



College Students' Educational Management Based on Incentive
Mechanism Innovation

LISHA GAO

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

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Incentive Mechanism Innovation

Author Lisha Gao

Program Master of Education in Educational Administration
(International Program)

Advisor(s) Asst. Prof. Smithirak Jantarak, Ph.D.

Graduate School, Southeast Asia University, was approved as partial fulfillment of the requirements for the degree of Master of Education in Educational Administration. (International Program)

 Dean, Graduate School
(Puttithorn Jirayus, Ph.D.)

 Director, Master of Education in Educational
(Asst. Prof. Smithirak Jantarak, Ph.D.) Administration (International Program)

Independent Study Committees

 Chairman
(Prof. Narin Sungrugsa, Ph.D.)

 Committee
(Asst. Prof. Chanpapra Polachart, Ph.D.)

 Advisor
(Asst. Prof. Smithirak Jantarak, Ph.D.)

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ABSTRACT

In this study, data were collected from junior management students at an X university in Shandong province through a questionnaire survey. Statistical analysis methods such as descriptive analysis and correlation analysis were used to test hypotheses. The results show that, when students make certain progress, multi-faceted and multi-faceted evaluation and affirmation play a motivational role in consolidating and reinforcing the achievements made. In conclusion, the findings suggest that the education management system is complementary to the incentive mechanism, that the incentive mechanism directly influences the dynamics of educational development, that the reform of the education management system is the basis for educational development, and that the education management system advances the development of education through the mediation of the incentive mechanism.

Keywords: Incentives, education management systems and advancing education

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Lisha Gao

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Chapter 1

Introduction

1.1 Statement of the Research Problem

The current incentive system lacks timeliness. According to the principle of timeliness of incentives in management, teachers should reward students as soon as they achieve something, as immediate rewards will make students more motivated to learn and work. If rewards are given over a period, the incentive effect will be greatly reduced or even lost. However, most of the incentives currently adopted by universities seem to lag. Students often have to make achievements or contributions for six months or even a year before they can receive the corresponding honors, which will not achieve the desired motivational effect. The social value of the title of "excellent graduate", for example, is recognized by the society too high, and the evaluation time of enterprises is also late, but university students often want to be evaluated nearly a month before graduation, and the final honour is already found by most graduates at this time, so the value in employment application is lowered. The current incentive mechanism is not scientific. Colleges should take care to understand the characteristics of each student and give targeted incentives to make the most of their talents. However, many of the current student incentive programmes in universities still focus only on general aspects, such as the "three best students" and "top ten young students", and do not take into account the increasing trend of segmentation of the student body as social conditions and educational conditions continue to develop, and students' interest in The need for "talent without any model" is becoming increasingly urgent. The school sets fewer types of awards, which are not tailored to the individual characteristics of students, and the purpose of motivation is superficially singular and does not motivate the majority of students.

In addition, the current quantitative criteria for evaluating students' performance in colleges and universities take up too high a proportion of academic performance, and key indicators such as political quality, moral quality and quality of will cannot

be scientifically quantified, resulting in the evaluation of outstanding students. This is too one-sided and lacks scientificity. The current incentive system leaves students without a sense of fairness. According to the equity theory of American psychologists, the absolute value of reward that a person is concerned with is not only the proportional relationship between his or her own contribution (e.g. the extent of personal effort in terms of total labour, etc.) and the reward (e.g. achievements made, honours received, etc.), but also the relationship between the relative value ratio of the reward regarding his or her own contribution and the contribution rate of the reward of others. They will only be considered fair if the absolute and relative rewards are as good as expected, and they will only be motivated if they are perceived to be fair, otherwise they will not be motivated. Many college and university bursaries are more valuable than scholarships, which in part discourages students from pursuing their personal goals.

In the context of the new era, it brings new challenges to the ideological and political work of colleges and universities. This study raises the following questions.

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?

1.2 The Research Objectives

This study mainly used statistical survey research and literature research. The main information in the early stage of the research is secondary data, mainly from the Internet and reference to the results of similar research done by previous students, with the depth of the research, there is a more in-depth understanding of it, higher education schools are the main base for training socialist builders and successors. Colleges and universities should give full play to the guiding role of educational incentives to guide college students to establish a correct socialist core value system. Educational incentive mechanism is an inherent requirement for effective

management of colleges and universities nowadays, which is in line with the inevitable trend of social development. Motivation theory believes that the main purpose is to stimulate human potential and mobilize people's enthusiasm, creativity and initiative in a reasonable way, so as to correctly guide people's behavioural habits and thus achieve the harmonization of inner consciousness and objective behaviour. In the education management of college students, we should establish a perfect scientific education incentive mechanism and pay attention to the humanized and scientific management of college students. Educational incentive mechanism refers to a way of interaction and mutual promotion between the educator and the educated through the incentive factors, and the elements are closely connected and promote each other, and only when these elements are connected and run in a coordinated way can the incentive process be produced and have a correct guiding effect on human behavior and ideology. The subject of education and teaching is the student, and the subject of motivation is also the student. When teachers at all levels implement motivational mechanisms, they must not stick to the old ways and rules. The motivational effect will be lost when the motivational measures are taken from a personal point of view to the students, so that the subject of motivation feels abrupt and cannot accept them quickly. Facing the severe challenges brought by the new era, colleges and universities need to actively explore the inner rules and external environment of the educational incentive system in the new era, closely apply the guiding ideology of the Party, and establish an educational incentive system that meets the physical and mental characteristics of college students from the actual situation of colleges and universities.

1. The research objective of this topic is the way of incentive mechanism innovation.
2. 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 incentive mechanisms.

1.3 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.

4. The education management system is the independent variable and educational development is the dependent variable.

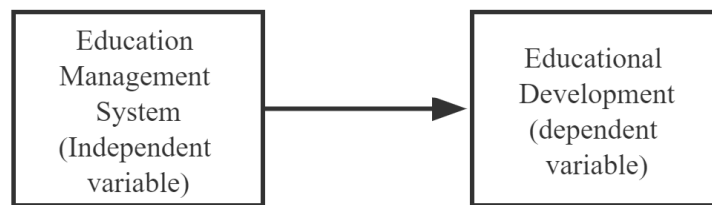


Figure 1.1 Variable chart

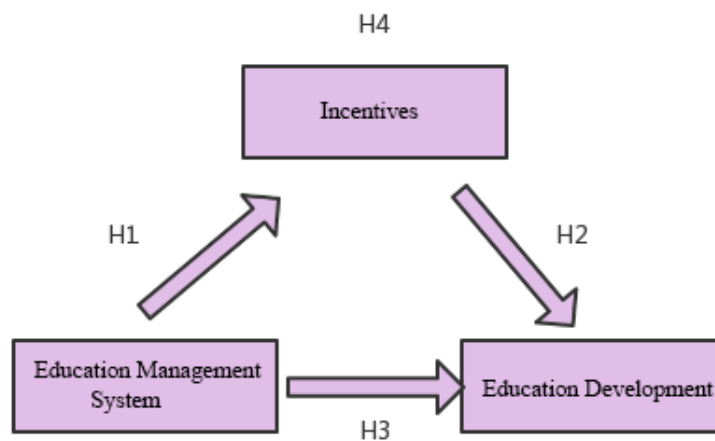


Figure 1.2 Research hypothesis chart

Research flow chart

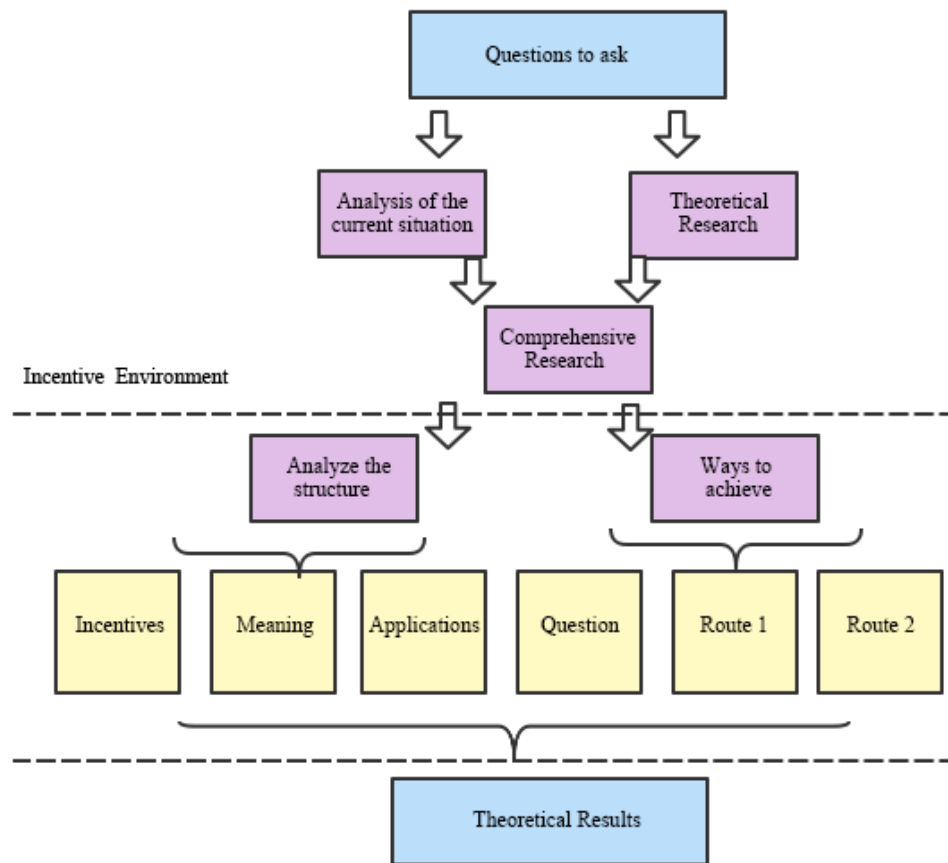


Figure 1.3 Research flow chart

1.4 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: Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions, and research structure of this study, the specific hypotheses of this study are summarized as follows: educational management systems are complementary to incentives.

H2: Based on the review and summary of relevant theories and previous

empirical studies in the literature review, combined with the purpose, research questions, and research structure of this study, the specific hypotheses of this study are summarized as follows: incentive mechanisms directly affect the dynamics of educational development.

H3: Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions and research structure of this study, the specific hypotheses of this study are summarised as follows: The reform of the education management system is the basis of education development.

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

1.5 The Scope and Limitation of the Research

1.5.1 The Scope of the research

To innovate the incentive mechanism, we must first understand the various motivations of college students. Through years of student work practice, I believe that the various motivations of college students are mainly reflected in "study, work, life, social" and so on. In learning, most of the students have the right purpose of learning, hoping to obtain knowledge through professional teachers' lectures, using excellent teaching materials, get excellent grades, get scholarships, work better in the future, and lay a good foundation for learning; in work, most of the students hope to serve as student cadres and serve their classmates, taking this opportunity to exercise themselves and improve their working ability and management level. At the same time, they can also show their abilities and talents, gain a sense of personal achievement to meet the status of students, better themselves, perfect their party, and create conditions for employment positions; in life, they hope to have a good learning and living environment, rich cultural life on campus, stable economic resources, convenient communication facilities, moderate after-school time, and good logistical support; the social aspect, they hope to have a good interpersonal relationship, make friends widely, strengthen the communication and exchange

between teachers and students, help each other, care for each other, unite and love each other, and live in a harmonious collective. In the process of innovation of incentive mechanism, applied to the method of education management of college students, incentive innovation analysis.

1.5.2The limitation of the research :

The geographical area covered is not extensive enough, and in these cases, the sample size selected is difficult to meet the requirements. The research data is relatively homogeneous and one-sided.

Solution: Literature on related topics can be consulted, and reviewing the literature can provide a theoretical basis for the research topic, by citing the content of past literature as the basis for this study.

1.6 Research Terminology

Motivation: Motivation is the process of maximizing the commitment of members to the organization and their work through specific methods and management systems. The "incentive mechanism" is the sum of the structure, way, relationship, and evolutionary law of the organization system, the incentive subject system using a variety of incentives to standardize and relatively solidify, and the incentive object interaction and mutual constraints.

People-oriented: In the process of economic and social development, the goal is to achieve the all-round development of people, to take the interests of the people as the starting and ending points of all work, to continuously meet the needs of the people in many aspects, so that they can enjoy economic, political and cultural rights and interests to effectively protect the fruits of development to benefit all people. Is the essence of the scientific concept of development and the core. People-oriented is the core of the scientific concept of development. It is the fundamental purpose of the Chinese Communists to adhere to the Party's wholeheartedly serve to the people. The past view of development is that development is the rapid operation of

the economy, is the rapid growth of GDP, it ignores or even harms the needs and interests of the people. This kind of development concept of "seeing things but not people" is essentially a "material-oriented" idea, which is different from the people-oriented concept of development.

Quantification: "Quantification" in everyday life: goals and tasks become specific, and measurements become clear. Depending on the situation, the quantity, the specific statistics, the measurement of the range, the length of time, etc. are expressed. Quantification means discrete the magnitude of the instantaneous values obtained by sampling, i.e., representing the instantaneous sampled values as the closest level at a predetermined level. The sampled image is only spatially discretized to become an array of pixels (samples). Note that each sample grayscale value is a continuously varying quantity of infinitely taken values, which can only become a true digital image if it is transformed into a finite number of discrete values and given a different code word. This transformation is called quantization.

Timeliness: Even for the same item, the nature of its time varies greatly, which we call "temporal validity". The validity period of a decision affects the validity period of the decision.

Socialist core value system: The socialist core value system includes the basic contents of four aspects, namely, the guiding ideology of Marxism, the common ideal of socialism with Chinese characteristics, the national spirit of patriotism as the core, and the spirit of the times with reform and innovation as the core, and the socialist concept of honor and shame. The 18th National Congress advocates wealth, democracy, civilization, harmony, freedom, equality, justice, the rule of law, and patriotism for the first time proposed to advocate dedication, integrity, friendliness, and actively cultivate and practice the core values of socialism. To adhere to Marxism, firmly establish the lofty ideals of communism and common ideals, cultivate socialism with Chinese characteristics and promote the core values of socialism, enhance the leadership in the field of ideology, creative transformation of the excellent Chinese traditional culture heritage advancement, innovation and development, cultural revolution, the development of advanced socialist culture,

without forgetting to absorb foreign, future-oriented, better construction of the Chinese spirit, Chinese values, Chinese power, and provide spiritual guidance for the people.

1.7 Research Benefit and significant

1.7.1. Theoretical significance

To improve the education management of college students, schools should develop a reasonable and effective incentive mechanism and introduce it into the education management of college students. Using incentive mechanisms in education management can effectively improve students' self-confidence. Many college students are invisibly influenced by the incentive mechanism and then improve their learning level, which is the unique advantage of the incentive mechanism in education management. Therefore, universities should continuously innovate the incentive mechanism to improve the educational management of each university.

1.7.2. Realistic significance

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. Only when teachers affirm and encourage students from the heart, students will be greatly motivated. Foreign educators have done such an experiment, the students with good grades and poor grades into two groups, to the group with good grades is instilled: no matter how hard you work, you will not make more progress; for the group with poor grades, the teacher continued to motivate them, praise them to achieve greater success. Many years later, the group with poor grades achieved the greatest success, while the group with high grades performed mediocrely. Therefore, in educational management, the role of incentives is crucial to stimulate students' inner potential, develop their abilities, and fully motivate them. Effective incentives can determine each student's level of effort and even influence their success or failure. According to the theory of

needs motivation, people have a series of different needs, and the corresponding motivation for the needs of the target can effectively mobilize the motivation of the target. According to goal-setting theory, goals themselves are powerful motivators. Expectancy theory suggests that a person's expectations are the driving force that encourages a person's behavior to achieve goals and that a person's initiative equals efficiency and desired success. To obtain a high motivational effect, a matching relationship between individual effort and job performance, job performance, organizational rewards, organizational incentives, and individual desire satisfaction needs to be established. Scholarships are highly attractive to students according to their needs. 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.

Chapter 2

Theory and Literature Reviews

2.1 Concept and Theory

In relation to this topic, we have learned about the theory of incentives. The theory of "scientific management" reveals that in order to encourage people to work hard and meet their quotas, Taylor recommended a wage system. Similarly, incentives were developed to encourage employees to work on time. Equity theory suggests that the pursuit of fairness is a universal psychosocial tendency, which means that people are more concerned with the absolute value of the reward they receive than with the absolute value of the reward they put in, whether it is fair or not, and are likely to judge whether it is fair or not, thus creating a sense of fairness or deprivation, which has a significant impact on the succession of individuals. For students, it manifests itself in constant attempts, abandonment of attempts, or even refusal to try. Creating incentives does not, of course, come naturally to produce the desired effect. One must pay attention to whether the measure is in the interest, whether it meets the needs of the employee, whether it is practical, etc. When an incentive is appropriate for the organisation, members within the organisation will remain highly motivated and the organisation will benefit from it and get better. A scholarship system can have clear and predictable requirements for declaring various scholarships, and the scholarship requirements should be set appropriately and in proportion to the number of students. Clarifying the requirements and conditions of scholarships for students in terms of the breadth of the various scholarship conditions, etc., establishing their own scholarship reporting system to students, establishing scholarship goals, and clarifying the direction and level of scholarship effort can raise student expectations and motivation and increase the effect of encouragement for a wide range of students. Scholarships should therefore be set up in a way that is fair,

with equal conditions, prizes and honours for all kinds of scholarships, and in a way that is largely in line with students' perceptions and views. The assessment process for scholarships should be standardised. This includes professional year groups, as well as the establishment of a written application for student evaluation a copy of which is screened and posted after the initial assessment. Be academically recognised in the balance, should be in the process and results of learning with a balanced outcome generally to meet the expectations of the majority of students.

Motivation is an important tool in school management and helps to achieve the different needs of the target audience and is an important factor in the social environment in which teachers find themselves. Encouragement is a way of passing on a teacher's work, character and talents, as well as a way of meeting their individual needs. Encouragement as a management tool can function as a function of meeting the needs of the object in several ways. Needs are the human brain's reflection of physiological and social needs and are the basic motivation for the object's mental activity and behaviour. Through motivation, teachers can gain insight into the ideas of school management, clarify their goals of struggle and firm up their status, thus motivating them to work and realise their individual needs. Movement energy that mobilises potential. Potential is the untapped human capacity. Recognising and stimulating teachers' potential is fundamental. Evoking as a means of social environment and school through incentive mechanisms, teachers establish a harmonious social environment in which their value together is constantly recognised, with a sense of achievement and easier to realise their potential, they feel passionate, enthusiastic and welling up inside. Especially in the process of promoting quality education, through encouragement, providing a good environment to discover the innovative abilities of teachers in the management of teachers to make them stand out. The performance extension function, the ability to fully extend management performance, depends largely on the ability to fully extend the willingness and creativity of the overall membership. The expansion of the initiative and creativity of teachers, students and staff also depends on the performance of the motivational function. Schools that are full of thousands of energetic people and where the quality of education and schooling is greatly improved, all need to know how to set up a

system of incentives, through the behavioural motivation of school managers and the initiative of teachers.

1. The theory of achievement motivation, among the literature studies since the 1950s, Professor McQuilland said, "Children need to be high achievers if their parents encourage them to develop self-confidence and independence from an early age." He acknowledges that a child can be born alive. The result is that society will have more and more people who need high performance, and more people who need high performance, and this will lead to economic growth. To test this hypothesis, McClain has conducted extensive multicultural research. The Harvard professor led a team to develop a social and motivational theory that systematically examined performance and motivation. He found that differences in people's motivation to achieve were fostered by a set career in childhood. Parents of high-achieving children have high expectations of their children's behaviour and praise them if they perform well. Parents of low achieving children give clear instructions for action, make their own decisions on behalf of the child and vent their anger if the child does something wrong. Therefore, authoritative parents tend not to have children who are highly motivated to achieve. The study stimulated a passion for the study of achievement motivation among psychologists and established the place of achievement motivation in psychological research. He provided useful insights into the psychological roots of social progress and economic development through his elaboration of performance motivation and broad social management. The relationship between children's achievement motivation and parenting styles, and the relationship between achievement motivation, personal manipulation and academic achievement, as he suggests, are important guides in real-life situations. Furthermore, the earlier children become independent in life, the stronger their desire for achievement. Conversely, the later parents expect their children to become independent, the less their children want to achieve. Achievement motivation was an archival documentation method that examined the impact of economic development indicators such as total coal imports and objective indicators such as social achievement levels, and found a significant correlation between children's achievement motivation and economic development. Clearly, it is impossible to

exaggerate the role of achievement motivation in determining motivational forces. Thus, he only caused the success of the country's economic development system; student achievement in higher education institutions is still determined by the environment in terms of political and academic motivation, and the motivational achievement effect of members of society cannot be ignored to some extent. However, viewing achievement motivation as the sole driver behind achievement behaviour ignores the role of cognitive factors such as human behavioural goals, value orientations and attributions in achievement behaviour. It also treats performance as a driver of socio-economic development.

2. Self-worth theory recognises that self-worth theory has different definitions of achievement, motivation, success and failure. This theory has its origins in the metaphor of the 'intuitive politician'. Life is like politics. It is about dealing with conflicting demands, and in the process, concessions and compromises are required. Most of these potential conflicts are between an objective sense of self and self-worth. One desires to pay the price, to love, to be respected, while at the same time rejecting or denying one's failures. These tendencies towards self-preservation and self-defence form a highly valued motivation. So guided by this premise, a sense of self-worth becomes an important motivation for individuals in their quest for success. Self-acceptance, according to self-worth theory, is the primary human pursuit. A person's value in social life is equal to his or her performance. A student's value in school often comes from his or her ability to succeed in competition. A student's self-esteem comes from questioning his or her own abilities. In the self-worth theory, feeling that one has outstanding abilities is a very important advantage, sometimes even over good performance. As a result, some students are willing to express their incompetence by making excuses for their failures by not trying. Analysed from the perspective of self-worth theory, there is a certain conflict between effort and ability, so that motivational encouragement in the classroom is much more complex than encouraging children to try. Self-worth theory develops and expands on previous theories in several areas such as achievement motivation and definitions of success. Motivation is a product of perception, and shame or pride comes from the attribution of personal success or failure. These words come from the concept of the 'simple

scientist', which means that each person analyses his or her own personal information at all times and creates his or her own environment with words. Attribution is also a part of self-awareness. Self-awareness is of great importance for survival. An accurate self-awareness allows individuals to fairly assess their strengths and weaknesses, to take advantage of opportunities for success that suit them and to prevent tasks that are beyond their capabilities. According to self-worth theory, success in school should be understood as maintaining an economic and competence-related self-image, especially if one has completely failed in competition. If evidence is available, a student's ability is very important. University students use talent and the ability to think as important indicators of academic achievement, which is far more important than exam results. We can therefore conclude that, at least for students at a relatively high age, competence does imply value, even if it is not related to specific success. Even in the case of failure, students felt more lack of effort than lack of ability. Conversely, successful students described themselves as having outstanding abilities. However, unearned success is valued more. This proves once again that ability and talent exist and that being able to succeed is the most important factor in maintaining a golden self-image.

3. The classification of motivation and its cycle are analysed as follows. According to the theory, each person's motivation to learn can be described as two driving forces. It is the drive to pursue success and the drive to avoid failure. In this theory, the pursuit of success and the pursuit of failure become two opposite dimensions. In fact, however, students have very different forms of motivation other than the pursuit of success and the avoidance of failure. An individual's motivation to achieve has the following characteristics; achievement goals and evaluation criteria are largely determined by the individual himself. The choice of action to achieve achievement goals is determined by the individual. The effectiveness of achievement behaviour is also evaluated by the individual and the evaluation criteria are determined by the individual. Individuals have a high degree of achievement values and a high degree of functionality and autonomy in achievement. In other words, the goal is the pursuit of achievement itself. Socially interesting achievement motivation is characterised by the following aspects. Individual achievement goals and evaluation

criteria are defined by the following individuals or organisations. The goals of the behaviour are determined by other people or groups, as shown below. The effects of performance and behaviour are evaluated by others or groups, and the criteria for evaluation are established from time to time by others or groups as a means of pleasing others or groups in the pursuit of achievement, rather than the value of individual achievement. There are advantages and disadvantages to each of the two types of achievement motivation. In social life, if a person's motivation for achievement is too extreme, some bad results can occur. Such motivation does not necessarily lead to social progress and may even cause reactions. Research has shown that people with extreme personal motivations for achievement do not perform well in organisations. Because of the emphasis on the individual, achievement is measured in terms of one's own accomplishments and one is fulfilled by achieving one's own goals. This is why they prefer to work independently, so that the completion of tasks is entirely dependent on their own efforts. This characteristic can reduce people's collective work performance. Organisations need people who can compromise, conform and align their performance with the organisation's goals. An organisation cannot grow significantly if there is too large a proportion of people who seek individual achievement. For the most part, the pursuit of success and the prevention of failure are considered to be two separate dimensions. In other words, the motivation of individuals to pursue success is relatively high and does not affect individuals above or below the position on the dimension of preventing failure. The system is a better reminder of the motivational profile of students, especially the conflicting tendencies of the two dimensions, i.e. there are high and low orientations towards the pursuit of success and the prevention of failure. Not only most of the often mentioned research advances of the shield follow a simple disposition in this respect. The avoidance model analyses the dead end of the continuum for people whose tendencies are at both ends of the continuum of success and failure, but the problem is that the medium has difficulty explaining the significance of this position. Self-worth theory clarifies the narrative on achievement motivation by dividing motivation types into four categories, thus classifying studentisation into different types. People with boundless curiosity have a very high capacity for self-learning. They

develop themselves through relentless effort. These students seem to spend almost every hour after school studying, a type known as "success-oriented". For them, learning itself is valuable and encouraging, taking into account both ability and failure. For example, if a person learns in order to satisfy his or her curiosity, this learning behaviour is not dependent on external stimuli at all. Such students are rare in schools, where they are not restricted by the teaching environment and can adapt to any teaching conditions. Achievement motivation facilitates the development of mental health and socio-economic development, but not all achievement motivation promotes diverse socio-economic development. In addition to emphasising the role of achievement motivation, it is noted that achievement motivation is developed in a certain social climate.

4. On the two-factor (motivation - health care) theory: for management systems, this theory is instructive for business managers on how to effectively motivate a person. The two-factor theory links expressions of satisfaction with assertiveness and dissatisfaction with passivity. It is of great importance that people, despite taking responsibility for the goals of management and the conditions of need, only unify the active performance of people, but some formats are difficult to fully meet the needs or the need to have no choice but to meet the basic needs, some employees form I can pursue satisfaction, but satisfaction brings satisfaction, which in turn gives rise to the greatest degree of self-confidence and initiative. Adopt certain incentives. Measures do not necessarily bring satisfaction, to improve the motivation of workers first of all, we must pay attention to the health factor, to eliminate workers' dissatisfaction, sabotage and confrontation, but the care factor does not make workers become very satisfied and motivated, so it is more important to use incentives to motivate employees and work efficiency. Therefore, if a company only considers the care factor without making full use of the motivation factor, which can only make workers not dissatisfied but not fully satisfied, it will be difficult for the company to create first-class performance. In business management practice, for bonuses to be used as a motivating factor, they must be linked to the performance of employees. If we take an egalitarian approach and do not focus on departmental and employee performance, bonuses will become a health care factor and no amount of bonuses

will motivate us. For a certain position, if it is occupied by an individual for a long time and is not subject to pressure from external competition, the motivation of the staff will naturally be released with the decline of the quality of work. In order to stimulate the work potential of the staff, the company should establish competitive positions, and the competition mechanism should be carried out throughout the working period. The two-factor theory was put forward in the social and cultural context of the United States, combined with the national conditions of China, so that in business management, this should belong to the motivational factors, business managers must take into account cultural differences when motivating employees, to adapt to local conditions, to develop effective incentives and take effective motivational methods. The two-factor theory was born in the United States, where the problem of subsistence has been solved, while the problem of subsistence has not been completely solved in Chinese enterprises at present. Wages and bonuses are not just a matter of one factor, but the amount of wages and bonuses is related to personal interests and the realisation of their value, and if used properly, they will also show a significant motivational effect. Therefore, companies should establish a flexible pay and bonus system to prevent rigidity and take into account fairness and differentiation in the reform of the pay and bonus distribution system. Motivation is an important part of organisational management and is considered to be the 'greatest management principle'. In terms of organisational work, it is very important to motivate employees, but when motivating employees, attention must be paid to the comprehensive use of a variety of motivational methods, the organic combination of material and spiritual motivation. Material needs are the primary needs of people. A reasonable and competitive salary system is the basic strategy for enterprises to motivate employees and retain talents. At the same time, enterprises should pay more attention to the important role of spiritual motivation. The learning organisation provides us with a typical model of spiritual motivation: By cultivating employees' self-transcendence, breaking the old thinking limitations, creating new thinking patterns more suitable for the development of the organisation, developing themselves in this broader thinking, and working towards the overall goal and common vision of the organisation. Firstly, the theory emphasises that some job factors lead to satisfaction,

while others only prevent dissatisfaction; secondly, job satisfaction and dissatisfaction are not a single continuum. Herzberg investigated the relationship between job satisfaction and productivity in a group of accountants and engineers. Through semi-organised interviews, he accumulated data on the various factors that influenced their feelings about their jobs, and showed that there were two distinct factors. The first group of factors are motivational factors, including the job itself, recognition, achievement and responsibility, and involve positive feelings about the job, related to the content of the job itself. These positive feelings are related to a person's past achievements, recognition and responsibilities and are based on lasting rather than transient achievements in the work environment. The second group of factors are health factors, which include company policies and management, technical supervision, wages, working conditions and interpersonal relationships. These factors relate to the negative aspects of work, but also to the atmosphere and environment in which work is performed. That is, for the job and the work itself, these factors are external, while the motivational factors are internal, or internal, to the job. From a somewhat different perspective, external factors depend primarily on the formal organisation (e.g. wages, company policies and systems). Companies can only be rewarded if they recognise high performance. Internal factors, such as the sense of achievement in completing a task, are largely internal to the individual's activities and organisational policies can only have an indirect impact. For example, an organisation can only influence individuals to believe that a task has been performed reasonably well if criteria for outstanding performance are established. While motivational factors are usually related to individuals' positive feelings about their work, they sometimes involve negative feelings as well. Health factors, on the other hand, have little to do with positive feelings, leading to depression, confusion and absenteeism. The figure below illustrates the main elements of the two-factor theory. The results show that more than 40 per cent of people who have a satisfactory work experience will achieve, while less than 10 per cent of people who have an unsatisfactory work experience will achieve. Herzberg's theory suggests that satisfaction and dissatisfaction do not co-exist on a single continuum but are separate, a dual continuum that means a person can be satisfied and dissatisfied at the same time, it also suggests that health

care factors such as working conditions and wages do not affect people's job satisfaction but rather the degree of job dissatisfaction. This theory can also be used as a guideline for the awarding of bonuses. At present, bonuses are an incentive in our country and it is important to point out that when they are used, they must be related to the interests of the company or the business performance of the department and the individual. If the incentive is not linked to departmental and individual performance and is distributed equally, it will be transformed into a health care factor and no amount of it will have any motivational effect. Scientific values not only provide some guiding hostility to engaging in the business of encouragement, but also offer useful insights into engaging in the ideological and political business of people. As long as people do not simply pursue the material theoretical and practical principles of capitalism, they should not leave in the hope of awakening employees to the fact that they only have initiative in terms of material reserves under socialist conditions. As business satisfaction and mental motivation are more effective in motivating a person to do business, special attention should be paid to the relationship between material and mental health care in the management process and to give full play to the role of mental health care. The introduction of motivational health factors has enriched motivational theory and had a significant impact on the management community. This theory was quickly accepted by a wide range of scholars, mainly because of its great similarity to Maslow's theory of needs. Some management books see the two-factor theory as a practical application of the stratigraphy of needs. Many scholars emphasise that the health care factor corresponds to the relatively low level of needs in the needs gap theory, particularly a certain range of social needs as well as survival and security needs, the satisfaction of which removes the motivation for dissatisfaction, and the satisfaction of relatively high dimensional needs in the hierarchy of needs theory, particularly the satisfaction of self-esteem and self-fulfilment needs, which bring real encouragement to the achievement of satisfaction. Thus, health factors can satisfy the factor needs of employees and motivational factors can satisfy the higher dimensional needs of employees. But there is a problem here. Certainly, the dual theory has similarities with the theory of differential needs in terms of the dimension of differential needs

alone. Maslow's hierarchy of needs theory, on the other hand, emphasises the holistic nature of the different needs, where all needs are basic human needs and all needs motivate people. The difference between the different needs is that, depending on the degree to which these needs are satisfied, this effect gradually diminishes and is replaced by unmet needs. Herzberg's two-factor theory, however, emphasises the differences in the mechanisms of action of the different elements. The action of the health care and encouragement elements on people is a bifurcated path, developing in two directions, with no substitutable relationship between the two. In any case, the health care component is enhanced. Without explicit incentives, no matter how strong the incentives are, the dissatisfaction caused by the lack of health care cannot be eliminated. Maslow sees human motivation as a progressive continuum, but Herzberg sees the two elements as belonging to different areas with no continuum. Maslow's stratification differences show a tendency for one strong and one weak, with both elements of the two factors working together. It is therefore consistent, whereas the two-factor theory is optional and additive. Herzberg's two-factor theory, with its emphasis on intrinsic motivation, is groundbreaking in organisational behaviour and provides managers with new ideas for the study of employee motivation at work. Managers should distinguish between the health care and encouragement factors when implementing encouragement. Satisfaction with the former can eliminate dissatisfaction, while satisfaction with the latter can produce satisfaction. Managers should not include a health care element in the management process. If the management practices of the Ministry of Health are inadequate, they will cause complaints from employees and affect the efficiency of the workforce. On the other hand, there is no need to excessively increase the health care factor. This is because it does not directly increase operational activity and efficiency, but merely alleviates employee dissatisfaction with the business. If a manager is to encourage an employee consistently and effectively, he or she must improve the content of the employee's work and redesign the mission of the job. Only if these intrinsic factors motivate people can they generate greater motivation and keep it going for longer. These two theories are adaptable and compatible with each other. The wellness factor corresponds to Maslow's relatively low level of need, while the encouragement factor

corresponds to a high level of need. Only Maslow addresses the needs themselves, while Berg addresses the goals and triggers of these needs. Maslow's hierarchy of needs theory reflects, to some extent, the common patterns of human behaviour and psychological activity. Every psychological state is explored in terms of which includes human needs, and every psychological state, in which human needs are low, evolves continuously to advanced in which the trend of needs, which is basically in line with the intellectuals. For the theory of the hierarchy of needs, can well provide the management aspects of the school to learn from..

2.2 Literature Reviews

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.

2.3 Main types of incentives

1. Ideal rewards. Ideal motivation is a rational fantasy and pursuit of people's goals and expectations of what they are striving for. When it becomes a strong belief or faith, it creates a spiritual drive. This is motivation. Ideal education has long been the focus of ideological education and management personnel in the teaching of university students, the reason being its ability to generate a psychological drive. A person's ideal goals, position, and beliefs are proportional to the effect of his ideals and motivation.

2. Targeted rewards. Targeted motivation is a goal or guideline that can motivate people's behavior and expectations to be met. Compared with ideal motivation, target motivation has the characteristics of visualization and quantifiability, and therefore has a broader motivational effect, because the goal has the characteristics of concrete and image. Ideologists need to set motivational and practical goals for their educational targets to strive for so that they can make the most of them.

3. Rewards. Recognition incentives can be divided into material and spiritual rewards, which are related but also differ in certain ways. Material rewards focus on material rewards for those who have made certain contributions; spiritual rewards are mainly for awarding honorary titles to those who have made meritorious achievements, or for publicising advanced ideas, behaviours and deeds, so that their

names become household names and thus influence their behaviour in a subtle way in the mind. Therefore, it is necessary to make rational use of both, consciously linking them organically and complementing each other, in order to truly bring out the desired effect and thus achieve the maximum benefit.

4. Demonstration effect. Model motivation is a living, concrete way of behavior. The exemplary ones are those advanced individuals and groups who should be praised and rewarded. The value of an exemplar is that it not only points out clearly what to do but also how to do it. It translates the abstract goal of striving set into concrete actions, thus achieving the efficiency of employees, changing the social climate, and achieving the goal of striving.

5. Care and encouragement. Caring encouragement is for ideological workers and managers to genuinely care for the people they educate, pay attention to their plight in life, and do their best to solve their problems so that they feel enthusiastic, love socialism more and study more actively. It has been proven that just talking about empty words and doing nothing practical will not work as a motivator. A kind of care that can serve as a good motivator is to have a passionate heart, to be close to the hearts of the people being educated, to make them appreciate something important from the daily trivial things, to stir up more enthusiasm in their hearts.

2.4. The necessity of education and management of college students under the innovation of incentive mechanism

The education and management of students in higher education is a combination of ideological education and daily management, which is well used in all aspects. It should be said that incentive motivates and inspires students in many ways.

1. motivation can stimulate the initiative and creativity of learning. Research in psychology shows that those who are not motivated have between 20% and 30% of their working ability, but after motivation, their working ability can reach 80%-90%.

2. Motivation helps students to establish the right ideals and ideology. In student work, the most important thing is the educational function. We implement incentives to guide students to establish a patriotic spirit and a scientific outlook on the world and life.

3. Incentives help students to live and work positively and to develop an attitude towards learning. At this stage, students are given a positive external impetus to study, live, and work, so that they always maintain a positive, optimistic, and upwardly mobile mental state. This will not only have a positive impact on students' thinking and behavior but will also bring them lifelong benefits.

4. Motivation is conducive to the cultivation and development of the comprehensive quality of university students. Cultivate and enhance the comprehensive quality of students. It should both run through the education and teaching of the school and permeate all aspects of the school work. As the core of incentive is to have a good competitive environment and atmosphere, therefore, taking some incentive measures can make students have positive emotions. Let the progressing students be more diligent, the temporary laggards rise to the occasion, and all students are constantly improving their knowledge, ability, and quality.

5. In the education and management of college students, the use of incentives can improve the timeliness and relevance of the work of college students, and improve enthusiasm and motivation of college students.

2.5 Problems that should be noted in the education management of college students under the innovation of incentive mechanism

1. We should insist on motivating in both material and spiritual ways. American behaviorist Maslow pointed out that people have needs, and needs also have levels. Human action depends on motivation, and motivation depends on needs. Human needs include both physical and psychological needs, including material and spiritual needs. The motivation of university students should meet their material needs as well as their psychological and spiritual needs. Therefore, we should insist on both material and spiritual incentives, with spiritual rewards as the main focus.

2. The incentive mechanism should combine the students' individual needs and cultivation goals. Firstly, the power to inspire comes from the great motivation inherent in the individual, which can make a person work hard and succeed consciously without any conditions. Students learning can only be motivated and sustained if the two interact with each other. In other words, while fostering a sense of enterprise and responsibility, it is also important to focus on and meet the needs

of students and to help them, within the limits of their ability, to solve the difficulties and realities of their studies, work and life so that their motivation is sustained. The best way to effectively combine the two is to combine the individual needs of the students with the achievement of the training objectives. If the purpose of training cannot be achieved, then individual aspirations and careers will become hollow and unrealistic, and individual needs will be difficult to be met.

3. The implementation of incentive mechanisms should adhere to the principles of fairness and impartiality. Psychological research shows that the human psyche needs to remain equal and fair. Unfairness will cause tension and uneasiness, thus affecting human action and even reducing human enthusiasm for work. Therefore, as a student educator, one must have the ability to distinguish right from wrong and not be fooled by superficial phenomena, and must often go deep into the students' minds to understand their thoughts, figure out their actions and clarify their intentions, so that their incentives can play a practical role.

4. Motivation must be motivated by the person. When implementing motivation, different motivational measures should be implemented according to the specific conditions of the subject. Remember the ancient teaching: "Do not be too high to teach people well, when they can be followed: do not be too strict to punish people's evil, but think of them as acceptable". Therefore, it is important to differentiate between the different needs and levels of students to truly motivate them.

2.6. the current situation of education management of college students under the innovation of incentive mechanism

1.the incentive content and the needs of students have some deviation, the introduction of incentive mechanisms in the teaching and management work of colleges and universities is essentially a kind of education and management work system with the school as the incentive object of colleges and universities and the incentive object as the object. In this system, university workers use some kind of motivational means to motivate and influence university students with specific motivational content to achieve their desired motivational effect. And whether the students can obtain the desired incentive effect, and to what extent depends on the students' need for school incentives.

2. Incentives should focus on short-term incentives and ignore long-term incentives, that is, the effect of incentives lasts for a short period or can be achieved in a shorter period. In the education and management of university students, there is a short-term incentive, such as a certain period of better academic performance, we will give the corresponding reward accordingly; there is a long-term incentive, such as guiding students to plan their lives correctly, prepare for their careers, and prepare for their studies. Short-term incentives take less time and are more effective, so in many cases, short-term incentives are used in university education management, but short-term incentives have their scope of application, and in many cases, long-term incentives are even more necessary.

3. There is a disconnect between students' awareness of the incentives and their behavior, i.e. there is a disconnect between students' awareness of the incentives and their behavior because they are guided by the incentives provided by the school, but in practice, their behavior is not well implemented. This situation can be divided into two categories: the first scenario is where students develop awareness but fail to develop an identity in response to the guidance provided by the incentive policy implemented by the school; the second scenario is where, although students identify with the direction provided by the incentive policy provided by the school, they do not achieve behavior in practice that is consistent with the incentive scheme for other reasons.

2.7. The application of incentive mechanisms in the education management of university students

1. The motivation of purpose is used to guide the behavior of motivation to achieve internal influence. Purpose motivation is to stimulate students' motivation by setting a specific purpose, to stimulate students' intrinsic motivation, thus making students' enthusiasm for learning fully developed. In terms of the characteristics of human psychological development, human behavior is directed toward a purpose. The purpose is to achieve a goal, motivate a person, and satisfy various human needs. The first task of goal motivation is to establish the target of motivation. Whether in the long term or on an individual basis, university students will have a psychological need, motivation, and behavior to achieve this purpose. Clear goals promote both

the motivation of the teacher and the motivation and confidence of the recipient, thus maintaining their psychological well-being. Of course, when setting motivational targets, they must not only be in line with objective reality but also be realistic. Objectives that are not realistic neither meet the needs nor satisfy the needs of university students; only objectives that are achievable through effort can maintain the motivational system and thus have a positive impact on university students. In addition, it should be clear that the target of motivation cannot be absolute, should be flexible, and should be adjusted to the realistic characteristics of students' growth, to ensure the effect of motivation.

2. Motivating students to learn through rewards; material rewards have a permanent meaning and are a symbol of glory for the actions and achievements of the object being motivated as a value to society and the individual, small compensation for their material needs. This spirit encourages a learning mindset of studying hard and performing well, of gaining glory for excellent performance, thus reinforcing the notion that to gain one must pay, thus promoting motivation and initiative in learning material enjoyment is not the only thing people seek; the need to respect and realize self-worth, far above the need for the material things in life, is the highest human need. The promotion of a title, a certificate, or a deed can earn respect and enable students to achieve excellence while injecting more responsibility and enterprise into a higher purpose. Spiritual motivation is far more important for the maintenance of this positive mindset than material motivation, so we cannot ignore the need for spirituality in our university students. Titles such as "Top Ten University Students" and "Outstanding Graduates" are far more than simply material rewards. Material incentives, and spiritual incentives, are all incentives, and the way punishment is meted out is like an incentive that can turn something negative into something positive. The punishment is like an incentive that can turn something negative into something positive. "negative" motivation can be an effective deterrent to bad behavior, while a negative motivation can be used to punish those who do not deserve it. Punishment is necessary to make people feel guilty, to force them to follow the rules, and, if appropriate, to teach the person being punished a lesson, to make them realize their mistakes, to enhance their ability to learn, to increase their self-esteem, to correct

their mistakes and to teach others a lesson and spur them on.

3. Use role models to inspire students to learn. As the saying goes, the power of role models is infinite because they are all around you, you can see them, you can touch them, so they are infectious and persuasive. In the same way that role models can motivate more people, people will gain knowledge and direct their thinking from role models by observing them in action. As role models, while maintaining their honor, they will also make higher demands on themselves and use role models to motivate themselves. We cannot just rely on "selection", but should focus on propaganda, set up role models, and use the media, the school newspaper, and other media, to show their advanced deeds to the whole school, to set an example for the majority of university students, so that they Catch a target, learn a direction, with the power of the example, drive the education and management of students good teaching have management atmosphere, is an important factor in the cultivation of talent a good education and management environment, depends on students to find management staff to create a good education and management atmosphere, which is an important factor in the cultivation of talent, a good education and management environment, depends on students to create education and management staff. Therefore, the majority of educators should continue to study, update their knowledge, grow their talents, grasp the psychological characteristics of college students, improve the artistry of education work, the correct use incentives to stimulate the patriotic enthusiasm of college students at the right time. Encourage them to study hard, to study hard, to maximize their potential, master their skills comprehensively, and be proficient in modern scientific and technological knowledge, to live up to the expectations of the 21st century.

Chapter 3

Research Methodology

3.1 Population/Sampling Methods/Variables

Total sample: The overall number of students in a university in Shandong province is around 13,000, excluding senior year students on internship, and the overall percentage of the sample is around 0.1%.

Sampling frame: Third-year management student at an X University in Shandong Province

Conditions for sampling:

1. The scope of our survey is mainly management majors in a certain X University in Shandong province.
2. The surveyors will all be students of Shanxi University.

The principle of sample size determination:

Random sampling. Simple random sampling. Prerequisites. Tolerable error, the range within which the maximum difference between the sample statistic and the corresponding overall parameter is expected to be controlled. Often taken to be half the length of the confidence interval. Standard deviation of the overall population under investigation, which, if not known, must be estimated from the standard deviation S of the pretest or from previous information; probability of Type I error. When sampling a finite overall sample, the number of overall observation units must also be known.

$$n = \left(\frac{u_{\alpha} \sigma^2}{\frac{\delta^2}{2}} \right), \delta = \bar{x} - \mu$$

Formula:

Sample size: After measuring the sample size according to the formula, and on

the premise of ensuring quality and quantity at the same time, and striving to narrow down the factors restricted by time, manpower, material and financial resources, the number of people surveyed was finally set at 400.

3.2 Data Collection

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

The questionnaire method was used in this study.

The questionnaire was designed by the questionnaire researcher in September 2022 and 400 official questionnaires were sent to an X university in Shanxi, 304 questionnaires were returned, with a return rate of approximately 76% for item analysis and reliability analysis. The specific formal questionnaire items were divided into 3 sections and the following table.

Table 3.1 Questionnaire

1. Your gender: ☐ Male ☐ Female
2. What is your major?
3. Are you satisfied with the incentives at your current university? ☐ Yes ☐ No
4. Do you think the salary level of the staff in your university is: ☐ Higher ☐ About the same ☐ Don't know

☐ Low ☐ Much lower
5. How do you think your university's current incentive mechanism is? ☐ Very strong motivation ☐ Strong motivation ☐ Uncertain ☐ Not enough motivation ☐ Very poor
6. Which type of incentive do you think the university is doing better? ☐ Salary incentive ☐ Benefits incentive ☐ Promotion incentives ☐ Work Environment Incentives ☐ Other
7. Which type of incentive innovation do you think needs to be strengthened most in universities? ☐ Providing salary levels ☐ Increasing benefits ☐ Provide opportunities for promotion and personal development ☐ Improving work environment incentives ☐ Other
8. You are satisfied with the fairness and reasonableness of university incentives. ☐ Very satisfied ☐ Fairly satisfied ☐ Fair ☐ Not very satisfied ☐ Very dissatisfied
9. Leave the system in universities: ☐ Very satisfied ☐ Fairly satisfactory

☐ Fair ☐ Not very satisfied ☐ Very dissatisfied
10. The educational and management environment and conditions provided by the university for university students. ☐ Very good ☐ Good ☐ Poor ☐ Very poor
11. The atmosphere of university education and management. ☐ Very cordial ☐ Good ☐ Fair ☐ Not good ☐ Very uncomfortable
12. Do you have any comments and suggestions on the innovative management of university education based on incentive mechanisms?

3.3 Research Design

- 1. Survey location:** Management major in an X university in Shandong province.
- 2. Survey object:** The junior students of management in an X university in Shandong province
- 3. Sample set:** We will conduct a simple random sampling of junior management students of an X university in Shandong province, through the distribution and recovery of questionnaires to students, to obtain the information needed for the survey.
- 4. Research method:** We mainly use a combination of fieldwork and questionnaires for this research.

The questionnaire design was a descriptive research design in a conclusive research design, and the questionnaire mainly contained multiple choice and mixed questions.

5. time design: one month to carry out, the first half month for the investigators to conduct a literature search, questionnaire test survey, and other ways to obtain preliminary information, the second half of the questionnaire and direct interviews to collect realistic first-hand information, and then, statistical analysis of the information to form a systematic survey report.

6. data collection methods: This study mainly uses statistical survey research and literature research. The main information in the early stage of the research is secondary data, mainly from the network and reference to the results of similar research done by previous students, with the depth of the research, a deeper understanding of it, through the design of a questionnaire on the study of innovation of college students' education management based on incentive mechanism, and finally is to analyze and organize the information.

3.4 Statistics and Data Analysis

A measurement tool was selected as appropriate for this study. An online electronic questionnaire was used for distribution, measuring and collecting SPSS data analysis directly from the web context for classification and analysis. The questionnaire consisted of 12 sub-questions, which were mainly used to launch the survey, and the corresponding results were derived from the data statistics of the Incentives for Innovative Student Education and Management Survey. A total of 310 questionnaires were distributed for this questionnaire session, and the specific targets and effects of implementation are as follows.

Reliability and validity analysis.

Table 3.2 KMO and Bartlett's test table

KMO and Bartlett's test	
KMO Number of sample suitability.	.634

Table 3.2 Reliability statistics

Reliability statistics	
Kronbach Alpha	Number of items
.669	10

Table 3.3 Statistics of survey respondents

Gender		Frequency
Valid	Male	138
	Female	166
	Total	304



Figure 3.1 Proportion of survey respondents

Table 3.4 Professional frequency distribution table

Specialties		Frequency
Valid	Art and Design	13
	High-speed Railway Passenger Crew Service	36
	Aquaculture	16
	Accounting	33
	E-commerce	111
	Aviation Service	26
	Drama, Film, and Television	29
	Finance	10
	Hotel Management	30
	Total	304

Summary and analysis: There were 400 official questionnaires, of which 304 were valid, with a male-to-female ratio of about 4:6. The sample size was limited, and the data obtained by randomly selecting respondents by observation can only be roughly estimated, but in general it is still in line with expectations.

Table 3.5 Incentive satisfaction statistics

Are you satisfied with the current incentive system at your university?		Frequency
Valid	Yes	220
	No	84
	Total	304

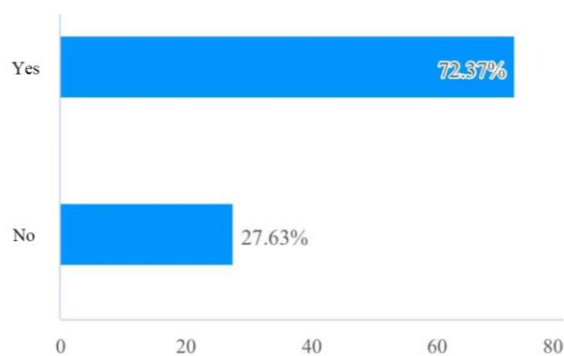


Figure 3.2 Percentage of satisfaction

Table 3.6 Salary Level Statistics

How do you think the salary level of the staff at your university compares to other universities?		Frequency
Valid	Higher	23
	Almost	117
	Don't know	117
	Low	35
	A lot lower	12
	Total	304

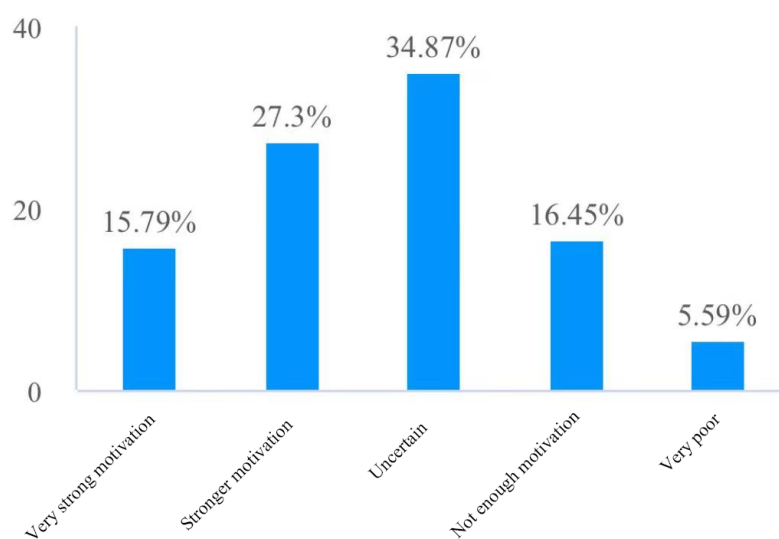


Figure 3.3 Frequency distribution chart

From the results, we can see that 2/3 of the college students in the research

survey are more satisfied with the incentive mechanism of their universities, and a small number of students are less satisfied.

Chapter 4

Data Analysis Result

4.1 SPSS Data Introduction

The data for this analysis were 304 individuals from a university in Shandong province, which contained a total of seven variables, namely.

major, a category variable; gender, a category variable (1 for male, 2 for female,)

Satisfaction with the incentives at the university where they work, as a categorical variable (1 for yes, 2 for no).

the level of remuneration of staff at their HEI compared to other HEIs, as a categorical variable (1 for higher, 2 for about the same, 3 for don't know, 4 for lower, 5 for much lower)

how do the incentives at the HEI where they are based compared to other HEIs, as a categorical variable (1 for salary incentives, 2 for benefits incentives, 3 for promotion incentives, 4 for work environment incentives, 5 for other)

which type of incentive innovation at the HEI is most in need of strengthening, as a categorical variable (1 for providing salary levels, 2 for increasing benefits, 3 for providing opportunities for promotion and personal development, 4 for improving work environment incentives, 5 for other)

perceptions of the fairness and reasonableness of incentives in higher education, as a category of variables (1 for very satisfied, 2 for more satisfied, 3 for fair, 4 for less satisfied, 5 for very dissatisfied)

perception of the leave system in higher education institutions, as a categorical variable (1 for very satisfied, 2 for satisfied, 3 for average, 4 for not very satisfied, and 5 for very dissatisfied)

the conditions and environment provided by the university for the education and management of university students, as a categorical variable (1 for very good, 2 for good, 3 for fair, 4 for poor, and 5 for very poor)

The atmosphere of college student's education and management in colleges and universities is a category of variables (1 represents very cordial, 2 represents cordial, 3 represents fair, 4 represents poor and 5 represents very poor).

By using SPSS statistical software, frequency analysis, descriptive statistics, analysis of variance, and correlation analysis were conducted to understand the comprehensive situation of the above-mentioned aspects in the region and to analyze the distribution characteristics of the individual variables and their relationship with each other.

4.2 Statistical Analysis Results

1. Frequency analysis. Basic statistical analysis often begins with frequency analysis. The frequency analysis of the 304 statistical data tables by region, in terms of gender, motivational situations for the educational management of university students with innovative motivational mechanisms, leads to an understanding of the basic distribution of the number of men and women in the region, with different degrees of motivation.

Table 4.1 Frequency analysis

Statistic		1. Your gender	2. Your major	3. Are you satisfied with the incentives at your current university?
Number of cases	Valid values	304	304	304
	Missing values	0	0	0
Plural		2	5	1
Range		1	8	1
Minimum value		1	1	1
Maximum value		2	9	2

A frequency analysis was first conducted on the gender of men and women at a university in Shandong Province, with the following results.

Table 4.2 Gender frequency analysis

1. Your gender					
		Frequency	Percentage	Effective Percentage	Cumulative percentage
Valid	1	138	45.4%	45.4%	45.4%
	2	166	54.6%	54.6%	100.0%
	Total	304	100.0%	100.0%	

The table illustrates that of the 304 people surveyed in the area, 138 were male and 166 were female. The ratio of males to females was 45.4% and 54.6% respectively. There were more female students than male students of both sexes surveyed this time.

A frequency analysis of the original data on incentives for innovation in the educational management of university students showed the following results:

Table 4.3 Frequency analysis of incentive situations

Next, a frequency analysis of satisfaction with the original data was conducted,

5.How do you think your university's current incentive mechanism is?					
		Frequency	Percentage	Effective Percentage	Cumulative percentage
Valid	1	48	15.8%	15.8%	15.8%
	2	83	27.3%	27.3%	43.1%
	3	106	34.9%	34.9%	78.0%
	4	50	16.4%	16.4%	94.4%
	5	17	5.6%	5.6%	100.0%
	Total	304	100.0%	100.0%	

with the following results.

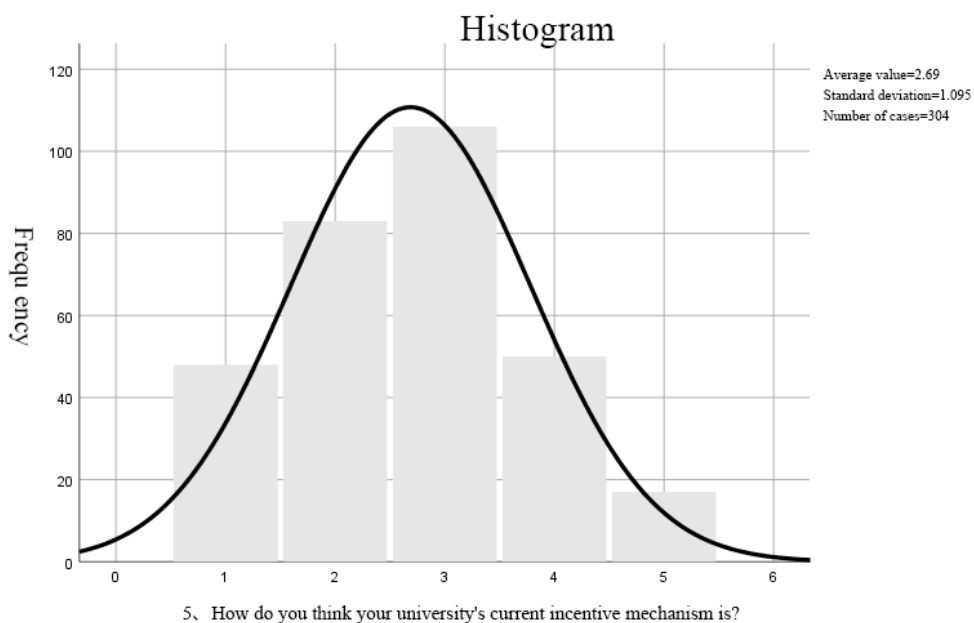


Figure 4.1 Frequency analysis of satisfaction

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 4.4 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%	

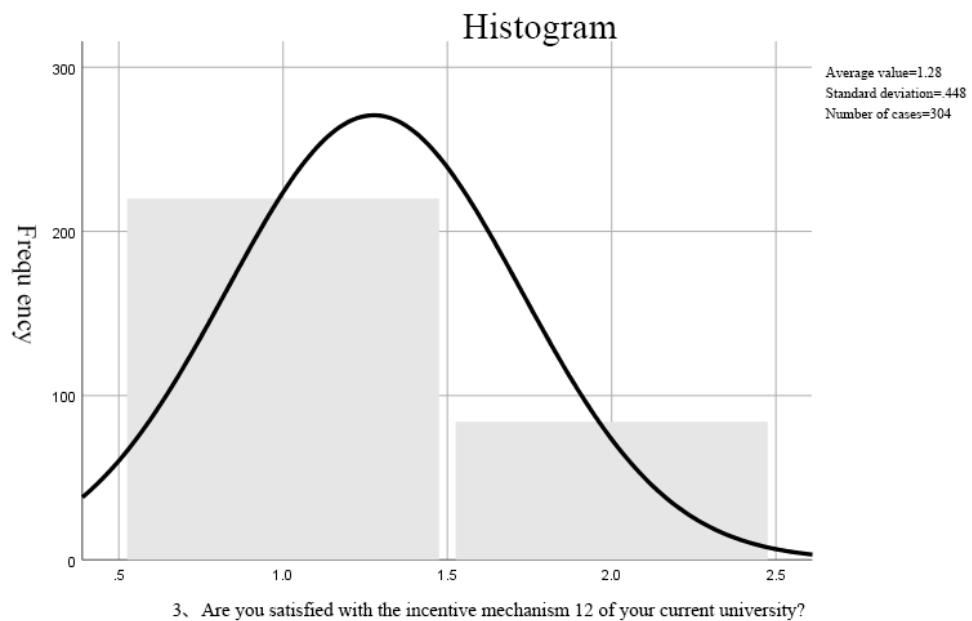


Figure 4.2 Incentive satisfaction analysis

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

The histogram above indicates that 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%.

2. Descriptive statistics analysis.

After a simple frequency analysis and an overall picture of the extent to which students are interested in gender and in 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 analysed 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 4.5 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		2 ^a	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, 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).

3. Exploratory data analysis.

1. Cross-tabulation analysis

The frequency analysis can grasp the data distribution of individual variables, but in the actual analysis, it is not only necessary to understand the distribution characteristics of individual variables, but also to analyze the distribution of multiple variables under different values, to grasp the joint distribution characteristics of

multiple variables, and then to analyze the mutual influence and relationship between variables. For the present data, it is necessary to understand the cross analysis of the present gender, major, degree of incentive mechanism of the university they are working in, and the satisfaction degree of fairness and reasonableness of the university incentive. Now, the data are read as an example of the column analysis of gender and the degree of incentive mechanism of the university where they are located (the following data analysis table is a part of the interception):

Table 4.6 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?					Grand 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

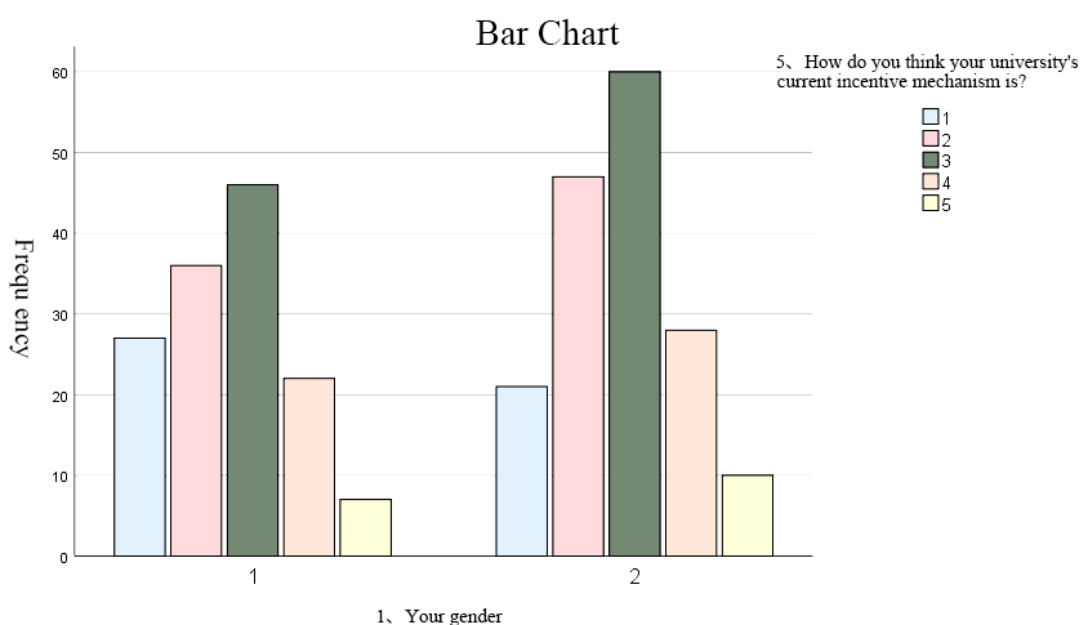


Figure 4.3 Cross-tabulation analysis bar chart

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.

2. Exploratory analysis of gender and the degree of perceived incentives.

Table 4.7 Exploratory analysis

Description				
	1.Your gender		Statistics	Standard Error
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	

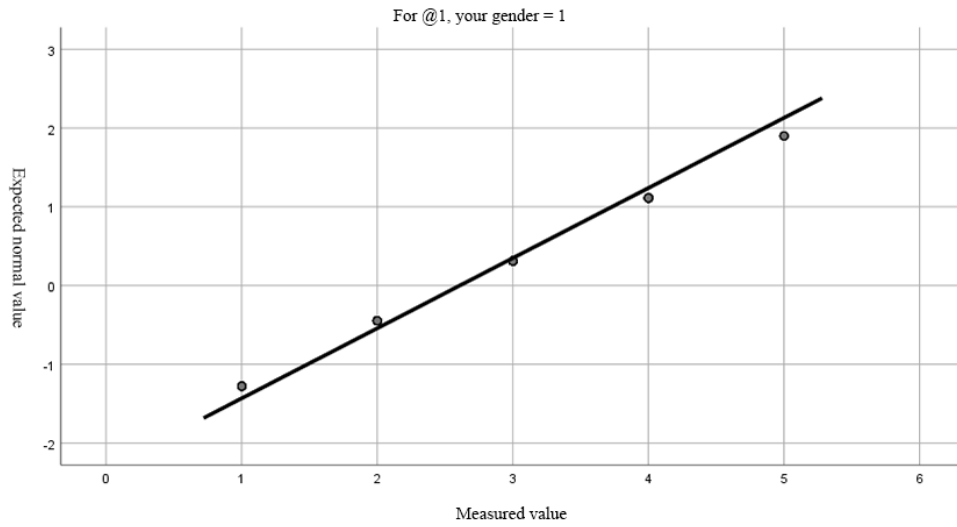
		Median	3.00	
		Variance	1.145	
		Standard deviation	1.070	
		Minimum value	1	
		Maximum value	5	
		Range	4	
		Quartile distance	1	
		Skewness	.178	.188
		Kurtosis	-.483	.375

Table 4. 8 Normality test list

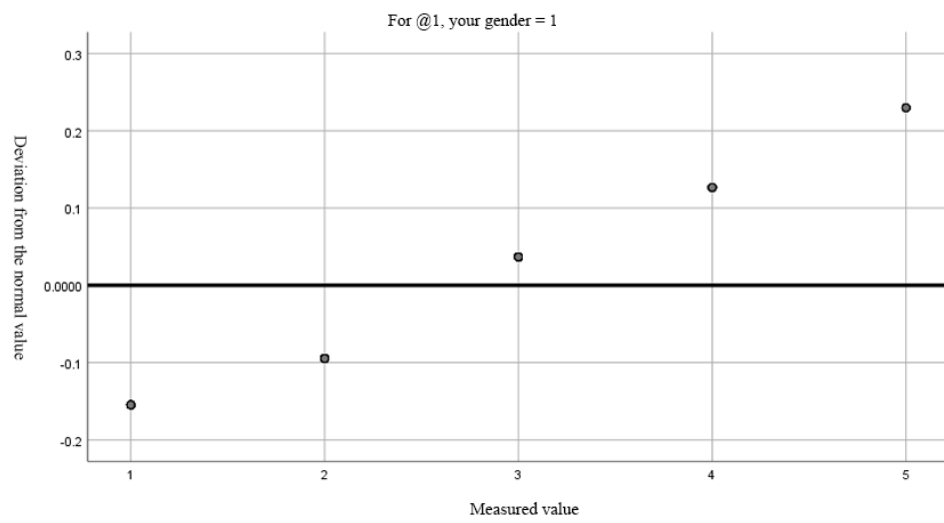
Normality test							
	1. Your gender	Kolmogorov–Smirnov test (V) ^a			Shapiro–Wilk test		
		Statistics	Degrees of freedom	Significance	Statistic	Degrees of freedom	
5.How do you think your university's current incentive mechanism is?	1	.180	138	.000	.906	138	
	2	.182	166	.000	.912	166	

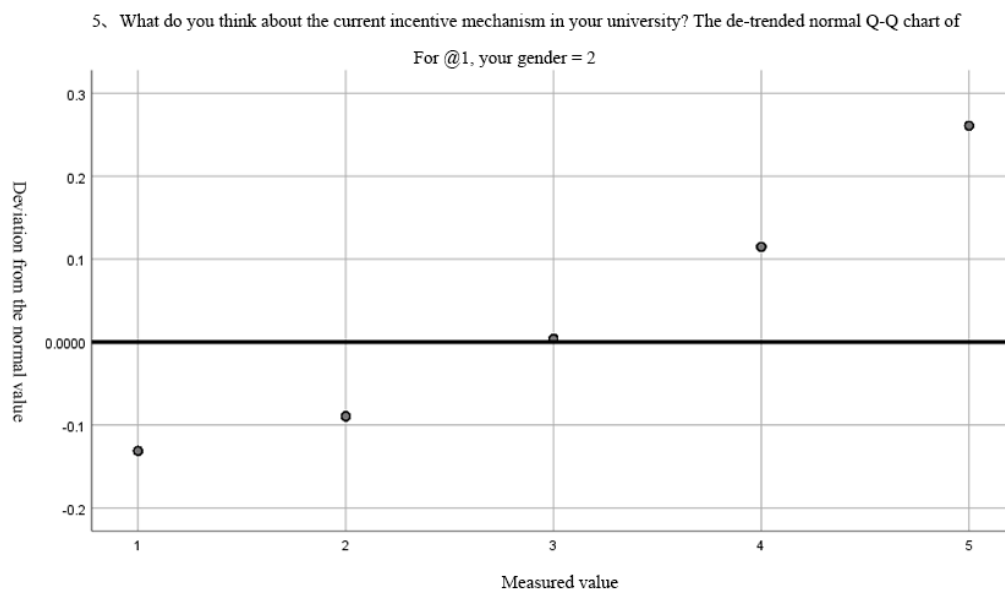
Figure 4.4 Normal Q-Q diagram

5、What do you think about the current incentive mechanism in your university? The normal Q-Q diagram of



5、What do you think about the current incentive mechanism in your university? The de-trended normal Q-Q chart of





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 a normal distribution.

4. T-test for comparison of differences

The one-sample t-test is used to analyse whether quantitative data is significantly different from a particular figure.

Table 4.9 Table of results of t-test analysis

Results of t-test analysis				
	3、 Are you satisfied with the incentive mechanism of your current university? (Mean $\pm$ standard deviation)		t	p
	1.0(n=69)	2.0(n=31)		
1.Your gender	1.48 $\pm$ 0.50	1.61 $\pm$ 0.50	-1.244	0.217

* $p < 0.05$ ** $p < 0.01$

As can be seen from the table above, a t-test (fully known as an independent sample t-test) was used to examine whether you are satisfied with the incentives at

your current university? For a total of 1 item of variability for your gender, as can be seen from the table above: different. Are you satisfied with the incentives at your current university? The sample does not show significance for all of your gender ($p>0.05$), meaning different. Are you satisfied with the incentives at your current college or university? The sample shows consistency for all of 1, your gender and there is no difference.

In summary it can be seen that: different. Are you satisfied with the incentives at your current university? The sample for 1 and your gender all do not show significant differences.

5. Analysis of variance (ANOVA) difference comparison

Two-factor ANOVA, used to analyse the relationship between the definite type of data (2) and the quantitative data.

Table 4.10 Table of t ANOVA results

Analysis of variance results							
	4. Do you think the salary level of the staff in your university is: (mean $\pm$ standard deviation) compared with other universities					F	p
	1.0(n=6)	2.0(n=34)	3.0(n=47)	4.0(n=10)	5.0(n=3)		
7.Which type of incentive innovation do you think needs to be strengthened most in universities?	3.67 $\pm$ 1.03	3.12 $\pm$ 0.98	2.47 $\pm$ 1.40	3.40 $\pm$ 0.70	3.33 $\pm$ 0.58	3.054	0.020
* $p<0.05$ ** $p<0.01$							

As can be seen from the table above, the use of ANOVA (known in full as one-way ANOVA) to examine the level of pay for staff in your HEI compared to other HEIs is: For which type of incentive innovation in HEIs do you think needs to be strengthened the most? The variability of a total of 1 item can be seen in the table

above: different. Do you think the level of pay for staff in your HEI compared to other HEIs is: Sample For which type of incentive innovation in HEIs do you think needs to be strengthened the most? All of them show significance ($p < 0.05$), meaning different. Do you think the level of pay for staff in your HEI compared to other HEIs is: Sample for Which type of incentive innovation in HEIs do you think needs to be strengthened the most? All have variability. Specific analysis shows that: do you think the level of remuneration of staff in your HEI is compared to other HEIs: for which type of incentive innovation in HEIs do you think needs to be strengthened the most? ($F = 3.054$, $p = 0.020$), as well as the fact that the mean scores of the groups with significant differences are "1.0 > 3.0; 2.0 > 3.0; 4.0 > 3.0" (also shown visually using a line graph).

The summary can be seen: different. Do you think the level of pay for staff in your HEI is compared to other HEIs: sample For which type of incentive innovation in HEIs do you think needs to be strengthened the most? All of them show significant differences.

6. ANOVA difference comparison

There are many types of analysis of variance (ANOVA), the most common being the one-way ANOVA, which examines the variability of X for Y, where X is a fixed category of data and Y is quantitative data. In the final analysis of ANOVA, the p-value is first analysed and if this value is less than 0.05, it indicates that variability is present; specific differences can then be compared to the mean. If the p-value is greater than 0.05 then no variability is present.

Table 4.11 ANOVA table

ANOVA					
5. Which type of incentive do you think universities do better?					
	Square Add	Freedom	Mean Square	F	Significance
Inter-group	26.991	1	26.991	10.964	.001
Intra-group	743.453	302	2.462		
Total	770.444	303			

As can be seen from the graph, the p-value is less than 0.05, showing a difference. There is a significant difference in the perception that different incentive types are doing well under different genders.

1. Research hypothesis one, found that people's views expressed on the fairness and rationality of the current incentive mechanism is relatively general, indicating that the incentive mechanism of university students' education management should be improved in terms of fairness, after all, this directly affects people's motivation. The education management system is complementary to the incentive mechanism, and hypothesis one is valid.

2. Research hypothesis two, found that education wants to keep developing, by the influence of incentives. When people gave which part of the incentive innovation should be strengthened, there were more people discussing on the salary level, which shows that people still care more about the salary aspect and want to be valued. Improve the school system, incentives are both school leaders, teachers and students, is the master of the school, the school is where their talent, the school only constantly improve the various rules and regulations, so that incentives based on rules, to achieve the rule of law, according to law administration, scientific management, democratic decision-making, to ensure the effective implementation of incentives in the management of education. In the reform of the incentive mechanism, give full play to the motivational role of the organisational and cultural atmosphere. Good rules and regulations can achieve a certain incentive effect, but because educational talent has a high degree of subjective initiative, "rigid" incentive system is not enough to achieve organizational goals, all education and school culture is the spirit of talent work together, abide by the spirit, values and code of conduct, it can make you better play the educational talent Therefore, we must respect educational talent, promote the spirit of cooperation, implement "people management" and build a "flexible and adaptable" school culture to match the system. Schools must adhere to the new concept of "people-centred" and actively study the idea of educating people, so that the right approach can be taken and tasks can be better accomplished. Hypothesis two is valid, as incentives influence the dynamics of educational development.

3. Research hypothesis three, found that education wants to continue to develop, the education system must be reformed. In terms of the education system, most people do not know much about the incentive mechanism of the college they are in, which means that the school's publicity has not been adequately done, which also affects the development of the school, and only by making everyone fully aware of the school's incentive mechanism can it help the development of the school. The reform of the education management system is the basis for the development of education, and hypothesis three holds.

Chapter 5

Conclusions and Discussion

5.1 Conclusions

In order to have a more realistic understanding of people's opinions on the educational management of university students based on the incentive mechanism, our group launched a questionnaire survey on the educational management of university students based on the incentive mechanism over a month, and after analyzing and summarizing, we have learned some issues.

Emphasis is placed on the role of educational talent targets in school management and their emotional motivation, so that educational talent targets feel valued and respected. The humanistic construction in the school incentive mechanism should fully reflect the humanistic concern of the school organisation for the educational talents and actively create a democratic, free and relatively relaxed school cultural atmosphere in order to stimulate the working potential and enthusiasm of the university teachers. In the process of research, brainstorming people communicate with each other and grow together. The correct use of incentives in management, based on an understanding of students' subjective needs, is relevant to the development of their health care. People's needs are divided into different levels. The higher the level of need, the stronger the motivation to act. They are divided into subjective needs and objective needs according to their source. Subjective needs are the decisive factor in the formation of motivation. Objective needs are the external conditions for the formation of motivation. Students with a low level of subjective needs tend to take "getting a diploma" as their learning goal, and tend not to pay attention to or be interested in specific learning content, and to organise themselves loosely in the learning process. The non-intellectual factors of students, such as hobbies, interests, emotions and will, are the intrinsic motivation for the pursuit of life, relying on observation, thinking skills, imagination, memory and other intellectual development. Teachers can only fully understand this connection,

purposefully use motivational mechanisms in educational management, fully exploit the potential of students' non-intellectual factors, design clear goals for students' life, help students to establish the right ideals in life, stimulate their intrinsic motivation to pursue life and perfect their personality and character development. Educational management believes that management is the mutual influence of the manager and the managed. For both teachers and students, the teacher is the manager and the student is the managed.

The knowledge, experience, competence and moral cultivation of the manager can have a profound influence on the managed. Management is not passive and passive, but an act of interaction in which one uses one's values, way of thinking and moral standards to analyse and evaluate. Improving the quality of education is the central task of educational management, and the goals of education and teaching are key. Therefore, the ability to manage students well is a prerequisite for good education and teaching, and is a reflection of the teacher's competence and quality.

5.2 Discussion

For this research project, it was made clear that the process is very important and that a full commitment to the research process is the only way to get a result that satisfies you. Before starting the research, it is important to find a supporting theory for the research and then keep applying the theory, applying it to practice and solving the problems you need to solve. Incentives are used to effectively motivate, regulate and guide the behaviour of the people involved through the implementation of appropriate policies, systems and measures in the organisation. It is applied to the educational management of students, i.e. teachers use certain words and actions to motivate students and increase their motivation and initiative. The role of applying it to the education and management of students is mainly reflected in the following aspects: First, the application of the incentive mechanism to the education and management of students can effectively play a cohesive and unifying role in student education, based on the motivation of students, education students and teachers, can effectively achieve the interactive effect of teaching that is learning and teaching,

so as to effectively improve the overall quality of students; Second, the application of the incentive mechanism to the education management can provide the corresponding guarantee for the effective development of students' strengths and talents. Applying the incentive mechanism to the educational management of students can promote excellent students to become more excellent, and can also promote medium students or relatively backward students to make significant progress, and at the same time improve the quality of students themselves, and also provide the corresponding guarantee for the educational management of the school.

5.3 Recommendations

In the process of educational management, teachers should strengthen their research on classroom teaching, actively explore teaching models that can fully mobilise and bring into play the subjective initiative of students in order to promote their all-round development and personality development, set an example, practice what they preach, constantly improve their own cultivation, and actively create an atmosphere of "competition, encouragement of success and tolerance of failure". This is conducive to stimulating students' creative desire for advancement, bringing into play their creativity, affirming their creative achievements, building a harmonious environment conducive to the growth of talent, infecting students' enthusiasm for knowledge with positive spirit, language and behaviour, and stimulating their positive emotional strength.

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Biography

Name- surname	Lisha Gao
Date of birth	March 5, 1982
Place of birth	Shandong Province, China
Address	No. 189 Haizheng road, Haiyang city , Shandong, China
Workplace	Technical Vocational College of Dezhou
Position	Computer Science Teacher
Education	2006, University of Jinan



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