide opportunities and give full play to the stage, and continue to create conditions to optimize the work of teachers, academic life and the environment. On the one hand, guiding teachers to raise awareness of teaching importance, making them realize what they are engaged in, is of great social value which can result in a high degree self-efficacy and it can also stimulate enthusiasm. On the other hand, we should recognize any effective incentive should consider the influence of environment on human behavior, should constantly improve the social environment and the school culture atmosphere, to create a relaxed, harmonious, competition environment and atmosphere for teachers growing up. Teachers, as a special group of high quality, have its own peculiarities, they need to respect their professional status and personality, and their personality is often contained in the professional status "

Therefore recognize the value and build a platform to prove their value to the society, pursue the meaning of life and success, and build a knowledge-sharing business processes platform.
So that they can have steady information flow and updating knowledge channels, which will form a larger, more powerful incentive.

4. ESTABLISH THE INCENTIVE MEASURES TO ADAPT TO THE TEACHERS' WORK MOTIVATION

4.1 Create a better working and living conditions

Create a better condition so that they can teach with one heart and one mind without the worries behind, reflect the value of their labor, in order to mobilize the enthusiasm of teachers. According to the Two Factor Theory of Frederick Herzberg people are influenced by two factors. Satisfaction and psychological growth are a result factor of motivation factors. Dissatisfaction was a result of hygiene factors. In recent years, in application-oriented college, instability of teaching organization has become a common problem, especially, in cities with backward economic and some urban poor region. The reason is various, but the treatment is low, the working conditions is poor is the main reason of their leaving. According to the group theory, people in the psychological always like comparison with the same seniority, which can make university teachers have a strong loss. Because their treatment and they pay labor and hardship formed a sharp contrast, so psychological imbalance will be inevitable, they need self-realization and achievement motivation in such long-term imbalances gradually vanished. The modern managerial psychology theory tells us that only when people believe in what they expect to gain and work achievement, he will transfer the pursuit of reward to the pursuit of success. Therefore, the government and universities should create conditions build a moderate tilt to the salary system, improve housing and working conditions, the reasonable matching teachers labor value and material treatment, truly distribution according to one's performance, so as to stimulate teachers desire of achievement and career devotion spirit education.

4.2 Establish fair competition mechanism, make teachers feel self-realization experience

In colleges and universities establish a set of fair competition mechanism, to create a fair competitive environment, to mobilize the majority of teachers enthusiasm, creativity is extremely necessary. In the collective, the emergence of the sense of injustice is an important psychological barrier that affects the members to accept the incentive to form a working motivation. Many studies have indicated that the reason of teacher enthusiasm is low, can’t see the development of the future, can’t display their talents, the name was deprived and get unfair treatment, is the most important factor. So the organization and management of colleges should be concerned about the internal interests integration, psychological integration, such as titles, job promotion, rewarding excellence and punishing inferior must reflect the principle of fairness. In Colleges, the title promotion not only means salary raise, more important is in the eyes of the teacher it is a sign of work ability and work performance, the smooth realization of the job title, the teachers' self realization need to be met, which in itself can be further stimulated their desire of achievement, to meet and choose a more challenging job. The promotion of the status of the title still demand exceeds supply", so in this work slightly has carelessly, the enterprising spirit will dampen the large number of teachers, so that they produce emotional frustration and depression Adams equity theory suggests that individuals in an organization he paid more attention in absolute terms, but their relative value compared with others. This means that colleges and universities organizations, not only in terms of titles, job promotion, and rewarding excellence and punishing inferior, government subsidies, and other aspects of the research project. Establish and improve the selection system, through selection and promotion, establishing model, let all the teachers are sincerely convinced, so that we can really motivate and have charisma on the teachers.

4.3 Inspiring teacher's self-efficacy, optimizing emotional environment, thereby increasing the desire for achievement

Universities should improve hardware equipment, construct teachers' scientific research team, take measures to improve teacher training and other education system, Promoting mutual support and cooperation between teachers, improve teachers' comprehensive quality cable, enhance the sense of self-efficacy and achievement to maintain inherent driving force for teachers' professional development, Make it as an important influence factor on the development of teachers' ability to obtain persistent intelligence, experience and mental attitude. Since English teachers are, after all, a special group of university teachers, their specific needs and reality should be taken into account in building a staff incentive mechanism, in which spiritual as well as material incentives should be used. Spiritual incentives should be given based on proper quantitative assessments of teachers’ performance in relevant fields. A democratic and fair atmosphere, which helps teachers to communicate with and benefit from each other, is also essential in building such a mechanism.
REFERENCES


