

Research on the Incentive Mechanism for Teachers in Private Universities Based on the Two Factor Theory

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Abstract: For teachers in private universities, the application of the two factor theory can help school management better understand how to improve teachers' job satisfaction and performance through different ways. Building an effective incentive mechanism requires private universities to design according to their own actual situation and the specific needs of teachers, and constantly adjust and improve to ensure that it can truly play a motivating role. At the same time, attention should also be paid to the fairness and transparency of incentive mechanisms to ensure that every teacher can receive the appropriate rewards and development opportunities in a fair environment.

1. Introduction

For teachers in private universities, the application of the two factor theory can help school management better understand how to improve teachers' job satisfaction and performance through different ways. Clarify the difference between motivation and healthcare: Herzberg's two factor theory helps managers distinguish which motivational factors can truly motivate teachers, such as career achievement, recognition, responsibility, and personal growth opportunities; In summary, the two factor theory provides a clear guiding framework for effectively motivating private teachers. It emphasizes the importance of paying attention to factors that can bring inner satisfaction and personal achievement while meeting basic needs, in order to build a work environment that can both satisfy teachers and stimulate their potential.^[1]

2. Overview of the Two Factor Theory

The two factor theory, also known as the motivation health theory, was proposed by psychologist Frederick Herzberg in 1959. This theory divides the factors that affect employee job satisfaction into two categories: motivational factors and health factors. Motivational factors refer to those factors that can stimulate employees' intrinsic motivation, such as the sense of achievement and potential for growth felt in the job itself, recognition, sense of responsibility, and the challenge of the job, as well as recognition and approval from leaders.^[2] When these factors are met, they can increase employee satisfaction and motivate employees to exhibit higher levels of motivation and creativity. It is a job related to satisfaction, regulating the level of employee satisfaction. Health factors involve work environment and conditions, as well as non work factors such as salary levels, company policies, management styles, interpersonal relationships, work safety, etc. Although these

factors cannot directly motivate employees, the lack of them can lead to dissatisfaction. Only when these factors reach a certain level, employees will not feel dissatisfied, but improving healthcare factors alone cannot increase employee motivation.^[3]

3. The Current Status of Incentive Mechanisms for Teachers in Private Universities

3.1. Low salary and welfare level

The salary and welfare level of private universities is generally low, mainly reflected in basic salary, bonuses, and various welfare benefits. Compared with public universities, private universities often lack direct financial support from the government, and their funding sources rely more on tuition income and other self raised funds, resulting in limited funds available for paying teacher salaries and benefits.^[4] Therefore, the basic salary of many teachers in private universities is lower than that of teachers in public universities in the same region or at the same level, and their year-end bonuses and other additional subsidies are relatively small. In addition, in terms of social insurance, housing provident fund and other aspects, the payment ratio and base provided by private universities may be lower than the standards of public universities, which affects the social security level of teachers. This low level of salary and benefits not only limits the economic situation of teachers, but may also weaken their job satisfaction and work enthusiasm, thereby having a negative impact on the teaching quality and long-term development of schools. In order to enhance competitiveness and attract excellent faculty, private universities need to strive to improve their salary structure and compensate for material deficiencies by providing more professional development opportunities and non monetary incentives.^[5]

3.2. Limited career development opportunities

The career development opportunities faced by teachers in private universities are relatively limited, mainly reflected in narrow promotion paths, insufficient professional growth resources, and a lack of academic exchange platforms. Compared with public universities, private universities may not have a complete professional title evaluation system and clear promotion mechanism, making it difficult for teachers to see clear development prospects on their career path.^[6] In addition, due to financial constraints, private universities may not be able to provide sufficient research funding, opportunities for further education, or support for teachers to participate in domestic and international academic conferences, which limits their professional abilities and academic level improvement. At the same time, there may be fewer on campus training and development programs, which affects the opportunities for teachers to continue learning and updating their skills. Under the combined influence of these factors, private university teachers encounter significant obstacles in pursuing their personal career development goals, which in turn affects their job satisfaction and long-term career planning. In order to improve this situation, private universities need to increase investment in teacher development, establish a more open and supportive environment, and promote the professional growth and personal achievements of teachers.^[7]

3.3. High work pressure

Teachers in private universities face significant work pressure, mainly due to various factors. Firstly, due to the unstable funding sources of the school, teachers often need to undertake additional enrollment and administrative tasks to help the school maintain operations, which increases their workload.^[8-9] Secondly, private universities usually have high requirements for teaching quality and research achievements, while resource support is relatively limited, which

makes teachers feel powerless when completing these tasks. In addition, limited career development opportunities, low salary and benefits levels, and employment uncertainty brought about by the contract system have also exacerbated psychological pressure.^[10] Meanwhile, daily affairs such as student management and parent communication also consume a lot of energy. In summary, multiple responsibilities and expectations, coupled with insufficient resources, collectively constitute the severe challenges faced by teachers in private universities. To alleviate this situation, school management should actively take measures to optimize the working environment, reduce unnecessary workload for teachers, and provide more professional development and support services.^[11]

3.4. Lack of work and cultural atmosphere

Private university teachers often face some deficiencies in their work and cultural atmosphere. Due to unstable funding sources and strict requirements for cost control, many private universities may lack sufficient resources to create a supportive and innovative teaching environment. In this situation, teachers may feel significant work pressure and lack necessary teaching facilities and research support.^[12] In addition, the cultural construction of private universities is often not mature enough, and sometimes strict management systems are adopted, which may lead teachers to feel more like "workers" rather than participants in the education industry. This difference in identity cognition can affect teachers' sense of belonging and identification with the school. In addition, compared with public universities, private universities have fewer opportunities for academic exchange within themselves, which limits cooperation and growth among teachers. Overall, these factors work together to make it difficult for some private universities to form a positive, open, and inclusive work atmosphere, which affects the professional satisfaction of teachers and the long-term development of the school. To improve this situation, schools need to strengthen cultural construction, attach importance to the professional development of teachers, and enhance team cohesion by building more humane and collaborative management mechanisms.^[13]

3.5. Lack of career development opportunities

Private university teachers often face the problem of limited career development opportunities. This is mainly reflected in unclear promotion paths, lack of professional growth resources, and insufficient academic research support.^[14] Compared to public universities, private universities may lack a systematic professional title evaluation system and transparent promotion mechanism, making it difficult for teachers to see clear career advancement paths. In addition, due to financial constraints, schools have relatively limited research funding, opportunities for further education and training, and opportunities to participate in domestic and international academic exchanges, which poses obstacles to the improvement of teachers' professional abilities and academic levels. Meanwhile, there may be a lack of sufficient mentorship systems and support networks within the school to assist young teachers in their growth.^[15] These factors collectively lead to numerous challenges faced by teachers in private universities when seeking personal career development, affecting their work enthusiasm and long-term career planning. In order to improve this situation, private universities need to increase investment, establish a more comprehensive career development system, and provide teachers with more opportunities for growth and development.^[16]

4. Countermeasures for the Incentive Mechanism of College Teachers Based on the Two Factor Theory

For teachers in private universities, the application of the two factor theory can help school

management better understand how to improve teachers' job satisfaction and performance through different ways.^[17]

4.1. Enhance incentive factors

The key to enhancing incentive factors in private universities lies in creating an environment that can meet the higher-level needs of teachers, including a sense of achievement, recognition, career development, and personal growth. Firstly, schools should establish a fair and transparent evaluation system to ensure that teachers' teaching and research achievements are fairly recognized, and material and spiritual rewards should be given through the establishment of teaching awards, research awards, and other forms.^[18] Secondly, it provides rich professional development opportunities, such as holding regular academic seminars, supporting teachers to participate in domestic and foreign training programs, and encouraging the publication of high-quality papers, so as to promote the improvement of teachers' personal ability and academic level. Strengthen cooperation and communication inside and outside the school, and establish a platform for teachers to show their talents in a wider field of educational research. At the same time, create a positive campus culture, encourage innovative thinking and teamwork, so that teachers feel happy and supportive at work. Finally, through effective communication mechanisms, teachers can be involved in the decision-making process of the school, enhancing their sense of participation and belonging. These measures help to stimulate teachers' enthusiasm and creativity, thereby improving the overall teaching quality and research level.^[19]

4.2. Optimizing health factors

The key to optimizing healthcare factors in private universities is to ensure that the basic needs of teachers are met, thereby reducing dissatisfaction and pressure and laying the foundation for creating a positive working environment. Firstly, schools should provide a competitive salary system to ensure that teachers' salary levels are in line with market standards and regularly adjusted to cope with inflation and changes in living costs. Secondly, improve working conditions, including providing modern teaching facilities, comfortable office space and necessary teaching resources to support effective teaching activities. Establish a fair and transparent management system, develop a clear career promotion path and evaluation criteria, so that teachers can clearly understand the possibility of career development. Schools should also pay attention to the welfare benefits of teachers, such as providing comprehensive medical insurance, pension plans, housing subsidies, etc., to alleviate their financial burden. At the same time, we attach great importance to the mental health of teachers and provide mental health support services, such as setting up psychological counseling rooms or conducting stress reduction training, to help teachers effectively manage stress. Through these measures, private universities can create a stable and supportive working environment, thereby enhancing the overall satisfaction and work efficiency of teachers.^[20]

4.3. Strengthen career development

Private universities can adopt a series of comprehensive measures to build a supportive and motivating environment in order to strengthen the professional development of teachers. Firstly, schools should establish clear career development paths, provide promotion opportunities for teachers from junior to senior professional titles, and ensure that these promotion processes are fair and transparent. Secondly, establish a systematic training and development plan, including regular teaching seminars, academic exchange activities, domestic and foreign training programs, to promote teachers' professional growth and knowledge update. In addition, encourage and support teachers to participate in scientific research, provide necessary research funds and facilities, and

help teachers achieve research results in their respective fields. Schools can also establish a mentorship system, allowing experienced senior teachers to guide young teachers and accelerate their professional maturity. At the same time, the implementation of performance appraisal and reward mechanism, the teacher 's teaching quality, scientific research achievements, service contribution and their wages and personal honor, in order to stimulate the enthusiasm and innovation ability of teachers. Through these measures, private universities can not only help teachers achieve their personal career goals, but also enhance the overall quality of the teaching staff and the educational quality of the school.

4.4. Create a cultural atmosphere

In order to effectively motivate teachers, private universities need to create a positive, supportive, and fulfilling cultural atmosphere. Firstly, schools should establish an open and transparent communication mechanism, encourage teachers to participate in the decision-making process, and enhance their sense of ownership and belonging. Secondly, by providing continuous professional development opportunities such as regular training, academic seminars, and domestic and international exchange programs, teachers can promote their personal growth and career development. In addition, a fair and reasonable evaluation system and reward mechanism should be established to ensure that teachers ' efforts are recognized, including teaching achievement awards, research contribution awards, etc., so as to improve teachers ' professional satisfaction and sense of achievement. Schools should also focus on team building and social activities, strengthen cooperation and communication among teachers, and form a good network of colleague relationships. At the same time, create a comfortable and pleasant working environment, pay attention to the mental health status of teachers, and provide necessary psychological counseling and support services. Through these measures, private universities can build a cultural atmosphere that values both individual development and collective cooperation, thereby stimulating the enthusiasm and creativity of teachers and promoting the overall progress of the school.

4.5. Promote teacher participation

In order to promote the active participation of teachers, private universities need to establish an inclusive and supportive incentive system. Firstly, schools should establish transparent and participatory decision-making mechanisms, allowing teachers to participate in school management and important decision-making processes, enhancing their sense of belonging and responsibility. Secondly, by regularly holding teacher symposiums, workshops, and academic exchange activities, we encourage communication and cooperation among teachers and create a positive team atmosphere. In addition, schools can establish various forms of reward systems, such as excellent teaching awards, research achievement awards, etc., to commend teachers who have outstanding performance in teaching and research, in order to stimulate teachers' enthusiasm. At the same time, personalized career development plans are provided, including professional training, further education opportunities, and academic exchange programs at home and abroad, to help teachers achieve their personal growth goals. Finally, pay attention to the work-life balance of teachers, through flexible work arrangements, holiday policies and other measures to reduce the pressure on teachers, so that they can play their best in a relaxed and pleasant environment. These comprehensive measures help to enhance teachers' engagement in their work and promote their active participation in the fields of education and research.

5. Conclusion

This study explores the roles of healthcare factors and motivational factors in the incentive mechanism for teachers in private universities by applying Herzberg's two factor theory. Although

many private universities have made efforts to improve the salary and working conditions of teachers, there are still some problems, such as limited career development space, high pressure, lack of work and cultural atmosphere, and lack of career development opportunities, which affect teachers' sense of professional identity and loyalty. Therefore, private universities need to further improve their incentive mechanisms to ensure that health factors are fully protected while increasing attention to incentive factors. In short, by optimizing healthcare factors and strengthening incentive factors, private universities can not only improve the overall quality of their teaching staff, but also stimulate their enthusiasm and creativity, thereby laying a solid human resource foundation for the sustainable development of the school.

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