



INFLUENCING FACTORS ON MOTIVATION IN HIGH SCHOOL
MANAGEMENT PRACTICES

by

LUYU YU

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

ACADEMIC YEAR 2022

COPYRIGHT OF SOUTHEAST ASIA UNIVERSITY



INFLUENCING FACTORS ON MOTIVATION IN HIGH SCHOOL
MANAGEMENT PRACTICES

by

LU YU

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

2022

COPYRIGHT OF SOUTHEAST ASIA UNIVERSITY

Independent Study Title Influencing Factors on Motivation in High School
Management Practices

Author Lu Yu

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 Sungrugsu, Ph.D.)

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

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

Title	Influencing Factors on Motivation in High School Management Practices
Number of pages	58 pages
Author	Lu Yui
Program	Master of Education in Education Administration (International Program)
Advisor	Asst.Prof. Smithirak Jantarak, Ph.D.
Academic Year	2022

ABSTRACT

This research presents a questionnaire survey to obtain the satisfaction degree of the incentive factors and the demand degree data of the K university teachers, and obtain the current situation and the problems behind the problems reflected by the influencing factors of the incentive problems from the data. It also explores the correlation of teacher motivation and motivation behavior, the correlation of demand factors. It also explores the correlation of teacher motivation and motivation behavior, the correlation of demand factors and demographic variables. Finally, we put forward some corresponding suggestions for the problem. On the one hand, it hopes to provide reference for data analysis and theoretical research for encouraging researchers in university management practice.

Keywords: College teachers; Human Resources; Incentive

Acknowledgement

This paper was completed under the careful guidance of his mentor, Assistant Professor Dr. Smithirak Jantarak. From the topic selection to the completion of the writing, the paper received careful guidance by the tutor from the beginning to the selection of the paper, to the modification of the framework of the article before and after the opening, to the words of the completion of the paper, the whole article is permeated with the tutor's efforts and sweat of the words. I sincerely thank the tutor for his inculcation and patient guidance! Thank you to the tutor for your help and care in his work, life and study! His diligent and dedicated spirit, innovative, rigorous, pragmatic style, superb academic attainments are an example for researchers to learn, will encourage researchers to continue to explore.

The researcher once again expressed his sincere thanks to all the teachers, friends, classmates, family members who cared about, helped, and supported them, and to the schools, teachers and students who received the questionnaire!

Lu Yu

Table of Contents

Abstract.....	IV
Acknowledgement.....	V
Table of Contents.....	VI
Chapter 1 Introduction	1
1.1 Statement of the Problems.....	1
1.2 Research Objectives.....	7
1.3 Scope and Limitation.....	15
1.4 Research Benefit.....	16
Chapter 2 Literature Reviews.....	17
2.1 Concept and Theories	21
1.5 2.2 Literature reviews	22
Chapter 3 Research Methodology	27
3.1 Population and Sampling method.....	27
3.2 Data collection.....	38
3.3 Data Analysis.....	39
Chapter 4 Data Analysis Results	44
Chapter 5 Conclusion and Discussion	47
References.....	55

Chapter 1

Introduction

1.1 Statement of the problems

Nowadays, China attaches more importance to colleges and universities, and the number of talents in colleges and universities is also increasing, and the increase in the number of talents in colleges and universities means that the demand for teachers in colleges and universities is also increasing, and teachers in colleges and universities are gradually becoming a higher part of the society. In order to improve the teaching level of the existing teaching team, universities are gradually integrating the human resource management theory into the management of the teaching team, especially paying attention to the motivation of the teachers in universities, so how to motivate teachers and how to improve the motivation and teaching efficiency through teacher motivation has become a hot topic in universities in recent years.

With the rapid development of colleges and universities, they have been introducing various kinds of teachers, and the structure of teachers has been multilevel. On the one hand, most of the older teachers who have taken up the post of professors and associate professors are loyal to the cause of education, can bear hardships, have a strong sense of responsibility, have made certain

achievements, seek stability in their working environment, and are obsessed with their career to get greater achievements. On the other hand, a large number of newly introduced young teachers, generally with higher education, active thinking and strong innovation, are not yet firmly established in their needs. According to the principle of timeliness of human resources, if human resources are not utilized in a timely and appropriate manner, they will pass away with the passage of time, thus causing a great waste of talents. The assessment principles and standards for teachers in higher education have an important guiding role. In performing the same work, the requirements for senior title staff differ from those for junior title staff, and the assessment standards should be different. Therefore, when implementing the appraisal, it is necessary to fully understand the different requirements for its members in different positions, positions or levels, and to set out the content and standards of the appraisal in different categories. Only by doing this can we ensure the reasonableness and true reliability of the assessment results. Nowadays, most colleges and universities do not distinguish the design of the assessment index system into objects and use a set of assessment standards to measure all teachers. Some of them, even if they are divided into levels, but in practice, they only favor high-level talents, or only grasp the two ends, lacking the assessment of the middle levels.

1.2 Research objectives

Improving the quality of education is the eternal theme of higher education

and the lifeline of the school's survival and development. As the main body of teaching, teachers' teaching quality is the key factor of higher education quality, and effective motivation for teachers is an important link to improve education quality in higher education. Because, only by establishing effective teachers' incentive mechanism can we give full play to the enthusiasm, initiative and creativity of teachers' work and maximize their work performance so as to improve the education quality and efficiency of the school and provide a power source for the sustainable development of colleges and universities. At present, there are a series of problems such as high motivation means to single, various supporting systems are not scientific and perfect, ignoring the differences of individual teachers' motivation and ignoring the motivation of teachers' inner emotion. As a special social group, teachers in colleges and universities have distinctive characteristics. Therefore, in order to improve the quality of teaching, schools must fully consider the actual situation of teachers, and the motivation of teachers cannot be limited to simple and traditional motivation methods but need to establish a comprehensive and effective incentive mechanism to fully meet their needs, maximize their potential, and guide them to work creatively.

1.3 Research Hypothesis

In the current research on motivational factors in university management practice, most scholars focus on motivational factors, and only Li Jing (2014) analyzed the demand for maintenance factors in her study "A Study on Teacher

Motivation in X University of Yunnan Province Based on Demand Analysis". The following result hypothesis is proposed.

Hypothesis 1: Teachers in K universities are less satisfied with the hygiene factor.

Hypothesis 2: The need for hygiene factors is higher than the need for motivational factors among teachers in K universities.

Secondly, among the hypotheses about the demand situation and relevance of teachers' motivational factors, this paper refers to the results of a large number of scholars' studies and proposes the following hypotheses.

Hypothesis 3: There is a significant correlation between the motivational factor needs of teachers and their own gender, age, length of service, title, education and salary in K college.

Hypothesis 4: The accumulation status of teachers in K college and other universities shows a positive correlation with teachers' work motivation.

1.4 Limitation and Scope of the research

1.4.1 The Scope of the research

In this research, the questionnaires were distributed to 161 full-time teachers who were teaching and teaching staff in K college.

1.4.2 The limitation of the research

Teachers in colleges and universities are the foundation of the development

of colleges and universities, and they are the pioneers of the development of education industry, the creators and transmitters of knowledge, etc. They have special characteristics in their thoughts and behaviors that are different from other social groups.

Since teachers have different conditions and different needs at different times, a single motivation method cannot give good effect. It is necessary to subdivide the different needs of college teachers in terms of age, position, title and academic type, and to use material and spiritual motivation as the basis, supplemented by other kinds of motivation, such as promotion and honor incentive, in order to achieve better results.

The motivation process of college teachers is different from the motivation process of other general organization members, and the motivation process of college teachers should be more systematic. The motivation process of college teachers is different in different periods and different situations. The whole motivation process, from the beginning to the end to the re-motivation, must be made according to the different goals of the university and the teachers in different periods, forming a dynamic and complete system.

There is a certain time lag in the results of motivating teachers in colleges and universities. Because of the tacit nature of knowledge, it is difficult to measure the labor results of college teachers, and there is no unified standard to quantify them. The labor of university teachers is mainly mental labor, and the process of

such labor is also intangible, and the time of labor is not fixed. Therefore, whether it is teaching or scientific research, it takes a long period of time to evaluate their working time and results.

1.5 Research Terminology

Motivation theories have many classifications and delineation criteria according to their nature and contents. Combining with the professional characteristics of teachers, the motivation theories that have reference value, influence and are more mature for constructing a scientific teacher motivation mechanism are mainly three major categories: content-based motivation theory, process-based motivation theory and adjustment-based motivation theory. In this paper, we choose the need level theory, two-factor theory, equity theory and goal setting theory to analyze.

The hierarchy of needs theory was proposed by Maslow, an American humanistic psychologist, who divided human needs into five categories: physiological needs, security needs, social needs, respect needs, and self-actualization needs, in order from lower to higher levels. Only on the basis of the satisfaction of the needs of the lower level will the needs of the higher level arise. And different people or the same individual will have different needs at different times. In the actual management, it is necessary to distinguish the different positions and levels of teachers in order to locate the actual level of their needs, to prescribe the right medicine, and to truly play the role of motivation.

The two-factor theory was proposed by the American psychologist Herzberg. It mainly contains motivational factors and health care factors. Motivational factor is the factor that can cause satisfaction when it exists and does not cause dissatisfaction but no satisfaction when it is lacking; Health care factor is the factor that people do not feel satisfaction but no dissatisfaction when it exists and causes dissatisfaction when it is lacking. In the management of teachers, the relationship between motivational factors and health care factors should be correctly handled. We cannot ignore the health care factor, nor can we rely too much on the health care factor, but we should be good at transforming the health care factor into the motivating factor and give full play to the role of the motivating factor.

Equity theory was proposed by American psychologist Adams. It focuses on the influence of the fairness and reasonableness of compensation on the motivation of organization members. Equity theory proposes that the motivation of organization members is not only influenced by the absolute value of compensation, but also by the relative value of compensation. The relative value here means that vertically one compares the present with the past, and horizontally one compares the work and compensation of others in the same period. Comparisons with comparable results produce a sense of fairness, and results that differ significantly produce a sense of unfairness. In teacher management, it is important to have clear rules about the indicators of compensation received by teachers at the same level and at different levels, and not to make generalizations.

At the same time, administrators should consult with teachers on matters related to their authority in the process of school construction and development, so that they can truly experience a sense of equity and ownership.

Goal-setting theory was developed by the American management scientist and psychologist Roark. He believes that goals have the function of guiding the direction of employees' work and enhancing their efforts and attaches great importance to the motivational effect of goal setting on motivation. The basic model of goal-setting theory he designed reveals that goals lead to effort, performance from effort, and reward from performance, and most importantly lead to subject's satisfaction. Research has shown that goals that are appropriately difficult and realistic, while being fully understood and accepted by the subject, are most effective in motivating the subject's efforts. In teacher management, school development goals should be set rationally, while teachers are required to establish personal development goals under the school goals and combine the two organically

1.6 Research Benefit and significant

1.6.1 Theoretical significance

The questionnaire was distributed to the teachers of K University, and statistical analysis, correlation analysis and validity reliability analysis were conducted using SPSS 23.0. It is hoped that the questionnaire can provide a

reference for data analysis and theoretical research.

1.6.2 Practical significance

This paper analyzes the problems of teachers' motivation in the management practice of K University with the relevant data obtained from the questionnaire, and proposes solutions to the problems, hoping to help K University and other universities to do a good job of teachers' motivation and improve human resource management.

An effective incentive mechanism can optimize the structure of university faculty and stabilize the faculty team. Teachers in colleges and universities have different structural levels in terms of age, education and nature of disciplines, etc. A reasonable and effective incentive mechanism should be able to work to the maximum extent to motivate teachers of each structural level to actively carry out teaching and research work, so as to improve the quality of the faculty as a whole and contribute to the optimization of the faculty structure and the stability of the faculty.

Teachers in colleges and universities are a special group, and they have high cultural quality in themselves. Because of their professional traits, they also have a strong sense of career and responsibility. They are more inclined to pursue higher honor and ambitious ideals. With a higher level of needs, through effective motivation, most teachers can be mobilized to work actively and proactively, and while their multifaceted needs are satisfied, they are more proactive in bringing their

intelligence into play, maintaining a high level of enthusiasm and improving their work efficiency.

Effective teacher motivation can not only improve teachers' enthusiasm, but also make the majority of teachers have a higher sense of group identity and group belonging, forming an atmosphere and influence to enhance school cohesion. On the one hand, the effective implementation of various flexible incentives can form an open and competitive environment in the school, which is easy to attract outstanding talents from outside, and at the same time strengthen the enthusiasm and initiative of our teachers to continuously improve their own level and ability, so as to optimize the organizational atmosphere; on the other hand, the formation of a sound and perfect incentive mechanism will enhance the attractiveness and cohesion of the school regardless of the internal and external environment, so that the school On the other hand, a sound and perfect incentive mechanism will enhance the attractiveness and cohesiveness of the school in both internal and external environment, so that the school can ensure the stability of the teaching staff in a good competitive atmosphere.

Incentive mechanism has great significance to the development of higher education institutions, but there are still some problems in the actual management: for example, the incentive is single and cannot meet the multilevel and multifaceted needs of teachers, the evaluation and assessment of teachers are not scientific, which leads to the negative effect of incentive measures: the competition

mechanism in the general environment is not flexible, which makes the incentive function weakened and deflated. The existence of these problems will affect the management of higher education institutions to a certain extent and even restrict the sustainable development of higher education institutions. This requires the gradual improvement and perfection of the incentive mechanism of college teachers based on the full understanding of incentive theory.

Chapter 2

Literature Reviews

2.1 Concept and Theory

Motivation is an important concept in management psychology, which includes the meaning of motivation, encouraging behavior, and creating momentum. Motivation mechanism is a dynamic system that further influences motivation behavior by using motivation system and motivation system, which includes the process of interaction between all factors in the system. Motivate Mechanism refers to the mechanism that the motivating body of college management takes into account the working and psychological characteristics of college teachers, optimizes and integrates all relevant factors affecting the motivation of college teachers, relies on scientific and reasonable motivation system and motivation system, and uses various motivation methods and means to make them give full play to their working potential and enthusiasm, so as to achieve the motivation goal.

2.2 Literature Reviews

2.2.1 Domestic Literature Review

The current research on the factors influencing college teachers' motivation in China can be roughly divided into two categories: theoretical research and empirical research.

Among the theoretical studies on the factors influencing teachers' motivation,

the studies can be divided into four sub-categories: studies on issues related to the needs and motivation of college teachers, studies on teachers' compensation incentives, studies on incentives in colleges and universities, and studies using models to analyze teachers' incentives.

Firstly, in terms of the issues related to the needs and incentives of college teachers, Chen Quan and Shen Bin (2019) obtained data on the needs and incentives of college teachers and processed the data to conclude that college teachers recognize salary and welfare incentives more than spiritual needs, and inferred that the best way to motivate teachers is to improve salary and welfare benefits; Wang Hui, Luan Tian Wang, Hui, Luan, Tim, and Du (2021) judged the influence of professional growth incentives on teachers' professional development from the perspective of teachers' professional development, and concluded that the most significant influence of salary and title improvement on teachers' professional development motivation was found in the content of teachers' growth incentives.

Secondly, in the research of teachers' salary incentive, Zhao Junping (2011) conducted a questionnaire survey for teachers' salary incentive, and also combined with the current situation of salary incentive research in colleges and universities at home and abroad, and made a complete analysis of the salary incentive mechanism of a forestry higher education school, and came to the conclusion that the college is deficient in salary incentive mechanism, and concluded that college

teachers have a high demand for salary incentive.

In the study of incentives in colleges and universities, Liang Songhe (2018) used data analysis to analyze the incentives of teachers in colleges and universities, and proposed various deficiencies in teacher incentives in a large number of colleges and universities, and the study was more focused on the practicality of the theory than other studies; Yu Wen (2020) conducted a two-factor analysis on the definition of overwork, and came up with data on the influence of external pressure and teachers' Chen (2018) used several Tianjin general undergraduate colleges and universities as research subjects to explore the correlation between various motivational factors and teachers' performance, and also used the research data as support to propose an incentive mechanism design to strengthen teachers' performance. Chen (2018) explored the correlation between various motivational factors and teachers' performance in several Tianjin general undergraduate universities, and supported by the data of this study, proposed the design of incentive mechanism to strengthen teachers' performance, emphasizing the incentives of salary, benefits and further education.

In terms of the research on the incentive mechanism of colleges and universities and the use of the model, Zhang Miao (2019) proposed the overall scheme design of the incentive mechanism of college teachers based on KPI, used the same data analysis model as Yu Wen to understand the satisfaction of college teachers with the incentive model of colleges and universities, and also conducted

correlation analysis for the salary incentive, and used the salary incentive system as the entry point to design the incentive mechanism using KPI as the salary incentive model. Yah-Hui Liu (2019) analyzed the factors influencing the salary of college teachers through statistical model, and also proposed the problems of incentive mechanism among the influencing factors, which is more inclined to use the model to substitute the incentive mode in college management practice and draw conclusions than other studies.

Among the empirical studies, Wang Zhuoran (2012) relied on questionnaires as the data acquisition method for Beijing's finance and economics colleges and universities, and after statistical analysis of the questionnaire data, he concluded that there are problems in teachers' motivation in Beijing's finance and economics colleges and universities, further confirming the urgent need of teachers' salary motivation in colleges and universities; Chen Weimin (2020) relied on empirical analysis to investigate the situation of teachers' motivation in several private colleges and universities in China. Chen (2020) investigated the teachers' motivation in many private colleges and universities in China by empirical analysis, and also concluded that the teachers' desire for diversified motivation models and the great demand for having the right to speak in school.

2.2.2 Foreign Literature Review

Unlike domestic studies, foreign studies on motivational influences in university management practices can be divided into four major categories: pay

incentives, non-pay incentives, classification of motivational factors, and incentive policies.

Firstly, Shin (1995) investigated the teachers in several colleges and universities through a combination of questionnaires and interviews, and also found that teachers' salaries showed a strong correlation with the length of tenure; Kirby (1999) compiled the salaries of teachers in Texas colleges and universities over the years, and found that the turnover rate of teachers in colleges and universities was positively correlated with salaries, and the higher the salary, the lower the turnover rate. The higher the salary, the lower the turnover rate.

Secondly, the non-pay incentives, Sean (2004) obtained the data of faculty members in several schools by accessing the school database and randomly selected teachers in several colleges and universities to conduct a questionnaire study on motivation-related issues, and the data from the questionnaire concluded that the ways to improve teachers' motivation include welfare incentives in addition to salary, and also found that although non-pay incentives can play a part of It is also found that although non-pay incentives can play a part of positive motivation effect, the significance of negative incentives is significantly higher than positive incentives, and various work environment and interpersonal relationship related factors can significantly affect teachers' work motivation.

2.3 Conceptual Framework

Based on the research related to the factors influencing motivational problems in university management practice, this paper chooses to use the Herzberg two-factor theory, which is followed in most dissertations, as the questionnaire, with the main reference to the theory and the current common satisfaction scale as the criteria for judging the factors influencing motivational problems. In Herzberg's two-factor theory, all factors directly related to work are motivating factors, and other factors can be attributed to maintenance factors, both of which affect the satisfaction of the respondents. Combined with Herzberg's two-factor theory, this paper collates various work and non-work factors in college management practice and teachers' actual work process, and proposes the content of motivational factors in the questionnaire of this study, analyzing the maintenance factors and motivational factors together, and adding six motivational factors, namely, ability to play, job security, teachers' competence, management involvement, college prospect and leadership qualities. motivational factors proposed for college teachers, the details of which are shown in Table 1.

Table 1 Table of factors influencing management practice motivation in higher education.

Motivating Factors	Maintenance factors
Work Challenges	Compensation and Benefits
Work Achievements	Working Environment

Job recognition	Management System
Job responsibilities	Training and Learning
Job autonomy	Interpersonal Relationships
Position Promotion	Equity in Higher Education
Work Interest	Personal Life
Ability to play	Management Engagement
Job Security	High School Outlook
Faculty Competence	Leadership Literacy

For the above motivational factors, this study organized the factors and divided them into 4 major parts, namely, basic situation, satisfaction with motivational factors, demand for motivational factors and motivated degree, and the four major parts were obtained by using Likert's 5-point scale, with 1 point representing very dissatisfied and 5 points representing very satisfied.

Chapter 3

Research Methodology

3.1 Methods of study

In the 21st century, most schools have implemented the reform of personnel distribution system with the main content of "setting up posts according to needs, responsibility according to posts, setting salary according to posts, and rewarding merit". Teacher performance evaluation has become a necessary and key means to check teachers' performance of job duties, cash in on job allowances, and form incentive mechanisms, but many schools have failed to implement and carry out the system, and are accustomed to the traditional management model of setting a set of criteria to evaluate all teachers, with unsatisfactory evaluation results.

This paper conducted a questionnaire survey on teachers in K college and obtained data on the satisfaction level and demand level of teachers' motivation factors in K college, and also explored the correlation between teachers' motivation and motivational behavior, and the correlation between demand factors and demographic variables. We also explored the correlation between motivation and motivational behaviors, and the correlation between demand factors and demographic variables. We also explored the current situation of motivational factors and the problems behind them, including poor compensation and benefits system, biased performance evaluation, lack of teachers' participation in decision-making, lack of investment in teaching hardware, and limited space for

teachers' development.

3.1.1 Literature Review Method

The main purpose of the literature review method is to understand the current state of research on this type of topic by relying on the results of previous researchers. In this paper, the terms "university teachers", "management practices", "human resources", and "motivation" were used as We also went to the local municipal library and university library to check relevant books to understand the concepts of university teachers' management, university human resources, motivation, theories related to motivation and the current status of research on university teachers' motivation, so as to provide theoretical support for this study.

3.1.2. Questionnaire method

The questionnaire method is a research method to obtain the real situation of the respondents through the distribution of questionnaires and use it for mathematical and rational analysis to draw research arguments.

3.2 Population and Sampling method

Since this questionnaire involves many factors and the correlation characteristics need to be studied, SP SS23.0 was chosen as the research tool to analyze the data in the questionnaire to determine the validity of the questionnaire on the one hand and the correlation analysis of the data to determine the degree of correlation on the other.

3.3 Data Collection

In this study, 161 questionnaires were distributed randomly by internet to the full-time teachers of teaching and academic affairs in K college, and 149 questionnaires were finally collected, with a recovery rate of 92.5%; all questionnaires were valid, and the questionnaire efficiency rate was 100%.

3.4 Data preparation and data analysis

3.4.1 Profile of surveyed teachers

The teacher profile section includes age data, gender data, education data, job title data, annual salary data, and years of service data of teachers, of which the specific amount and percentage of data are shown in Table 2.

Table 2 Faculty Profile Data Sheet

Variables		Sample size	Percentage of
Age	20-29	27	18.12%
	30-39	72	48.32%
	40-49	33	22.15%
	Over 50	19	12.75%
Gender	Male	73	48.99%

	Female	76	51.01%
	Primary	11	7.38%
Title	Intermediate	82	55.03%
	Advanced	56	37.58%
	Undergraduate	8	5.37%
Academic	Master	46	30.87%
qualifications	PhD and above	95	63.76%
	5 years and below	25	16.78%
	6-10 years	50	33.56%
	11-15 years	57	38.26%
Length of service	16-20 years	15	10.07%
	More than 20 years	27	18.12%
	Under 50,000	0	0.00%
	50-100,000	28	18.79%
Annual Salary	10-14 million	91	61.07%
	Over 140,000	30	20.13%

From Table 2, we can see that most teachers are between 30 and 39 years old, followed by 40 to 49 years old, which shows that the teachers in K college and universities are mainly middle-aged and young teachers, which proves that the innovation ability of the teaching team is strong; in terms of gender, the proportion of male teachers and female teachers is basically the same, and there is no significant difference, so it does not affect the use of questionnaire data in this study; in terms of education, the largest proportion of teachers with doctoral and In terms of education, the number of teachers with doctoral degree or above occupies the largest proportion, followed by master's degree, which proves that the education level of the teaching team is relatively good and can meet the teaching needs; in terms of title data, the number of teachers with intermediate and senior titles is nearly 130, which further verifies the professional level of the teaching team; in terms of annual salary data, the annual salary of most teachers is 100,000 to 140,000, followed by over 140,000, which is high compared to the average income of our population. In terms of annual salary data, the majority of teachers have an annual salary of 100,000~140,000, followed by over 140,000, which is a high income group compared with the average income of Chinese population; in terms of years of service data, the highest percentage of teachers with 6~10 years of service, followed by 11~15 years, and the percentage of teachers with more than 20 years of service is higher than that of teachers with 16~20 years of service, which indicates both the high number of young teachers and the strong career stability of the

teachers in K universities in Zhejiang Province.

3.4.2 Satisfaction with motivational factors

In terms of satisfaction judgments of motivational factors, the data obtained in this paper are shown in Table 3.

Table 3 Data table of satisfaction with motivational factors

Factors	5 points	4 points	3 points	2 points	1 point	Average value	Standard deviation
Work Challenges	13.9%	46.7%	32.8%	5.8%	0.7%	2.68	0.75
Work Achievements	3.6%	29.2%	46.0%	19.0%	2.2%	2.14	0.84
Job recognition	10.2%	49.6%	33.6%	6.6%	0.0%	2.62	0.76
Job responsibilities	1.5%	20.4%	47.4%	29.2%	1.5%	2.41	0.77
Job autonomy	13.1%	48.2%	32.8%	5.8%	0.0%	2.69	0.78
Position Promotion	4.4%	25.5%	52.6%	13.9%	3.6%	2.14	0.84

Work Interest	5.1%	33.6%	43.1%	16.1%	2.2%	0.24	0.86
Ability to play	2.9%	44.5%	45.3%	5.1%	2.2%	2.41	0.74
Job Security	2.9%	21.9%	44.5%	24.1%	6.6%	2.09	0.91
Faculty Competence	12.4%	44.5%	32.1%	9.5%	1.5%	2.57	0.88
Compensation and Benefits	1.5%	11.7%	49.6%	29.2%	8.0%	1.69	0.84
Working Environment	8.8%	21.9%	44.5%	20.4%	4.4%	1.89	0.97
Management System	2.9%	28.5%	43.1%	23.4%	2.2%	2.07	0.85
Training and Learning	3.6%	29.2%	52.6%	13.9%	3.6%	2.18	0.82
Interpersonal Relationships	20.4%	64.2%	12.4%	2.9%	0.0%	3.02	0.67

Equity in Higher Education	2.2%	19.0%	48.2%	27.0%	3.6%	1.89	0.83
Personal Life	9.3%	36.1%	33.2%	20.5%	0.9%	1.91	0.83
Management Engagement	2.2%	24.8%	45.3%	18.2%	9.5%	1.92	0.95
High School Outlook	15.3%	48.2%	29.9%	5.8%	0.7%	2.71	0.82
Leadership Literacy	19.7%	59.1%	17.5%	2.9%	0.7%	2.94	0.75

From the table, we can see that most teachers are satisfied with the five dimensions of interpersonal relationship, leadership quality, college development prospect, teaching and research work autonomy and work challenges, which means that K college and universities attach more importance to the incentive system in these five dimensions; secondly, the data of K college and universities teachers in management participation, quality of life, work environment, college fairness and salary and benefits are lower, with the highest score not exceeding 1.92. The highest score does not exceed 1.92, which also indicates that the teachers are not satisfied with these five dimensions.

3.4.3 Neediness of motivational factors

In terms of the degree of demand for motivational factors, the data obtained are shown in Table 4.

Table 4 Data table of motivational factor demand degree

Factors	Score	Average value
Work Challenges	526	3.56
Work Achievements	574	3.87
Job recognition	620	4.13
Job responsibilities	552	3.72
Job autonomy	590	3.94
Position Promotion	667	4.44
Work Interest	569	3.85
Ability to play	604	4.08
Job Security	598	4.03
Faculty Competence	565	3.81
Compensation and Benefits	675	4.52
Working Environment	650	4.37
Management System	661	4.39
Training and Learning	618	4.15
Interpersonal Relationships	583	3.92

Equity in Higher Education	609	4.11
Personal Life	625	4.18
Management Engagement	607	4.11
High School Outlook	594	3.98
Leadership Literacy	576	3.86

Table 4 shows that the majority of teachers showed the highest demand for five factors: compensation and benefits, job promotion, management system, work environment, and quality of life, and the lowest demand for five factors: job achievement, job interest, teacher competency, job responsibility, and job challenge. The results are very consistent with the results of other studies in that faculty members have a high demand for compensation and benefits, promotion, and management systems, while factors that do not create direct or indirect benefits are not desired by faculty members.

3.4.4 The extent to which teachers are motivated

In terms of the degree of motivation received by the teachers, the data obtained are shown in Table 5.

Table 5 Table of data on the degree of motivation received by teachers

Factors	5 points	4 points	3 points	2 points	1 point	Average value	Standard deviation
Work motivation	10.0%	19.0%	49.6%	18.8%	2.2%	3.17%	0.89%

As can be seen from Table 5, teachers who think they are motivated to an average degree occupy nearly 50%, followed by teachers who feel higher as well as lower, and the overall evaluation shows positive distribution characteristics, representing that teachers are motivated to an intermediate level, and it is difficult to fully motivate teachers.

3.4.5 Correlation between demand factors and teacher profile variables

In terms of correlation analysis between demand factors and teacher profile variables, this study used univariate multi-factor ANOVA on the available data through SPSS 23.0, while the correlations of all demand variables with the six teacher profiles were summarized, and the data are shown in

Table 6. Correlation data between demand factors and faculty profile variables

Demand	Age		Gender		Title		Academic	Length	of	Revenue	
							qualifications	service			
Work	1.17		2.95				0.93	0.28		3.62	
		0.315		0.610	1.073	0.349		0.908		0.752	0.03
Challenges	4		6				9	6		3	
Work											
	1.98		1.38				0.72	2.21		1.40	
Achievement		0.126		0.255	0.409	0.75		0.041		0.938	0.251
	6		8				3	2		0	
s											
Job	1.21		0.43				0.63	1.23		0.43	
		0.314		0.731	0.425	0.740		0.595		0.003	0.73
Recognition	3		2				8	1		2	
Job											
	1.23		0.50				2.15	0.32			
responsibiliti		0.301		0.952	0.105	0.902		0.127		7.29	9.68
	0		9				6	1			0.39
es											
Job	1.29		0.21				0.89	1.70		4.41	
		0.05		0.889	1.266	0.294		0.450		0.177	0.45
autonomy	7		3				7	0		2	

Position	1.46	0.11				0.45	0.82	0.80	
		0.241		0.899	0.952	0.040	0.632	0.444	0.46
Promotion	7	0				9	4	5	
	0.53	1.39				1.47	1.00	0.72	
Work Interest		0.660		0.255	0.134	0.942	0.231	0.396	0.04
	4	2				7	4	5	
Ability to	0.47	0.78				1.54	1.00	0.22	
		0.703		0.502	1.001	0.400	0.210	0.400	0.88
play	6	9				2	2	9	
	1.04	3.74				0.67	1.07	2.10	
Job Security		0.359		0.280	2.758	0.175	0.517	0.344	0.13
	1	3				1	9	0	
Faculty	0.86	0.18				6.94	1.27	0.51	
		0.464		0.910	1.000	0.958	0	0.290	0.66
Competence	3	3				6	8	3	
Compensatio									
	0.51	1.60				3.15	0.11	0.76	
n and		0.950		0.210	1.793	0.20	0.500	0.893	0.05
	8	5				8	4	9	
Benefits									
Working	2.64	0.13				0.27	0.87	1.23	
		0.038		0.876	0.424	0.656	0.768	0.422	0.30
Environment	1	3				0	4	4	

Management	0.70		0.50				0.77		1.29		0.54	
		0.498		0.610	1.383	0.283		0.468		0.283		0.58
System	7		2				2		7		2	

Training and	0.15		0.40				1.20		0.17		1.18	
		0.928		0.750	0.104	0.962		0.318		0.912		0.33
Learning	7		4				4		7		8	

Interpersonal	0.94		2.91				0.94		0.28		3.62	
		0.396		0.588	1.074	0.349		0.916		0.754		0.05
Relationships	2		7				1		6		4	

Equity in												
	1.55		0.90				0.65		0.12		0.20	
Higher		0.222		0.411	0.612	0.545		0.521		0.889		0.81
	5		5				9		0		7	
Education												

	1.29		0.21				0.89		1.69		4.41	
Personal Life		0.003		0.887	1.266	0.292		0.447		0.177		0
	8		5				3		7		2	

Management	1.17		0.15				2.88		0.83		0.70	
		0.328		0.925	0.951	0.425		0.410		0.484		0.54
Engagement	3		9				7		2		3	

High School	0.48	0.699	1.33	0.272	0.469	0.704	2.77	0.482	0.78	0.522	0.61	0.59
-------------	------	-------	------	-------	-------	-------	------	-------	------	-------	------	------

Outlook	1	1		5	4	1
Leadership	0.45	1.70	1.8.6	1.44	0.44	1.59
		0.701	0.157	0.126	0.231	0.779
Literacy	6	9	1	4	8	2

As seen in Table 6, any teacher profile variable, whether age, gender, job title or education, years of service, or income, interacts with demand variables, with age showing strong correlations with job autonomy and quality of life, gender showing strong correlations with job security, job title showing strong correlations with pay and benefits and career advancement, education showing strong correlations with pay and benefits and classroom competency, years of service showing strong negative correlations with job recognition, and years of service showing strong negative correlations with quality of life. strong negative correlations with job recognition, and strong negative correlations with annual salary and quality of life.

3.4.6 Correlation between motivational factors and the degree of motivation received

In the correlation analysis of motivational factors and the degree of motivation received, 20 motivational factors were correlated with the degree of motivation received, and the data obtained are shown in Table 7.

Table 7 Correlation data between motivational factors and the degree of motivation received

Factors	Correlation coefficient
Work Challenges	0.388
Work Achievements	0.314
Job recognition	0.565
Job responsibilities	0.392
Job autonomy	0.541
Position Promotion	0.608
Work Interest	0.511
Ability to play	0.578
Job Security	0.333
Faculty Competence	0.324
Compensation and Benefits	0.472
Working Environment	0.505
Management System	0.558
Training and Learning	0.391
Interpersonal Relationships	0.259
Equity in Higher Education	0.543
Personal Life	0.376
Management Engagement	0.374
High School Outlook	0.479
Leadership Literacy	0.371

Table 7 shows that all motivational factors are correlated with the degree of motivation received, and some of them are strongly correlated. The motivating factor with the highest correlation with the level of motivation is promotion, followed by competence and job recognition, all three of which are motivating factors rather than maintaining factors, and two of the 4-8 correlations are motivating factors.

3.4.7 Reliability validity test analysis

In order to verify the reliability of the data in this study, this paper used SPSS 23.0 to conduct the Barrett's sphericity test on the obtained data and to derive the Cronbach's alpha coefficient, and a Cronbach's alpha coefficient of 0.9 or higher means that the data have high reliability and validity. After the test, the Cronbach's alpha coefficient of this study is 0.913, which has good reliability and validity and means that the data can be used for the study.

Chapter 4

Date Analysis Results

4.1 Poor compensation and benefit system

According to the data of this study, it can be learned that the teachers of K college and universities have the highest demand for salary and welfare factors, but at the same time, the satisfaction level of this factor is also the lowest, which fully proves that the teachers of K college and universities are not satisfied with the existing welfare system, and the existing salary and welfare system also cannot meet the needs of teachers, and from the perspective of the college industry, the requirements for college education have gradually increased in recent years, which makes the teachers' demands for their own salary also increase. From the perspective of university industry, the requirements for university education have been gradually increased in recent years, so that teachers' requirements for their own salaries are also increasing, but the salary and welfare model of university is too much based on the factors of job seniority and title, ignoring the evaluation of teachers' performance, so that teachers' efforts cannot be converted into salaries, so it is difficult for teachers to feel satisfied.

4.2 Biased performance appraisal evaluation

According to the data of this study, it can be learned that teachers in K college and universities give low evaluation in terms of college fairness, and the college fairness

factor is directly connected with the performance appraisal evaluation system of colleges and universities, so it can be considered that the existing performance appraisal evaluation of K college and universities is biased and cannot fairly evaluate the efforts made by teachers, and after the field study in K college and universities, it is found that teachers of all faculties and all majors After the site visit to K college , it was found that there was no difference in the assessment indexes, which led to the fact that the assessment results of teachers could not be shown in a real situation.

4.3 Inability of teachers to participate in decision-making

As front-line workers in colleges and universities, college teachers should have the right to participate in college management decisions, but according to the data of this study, we can learn that the satisfaction level of teachers in K college and universities is extremely low and the demand level of management participation factors is high, which also fully illustrates the neglect of teachers' decision-making rights and the scarcity of decision-making rights obtained by teachers in K college and universities, and "scholars rule " is difficult to be truly implemented, and naturally it cannot keep up with the general environment of university reform.

4.4 Lack of investment in teaching hardware

According to the data of this study, it can be learned that the teachers of K college

and universities have low satisfaction and high demand for the working environment factor, considering that the working environment includes teaching and research environment, external environment and classroom environment, and the campus of K college and universities has a large area, good external view and comfortable scenery, so it can be considered that the teachers of K college and universities are not satisfied with the teaching and research environment and classroom environment. In addition, the campuses of K college and universities are new and not established in the center of the city, but choose the suburbs which are more remote from the city, meanwhile most of the teachers who give lower ratings and higher demands on the working environment factors are over 40 years old, and this part of college teachers to their family residences are generally inside the city, so the commuting distance of teachers from the city to the school also becomes a reason to influence the teachers' satisfaction with the working environment. One of the reasons.

4.5 Restricted space for faculty development

In the data of this study, teachers in K college and universities give higher demand for career promotion, which fully indicates that teachers in K college and universities want to get more fair and diversified job promotion opportunities, and in combination with the age distribution of teachers in K college and universities, new teachers do need more job promotion to improve their salary and education career,

and the teachers have higher education level, so they are more eager to improve their level and meet their needs. Therefore, they are also more eager to improve their own level and satisfy their own needs.

Chapter 5

Conclusions and Discussion

5.1 Summary of research results

This paper investigates the factors influencing motivation in management practice and obtains the satisfaction and demand degree of teachers' motivation mechanism. However, there are some shortcomings in this paper, such as the small size of the survey sample and the small number of teacher group positions, which will be further improved in the future research.

5.2 Discussion of Results

5.2.1 Optimize the compensation and benefits system

In response to the existing situation that genetic teachers are dissatisfied with the salary and welfare system, K college should abandon the model of seniority-based salary and use the labor-based salary scheme of private enterprises instead, so that teachers can evaluate their daily contribution and teaching level through quantifiable data, so that they can more clearly understand the relationship between their own labor and salary and strengthen their teaching motivation.

5.2.2 Adjustment of performance appraisal evaluation

Whether the performance assessment evaluation is fair and has professional differences is the basis for the smooth operation of performance assessment evaluation. Therefore, K college should, under the premise of fairness and

impartiality, adjust the performance assessment evaluation differently according to colleges and majors, such as giving practical performance evaluation to teachers of professional courses and student satisfaction evaluation to teachers of teaching management, etc. Meanwhile, in terms of assessment period, it can be made according to the rhythm of teachers' courses. For example, teachers with 80-100 monthly class hours can be evaluated quarterly, while teachers of general courses can be evaluated monthly due to their high class hours.

5.2.3 Increasing faculty decision-making power

The best way to improve the motivation of employees is to give them enough company and management rights in colleges and universities. It is also necessary to establish a joint decision-making mechanism for teachers to participate in the decision-making of the university.

5.2.4 Improve teaching and research hardware investment

In terms of teaching and research hardware, K college need to improve the investment in teaching and research environment, introduce more advanced teaching and research equipment for teachers and provide a more comfortable teaching and research environment, on the other hand, they also need to optimize classroom conditions and equip teachers with more useful and convenient multimedia facilities to assist teachers in their teaching work, so as to improve teachers' experience and enhance their work motivation.

5.2.5 Provide personal development pathways

Considering the high demand of teachers for personal career development and the fact that most of the teachers are young, K college need to establish more open and perfect promotion channels, use performance evaluation and seniority as promotion criteria at the same time, and weight performance evaluation more than seniority, so that teachers can get more rewards for their efforts than salary incentives, and provide promotion platforms for teachers so that they can The company also provides teachers with a promotion platform so that they can achieve personal growth through their efforts.

5.3 Recommendations

Based on the above understanding of the incentive mechanism of college teachers and the in-depth analysis of the meaning and characteristics of the incentive mechanism of college teachers and the problems of the incentive mechanism of Chinese college teachers, the following suggestions can be made to improve the incentive mechanism of Chinese college teachers.

5.3.1 Construct incentive salary system

Based on the full investigation, universities and related departments should set the basic salary in line with the value of university teachers, change the previous bureau of low basic salary, and substantially increase the basic salary level of teachers, so as to ensure that teachers can fully meet their living needs and make them feel at ease in scientific research and academic work. In addition, welfare is

the core content of the incentive mechanism that teachers are concerned about, and the rich kinds of welfare not only bring direct benefits to teachers, but also affirm the value of teachers' work, which is very motivating. Therefore, colleges and universities should take into account the actual situation, provide teachers with as many kinds of welfare as possible under the condition of basic statutory welfare, and establish a diversified welfare system, so that the welfare contents of colleges and universities can fully reflect the characteristics and values of teachers' profession under the conditions of market economy.

5.3.2 Increasing the flexibility of incentives

In the design of incentive mechanism, it is necessary to pay attention to the diversity of needs of teacher groups, and different incentives should be given separately. For example, for young teachers with intermediate titles and master's degrees, the sense of achievement is a great incentive for them, and the school should create more work opportunities for them to take on more job responsibilities and motivate them to work. For teachers with high education and titles, schools should focus on improving the working environment and working conditions so that their talents can be fully developed and satisfied. For teachers with higher education and titles, schools should focus on improving their working environment and working conditions so that their talents can be fully developed and satisfied. College administrators should be aware that the satisfaction of teachers' needs is not necessarily a motivating factor, and the school must provide teachers with fair promotion

opportunities or recognition of their individual performance in order to significantly increase their motivation and creativity. In the process of adjusting the school motivation system, it is important to pay attention to the needs of different groups in order to stimulate the lasting motivation of each teacher and achieve the desired motivational effect.

5.3.3 Improve the comprehensiveness of incentive content

The rich incentive content is the key for the incentive mechanism of college teachers to work, and it is also the most direct performance of the incentive mechanism. The current incentive mechanism of our colleges and universities is mainly based on salary and title incentive, supplemented by assessment and honor incentive. It can be seen that the current incentive mechanism is not comprehensive enough in terms of incentive content, therefore, improving the comprehensiveness of incentive content is the key link to improve the incentive mechanism of college teachers. Firstly, teachers in colleges and universities are innovative in their work, and they are not only the purveyors of knowledge, but also knowledge creators, therefore, their needs for spirituality are stronger than those of the general public, and they need others to affirm their social and personal values. Secondly, to set up dynamic goal motivation, colleges and universities should set flexible goal motivation for teachers from a strategic point of view and set motivation goals for different periods, different development strategies and different situations of individual teachers, so as to achieve the overall goal of colleges and

universities in line with teachers' personal goals, and the short-term goal of teachers in line with long-term goals. Finally, emotional motivation is an important part of the incentive mechanism of college teachers. Unlike other motivation methods, emotional motivation is intangible, so it is difficult to implement, and the process of motivation takes a long time, and it is also difficult to evaluate the results of motivation.

5.3.4 Implementing faculty career planning

Implementing faculty career planning to meet faculty development needs. There are few needs in a college teacher's career. There are few needs in a college teacher's career that are stronger than the need to achieve one's ambition, to give full play to one's. There are few needs in a college teacher's career that are more intense than the need to realize one's aspirations, make full use of one's talents, and achieve achievements commensurate with one's abilities. Motivational Characteristics The main idea of motivation is to design specific jobs with motivating characteristics under the guidance of motivating organizations, and to create jobs that are conducive to motivation. Motivational characteristics, and to create an organizational atmosphere that is conducive to employees' initiative, motivation and creativity. In accordance with the scientific concept of development and the goal of building a research-oriented university, we should help teachers improve their career planning. We should help teachers to improve their career planning in accordance with the scientific development concept and the goal of building a

research-oriented university. Further increase the investment in teacher training, and provide and create more and better conditions for teachers to further their studies. Provide and create more and better conditions for teachers to further their education

5.3.5 Building a scientific assessment mechanism

Firstly, the content of teachers' assessment should be comprehensive, including all the tangible and intangible work engaged by teachers, not only the quantity of teachers' work, but also the quality of teachers' work, with special attention to the assessment of relevant abilities. Finally, the assessment standard should be rationalized. The assessment is not only the main basis for evaluating teachers' work, but also a means to motivate teachers. Too high standards are beyond the objective conditions of teachers' work and are not feasible; too low standards are insignificant and do not attract teachers' attention and cannot fully motivate their work. Therefore, it is necessary to set scientific and reasonable assessment standards based on the objective environment, working conditions and specific conditions of teachers in universities.

To sum up, the new incentive mechanism for college teachers is an inevitable requirement to improve the talent cultivation system of colleges and universities and strengthen the international competitiveness. Therefore, we should continuously strengthen the research on the incentive mechanism of college teachers, enrich the incentive means for college teachers, and establish a

reasonable, comprehensive, efficient, innovative and conforming to the incentive mechanism of college teachers in contemporary society. Management is a science is more of an art, is the use of scientific means, flexible system to mobilize the emotions and motivation of the art. Jack Welch, CEO of General Electric, once pointed out that the bosses of yesteryear only knew that employees worked for them, and this idea was shared by the managers of yesteryear; while the leaders of tomorrow must share common values and common purposes with employees, and They must know how to motivate their employees to achieve their goals. As the main body of teaching and learning in higher education, teachers in higher education are the key to improve the quality of teaching and learning and to promote the development of higher education. As the main body of teaching and learning in higher education institutions, they are an important force in improving teaching quality and promoting the development and construction of schools. Therefore, it is important to build a scientific and reasonable motivation mechanism for teachers. Therefore, it is necessary to build a scientific and reasonable incentive mechanism for teachers, to mobilize their enthusiasm and initiative, to develop their potential, and to make them creative. Therefore, to build a scientific and reasonable incentive mechanism for teachers, to mobilize their enthusiasm and initiative, to develop their potential and to make them work creatively, is very important for universities to improve the quality of education and the efficiency of school operation. It has important and far-reaching significance.

References

- Chen Quan, Shen Bin. (2019). Research on the incentive mechanism of university teachers based on the perspective of factor input [J]. Science Management Research, (1):4.
- Wang Hui, Luan Tian, Du Rui. (2021). Research on the incentive mechanism of teachers' professional growth in local universities under the perspective of teachers' professional development[J]. Vocational and Technical Education, 42(29):5.
- Zhao Junping. (2011). Research on the compensation incentive of university teachers in China [D]. Beijing Forestry University,.
- Liang Songhe. (2018). Research on the innovation of incentive mechanism for teachers in higher education [J]. Good Parent:Innovation Education.
- Yu, Wen. (2020). Exploring the incentive model of university teachers based on the problem of overwork[J]. Journal of Science and Education, (10):2.
- Chen, Dan. (2018). Study on the correlation between motivational factors and performance of teachers in general undergraduate universities in Tianjin [D]. Tianjin University of Technology.
- Zhang Miao. (2019). Construction of Performance Appraisal System for College Teachers Based on KPI [D]. Northwestern University.
- Liu, Ya-Hui. (2019). Analysis of factors influencing the salary of university staff

combined with statistical models [D]. Anqing Normal University.

Wang Zhuoran. Study on the current situation and problems of teachers' motivation in Beijing University of Finance and Economics [D]. Capital University of Economics and Business.

Chen Weimin. (2020). Exploring the motivation of teachers in private universities [J]. Modern Marketing: Information Edition, (4):2.

Shin H S . Estimating Future Teacher Supply: An Application of Survival Analysis[J]. The role of the teacher in the education system is to ensure that teachers are able to meet their needs.

Berends, Mark. (1999). Staffing At-Risk School Districts in Texas. problems and Prospects.[J].

Sean. (2004). Youth employability in the transition from school to work [D]. University of Bath.

Li Jing. (2014). A study on teacher motivation in X University of Yunnan Province based on needs analysis [D]. Yunnan University.

Biography

Name- surname	Lu Yu
Date of birth	August 23, 1987
Place of birth	Shandong Province, China
Address	Yantai city, Shandong Province, China
Workplace	echnological Vocational College of Dezhou
Position	Teacher
Education	2012, International economy and trade, Sunmoon University



THE ICBTS 2022

International Academic Multidisciplines Research Conference Paris 2022

*Paris, France
25 – 26 November, 2022*

CERTIFICATE OF PRESENTATION

Handed to

Lu Yu

For outstanding research paper presentation

Influencing Factors on Motivation in High School Management Practices

**Organized by ICBTS Conference Center & IJBTS International Journal of Business
Tourism & Apply Sciences at Paris France**



**Professor Dr. Kai Heuer
Academic Program Chair**

