

STRATEGIES FOR IMPROVING TEACHER'S WORK
ENTHUSIASM IN PUBLIC UNIVERSITIES IN GUANGXI

YE SHIBIN

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration

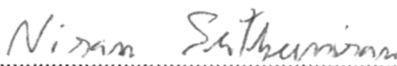
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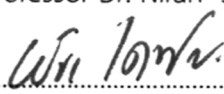
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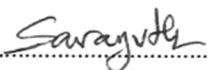
Thesis Title Strategies for Improving Teacher's Work Enthusiasm in Public Universities in Guangxi

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ABSTRACT

The research objective were: 1) to study the current situation of teachers' work enthusiasm in public universities in Guangxi, 2) to develop the strategies for improving teachers' work enthusiasm in public universities in Guangxi, and 3) to evaluate the suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi. The sample group were educational managers, ordinary teachers and scholars studying educational management from six different types of universities, total of 378 people. Research instruments include questionnaires, interview forms, and evaluation forms. The statistics to analyze the data were percentage, mean, and standard deviation.

The results were found that: 1) the current situation of teachers' work enthusiasm in five aspects was at high level. 2) Strategies for improving teachers' work enthusiasm in five aspects consisted of 40 measures. There are 11 measures for salary incentives, 9 measures for job promotion incentives, 8 measures for environmental factors and honor incentives, 6 measures for job stability incentives, and 6 measures for interpersonal relationships incentives. 3) The suitability and feasibility of strategies for improving teachers' work enthusiasm were at high level.

Keywords: Improvement Strategies, Teachers' Work Enthusiasm, Public Universities

ชื่อเรื่อง	กลยุทธ์การพัฒนาความกระตือรือร้นในการทำงานของอาจารย์มหาวิทยาลัยรัฐในมณฑลกวางสี
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของความกระตือรือร้นในการทำงานของอาจารย์มหาวิทยาลัยรัฐในมณฑลกวางสี 2) เพื่อพัฒนากลยุทธ์การพัฒนาความกระตือรือร้นในการทำงานของอาจารย์มหาวิทยาลัยรัฐในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาความกระตือรือร้นในการทำงานของอาจารย์มหาวิทยาลัยรัฐในมณฑลกวางสี กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหาร อาจารย์ นักวิชาการ จากมหาวิทยาลัย 6 แห่ง รวมทั้งสิ้น 378 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์ และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของความกระตือรือร้นในการทำงานของอาจารย์ โดยภาพรวมทั้ง 5 ด้าน อยู่ในระดับสูง 2) กลยุทธ์การพัฒนาความกระตือรือร้นในการทำงานของอาจารย์ ประกอบด้วย 5 ด้าน รวมทั้งสิ้น 40 มาตรการ ได้แก่ กลไกค่าตอบแทน จำนวน 11 มาตรการ กลไกการเลื่อนตำแหน่งงาน จำนวน 9 มาตรการ กลไกปัจจัยด้านสิ่งแวดล้อมและเกียรติยศ จำนวน 8 มาตรการ กลไกความมั่นคง จำนวน 6 มาตรการ และกลไกความสัมพันธ์ระหว่างบุคคล จำนวน 6 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาความกระตือรือร้นในการทำงานของอาจารย์ มีค่าเฉลี่ยอยู่ในระดับสูง

คำสำคัญ: กลยุทธ์การพัฒนา ความกระตือรือร้นในการทำงานของอาจารย์ มหาวิทยาลัยรัฐ

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Ye Shibin

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Chapter 1

Introduction

Rationale

World level: Improving teachers' enthusiasm for work is of great significance for cultivating outstanding talents. Even children who go to school seem to learn very little in many developing countries. One of the reasons for this problem is that teacher motivation in many developing countries is very weak, resulting in teachers' lack of motivation to work. Appropriate policies need to be implemented to promote teacher motivation. For example, it is necessary to formulate salary strategies based on teachers' work input and student training (Glewwe. P, Holla. A. & Kremer. M, 2008). The researchers also explored the relationship between teacher compensation and performance, and further thought about how to improve teacher productivity. It is clearly pointed out that teachers' work has the characteristics of moral hazard, risk aversion, multiple subjects, and multiple goals, which makes the design of the optimal performance compensation system aimed at improving teachers' work enthusiasm complicated, especially when it needs to be combined with specific situations. A key factor that also needs to be considered is the degree to which teachers are motivated by altruism or opportunism. International evidence on teacher reward systems and their relationship to teacher performance is summarized. In many developing countries, such as India, teacher contracts fail to sanction under performers and provide incentives for effective teaching. In this context, improving the incentives for teacher performance is an important part of reforms to improve the quality of education (Levačić.R, 2009). Among the suggestions from various countries in the world to adopt incentive measures to improve teachers' work enthusiasm, the most common one is to implement performance-based salary strategies. But the effectiveness of this strategy is also being questioned. In India, the new investment in teaching is spent on teachers' salaries and benefits, but the teaching effect may be "business as usual". We need to explore the consequences of teacher motivation and compare the direct similarities and differences between individual motivation at the teacher level and

group motivation at the school level. Further examine how teachers' behavior changes with changes in motivational strategies. Finally, consider whether teachers would support such incentives. From the perspective of teachers, higher salaries and stable jobs are naturally the best. Some researchers pointed out that American universities have high levels of salary and benefits and strong incentives. Salary and benefits are characterized by the "three highs" of high average level, high degree of marketization, and high degree of stability. According to the 2013-2014 statistics of the U.S. Bureau of Labor Statistics, the average annual salary of university teachers in the United States is 86,000 US dollars, which is about twice the social average level. Compared with the long-term stable and low price level in the United States, university teachers in most areas have a high salary Ability to pay. The stability of salary is mainly reflected in the composition of salary. Basic salary and benefits account for a large proportion, the sum of which is more than 80%, while the overall proportion of incentive salary and performance salary is relatively low. This kind of salary composition has a high degree of guarantee and can Encourage teachers to be at ease in academic work (Chen Daqun, 2015). Universities in the United States are mainly divided into two types: research universities and teaching universities. Most of them adopt a three-level management model of school, college, and department. The incentive mechanism runs through the four aspects of recruitment, appointment, assessment, and rewards, A holistic system (Wang Meiling, 2014).

China level: The teaching quality and management level of Chinese universities have gradually received more and more attention. Whether it is government departments or other people in the society, they have gradually realized that the management level of universities directly affects the quality of teaching and personnel training in schools. The "National Medium and Long-Term Educational Reform and Development Plan (2010-2020)" issued by the Chinese government in 2010 stated that "priority should be given to the development of education and the building of a country with strong human resources". It is clearly proposed to comprehensively improve the quality of higher education, improve the quality of personnel training, and improve the level of scientific research. It is necessary to improve the modern university system with Chinese characteristics, build a team of high-quality teachers,

improve the professional level of teachers, improve the status and treatment of teachers, and improve the teacher management system. The "China's Educational Modernization 2035" issued by the Chinese government in 2019 listed "significant improvement in the competitiveness of higher education" as one of the main development goals for 2035. The enthusiasm of teachers will directly affect the lack of teaching input of teachers, which in turn will affect the quality of teaching and personnel training. The study found that in recent years, there is a phenomenon of low work enthusiasm among teachers in colleges and universities in my country. Tracing back to the source, the current colleges and universities generally do not pay enough attention to the incentives of teachers. In terms of incentives, they mostly adopt single measures such as salary payment and promotion of positions, and fail to fully understand the needs of college teachers and meet them according to needs (Wang Zhuoran, 2012). In 2006, the Ministry of Education of the People's Republic of China issued the "Implementation Opinions on Deepening the Reform of Personnel in Higher Education Institutions", clearly stipulating communicating system innovationsupporting reformabolishing the tenure systempromoting the appointment system. All colleges and universities should implement and improve the post appointment system in accordance with the principles of "according to needs, open recruitment, equal competition, merit-based appointment, strict assessment, and contract management". Strengthen post appointment and post-performance assessment on the basis of strict staffing, posts, and responsibilities. Straighten out the relationship between review and appointment. Dilute the "identity" review. Strengthen post appointments to shift from "identity management" to "post management." Most colleges and universities have implemented the teacher appointment system. This plays an important role in improving teachers' enthusiasm for work. However, there are still some deficiencies in the incentive management of Chinese college teachers at this stage. The main manifestations are: the actual income of college teachers has not reached their psychological expectations, the lack of an effective competition mechanism, the evaluation and assessment methods for teachers are not scientific enough, the incentive mechanism lacks flexibility, the individualization of incentives is not enough, and there are more than enough rewards for teachers and insufficient

constraints (Wang Huimin, 2007). All of these will make it difficult to improve teachers' work enthusiasm. The researchers proposed that under the premise of ensuring the principles of scientificity and fairness, it is necessary to adhere to the people-oriented principle, adopt the principle of diversified incentives, and highlight the principle of teachers' growth to formulate an incentive system (Kang Yiyue, 2013) to promote the enthusiasm of teachers' work.

Guangxi level: Guangxi Province is located in Southwest China, and is an underdeveloped area in China in terms of economic development. The province's economic development level is relatively low in the national rankings. In 2022, the fiscal revenue of Guangxi Province will rank 25th among the 32 provinces in the country. Most of the funds required by public universities in Guangxi Province come from the financial support of the province. Obviously, the financial support that Guangxi Province can provide for these public universities will have a certain gap compared with other economically developed provinces. At the same time, a considerable area of Guangxi Province is mountainous, with harsh natural conditions. Restricted by the economic level and natural resource conditions, Guangxi Province's transportation conditions, information transmission, and social construction levels all lag behind the national average. In terms of the assessment system of universities, universities in Guangxi Province conduct assessments on the dismissal of political performers, professional ethics, business level and work performance in the personnel management work. Or the basis for punishing teachers. The current annual assessment lacks quantitative and hard indicators; the assessment results are divided into four grades: excellent, good, qualified, and unqualified; the upper limit of the excellent rate is set; there is not much comparability. In particular, there is a phenomenon that the excellent evaluation takes care of personal promotion or everyone takes turns to sit on the farm cannot reflect the real performance and loses its due incentive value. Similarly, the evaluation of teachers' performance in teaching and scientific research in colleges and universities also lacks scientificity and effectiveness (Liu Hui, 2008). Existing incentive policies are not based on the analysis of teachers' needs, incentive policies lack flexibility, evaluation indicators are unscientific, and supporting operation mechanisms are not perfect (Qiao Yao, 2014). The survey found that teachers now

have a strong willingness to build an incentive mechanism. If the effectiveness of the teacher incentive mechanism is fully utilized, it will greatly stimulate the enthusiasm and motivation of teachers' work. However, the teacher incentive mechanism is not very comprehensive in terms of guaranteeing the growth of teachers, providing a development platform, and caring for humanity. The construction of the incentive mechanism is not paid much attention, the incentive goals are not very clear, the concept is relatively lagging, the incentive methods are single, and there is no innovative use of relevant means to play the role of the incentive mechanism. Existing research suggests that the basic principles of unifying incentive goals and processes, promoting fairness and efficiency, combining material incentives with spiritual incentives, and matching internal motivation and external environment should be adhered to. Pay attention to the development needs of teachers, try to find a good fit between school development and teacher growth, solve the main difficulties faced by the construction of vocational teaching staff, and establish a scientific and reasonable performance appraisal, evaluation and distribution system (Wu Bo, Wu Lingyun, 2019)

To sum up, improving teachers' work enthusiasm is crucial to cultivating outstanding talents. In developing countries, in particular, there is a problem with the quality of education, one of the root causes of which is the lack of motivation of teachers. To solve this problem, it is necessary to formulate appropriate policies to stimulate teachers' enthusiasm for work. While pay-for-performance strategies are a common suggestion, their effectiveness has been questioned because teachers' job characteristics are complex, and teachers' motivations vary according to the degree of altruism or opportunism. At the same time, the relationship between teacher reward system and performance, as well as the differences and effects of individual motivation and group motivation also need further research. Ultimately, whether teachers support these incentives is also an important factor. From the perspective of teachers, higher salaries and stable jobs are ideal, which is reflected in some countries such as the United States. However, in some underdeveloped areas, such as Guangxi Province in China, education funding is limited, and there are a series of problems in teacher incentive policies, including lack of scientificity and flexibility, failure to meet teacher needs, and imperfect evaluation mechanisms. Although teachers generally hope to

have a more effective incentive mechanism, the existing system still needs to be improved to better promote teachers' work enthusiasm and make greater contributions to the quality of education and personnel training.

Research Questions

1. What is the current situation of teacher's work enthusiasm in public universities in Guangxi?
2. What are the strategies to promote the teacher's work enthusiasm in public universities in Guangxi?
3. Is the strategy of improving teacher's work enthusiasm in public universities in Guangxi adaptive and feasible?

Objectives

1. To study the current situation of teachers' work enthusiasm in public universities in Guangxi.
2. To develop the strategies for improving teachers' work enthusiasm in public universities in Guangxi.
3. To evaluate the suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population of this research was 6710 teachers from 6 public universities in Guangxi.

The Sample Group

According to Taro Yamane: Sample Size Table, the sample group of this research was 378 teachers from 6 public universities in Guangxi. By using systematic random sampling and sample random sampling was also used by drawing from public universities.

The interviewees in this research were 12 high-level administrators from 6 public universities in Guangxi. The qualifications of interviewees are as follows:

1. at least 5 years of work experience in high-level administrator in public universities,
2. have extensive experience in educational management,
3. graduated with master's degree or above.

The experts for evaluation of the Suitability and feasibility of Strategies for improving teacher's work enthusiasm in public universities were administrators in Guangxi.

1. at least 10 years of work experience in high-level administrator in public universities,
2. Conducted research on educational management,
3. graduated with master's degree,
4. academic title is associate professor or above.

The Variable

Improving teacher's work enthusiasm is a variable in this study. Factors that have an impact on the improvement of teachers' work enthusiasm include:

1. salary incentives,
2. job promotion incentives,
3. honor incentive,
4. job stability,
5. interpersonal relationships

Advantages

1. To evaluate the Suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi.

2. To use the guidelines as a reference to improve the teachers' work enthusiasm in public university in Guangxi.

3. To use the guidelines as a reference to improve the teachers' work enthusiasm in public university in China.

Definition of Terms

The teachers' work enthusiasm refers to the positive, enthusiastic, devoted and motivated attitudes and behaviors of teachers in the field of education. This kind of enthusiasm is reflected in the degree of teachers' commitment to education, the degree of enthusiasm for education and teaching tasks, the attitude of cooperation with students and colleagues, and the desire to continuously improve their professional knowledge and educational skills. Educators with high teacher motivation generally tend to be more actively involved in the educational process, create an environment conducive to student learning, focus on student development and well-being, actively address educational issues, and work tirelessly to improve educational quality and student achievement. They may also be more willing to collaborate with parents, colleagues, and school administration to achieve shared educational goals. Teacher motivation is critical to the effective functioning of education systems as it directly affects student learning experiences and outcomes.

Salary Incentives refers to the purpose of motivating and motivating employees' work motivation and performance by providing monetary rewards related to their performance and contributions. It is an important tool in organizational management for attracting, retaining and motivating high-quality employees to achieve the organization's goals and strategies. Compensation incentives can include basic salary, bonuses, stock options, welfare benefits, etc. Compensation incentives can also play an important role in a university's management system, especially in attracting and retaining high-quality teachers, researchers, and administrators.

Job Promotion Incentives refers to providing opportunities for employees to be promoted to higher positions and corresponding benefits to motivate them to achieve better performance at work, improve professional skills, and increase loyalty to the organization. Such incentives can encourage employees to actively pursue career development and improve their career motivation and work performance. Job promotion incentive is an important means in the university management system, which is used to encourage employees to continuously improve their professional skills, perform well, and obtain higher-level positions in the university organization. This helps attract and retain high-quality employees, driving organizational success and

growth. However, promotion incentive systems should be carefully designed to ensure fairness and transparency, and to be consistent with the university's mission and values.

Honor Incentive refers to recognizing and rewarding employees for their outstanding performance, achievements or contributions at work by giving them special honors, awards, recognition or titles. The purpose of honor incentives is to improve employees' morale, pride and work motivation, and encourage them to continue to achieve excellence for the organization. In the management system of universities, honor incentives are usually applied in the following aspects: Educational awards: universities can set up various awards, such as teaching excellence awards, research excellence awards, education innovation awards, etc.

Job Stability refers to the continuity and security of an employee's employment in a particular job. It involves whether employees have the opportunity to continue working in the same job and whether they are concerned about losing their job or facing the risk of job insecurity. Job stability is often influenced by a variety of factors such as an organization's economic conditions, industry changes, market demand, and employee performance. In the university management system, job stability can have an important impact on employees' work motivation.

Interpersonal Relationships refers to the interactions, exchanges, and interactions between individuals in work, social, or family settings. This includes relationships with colleagues, superiors, subordinates, partners, customers, friends and family. The quality and health of relationships can have a significant impact on an individual's life and work. In the university's management system, interpersonal relationships have an important impact on employees' work motivation.

The public universities in China refer to higher education institutions funded and managed by the Chinese government. These universities receive direct financial support from the government and usually provide full-time undergraduate and postgraduate education as their main mission. An important feature of Chinese public universities is that they are funded by the government. Public universities are institutions of higher learning funded by the Chinese government, providing funds for the payment of faculty and staff salaries, construction of campuses and maintenance of facilities, etc. The survey objects of this project are six public universities including

Hechi College, Beibu Gulf University, Wuzhou University, Guangxi Vocational University Of Agriculture, Guilin Normal College, Liuzhou Vocational And Technical College.

Research Framework

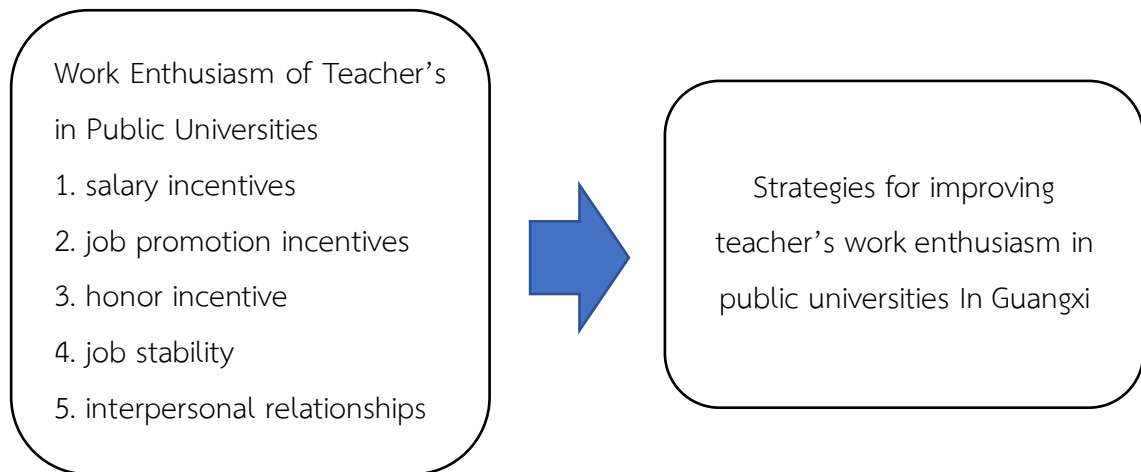


Figure 1.1 Research Framework

Chapter 2

Literature Review

The research in improving the teacher's work enthusiasm in public universities in Guangxi, the researcher was analyzed documents, concepts, theories, and researches related to teacher's work enthusiasm in universities. The details are as follows.

1. Concept of Educational Administration
2. Concept of Motivation Theory
3. Concept of Improving teacher's work enthusiasm
4. Concept of public public universities in Guangxi
5. Related research

The details are as follows.

Concept of Educational Administration

Theories of educational administration refer to theoretical frameworks and principles about how to effectively organize, manage, and improve educational institutions and systems. These theories typically cover aspects of organizational structure, leadership, policy formulation, resource allocation, curriculum design, and quality assessment in the educational field.

Chen Xiaobin & Gao Hongyuan (2008, p.40) proposed that educational management refers to under the constraints of the political, economic and cultural environment of a country or region, and under the domination of the educational values of the leaders of the education management department, the use of scientific methods Educational organizations carry out forecasting and planning, organization and guidance, supervision and coordination, control and incentives, so that limited educational resources can be developed and rationally allocated, so as to improve the quality of education, improve the efficiency of running schools, stabilize the order of teaching, improve the conditions of running schools, and promote education. purpose of career development. Educational management is a part of social

management, and it also has the common characteristics of social management: educational organizations exist in a certain community environment, and various factors in the community will have varying degrees of influence on educational organizations; running education is inseparable from resources, These resources mainly come from the government, social groups, and private donations; the education industry must develop harmoniously and in a balanced manner. Educational management is different from social management in that its core is educating people, and its central task is to improve the quality of education. Mobilizing the enthusiasm and creativity of teachers is the key to running a good education.

Ding Bing (2018, p.2) Educational management is an activity in which managers organize and coordinate the educational team, give full play to the role of information such as educational manpower, financial resources, and material resources, and use various favorable conditions within education to efficiently achieve educational management goals process. It is a series of activities organized and coordinated by the education system of the national team. Educational management is divided into educational administration and school management. As an integral part of educational management activities, university education management can also be divided into three parts: university administration, teaching management and student education management.

Ruan Yanhua, Zhang Chunyan, Yu Chaoyang (2018, p.32) Higher education management refers to the allocation of higher education resources, adjustment of various relationships inside and outside the higher education system, and effective planning, organization, The process of leading and controlling in order to achieve the stated goals of the higher education system. From the perspective of education management, higher education is the education based on secondary education. From the perspective of education management classification, it can also be divided into macro higher education management and micro higher education management. In terms of management content, it can be divided into strategic planning management, macro-control management in macro-level higher education management, and specific educational management activities within educational organizations in micro-level higher education management.

Hu Xiaoping (2001, p.10) Educational management means that in order to achieve the goal of cultivating talents, under the guidance of a national educational policy and policy, follow the requirements of educational laws and management principles, and adopt scientific methods A series of management activities carried out by various educational organizations. Educational management is the management of educating people. Educational management activities are both educational activities and management activities, and are restricted by the laws of education and management. The process of educational management activities is to use scientific methods to rationally combine educational resources—manpower, material resources, financial resources, time, and information—to make them work effectively. The relationship between people and people, people and things, things and things, teaching and learning, and ultimately achieve educational goals.

Huang Wei (1999, p.22) pointed out that according to the scope of the problem, educational management problems can be divided into several different categories, such as educational administrative problems, school management problems, educational economic problems, educational financial problems, and educational supervision problems., Educational evaluation issues, educational public relations issues. Each category of questions can also be subdivided into a number of different questions. As a result, different disciplines are established to form a group of educational management disciplines. Therefore, the problems studied by each discipline have different characteristics. As the most basic subject of the subject group - the research problems of educational management also have their own characteristics. Its main characteristics are as follows: the research object of educational management should reflect the comprehensive characteristics, universality and foundation of educational management.

Sun Miantao and Kang Cuiping (1997, p.23) believe that educational management phenomena include four basic categories: educational management activities, educational management systems, educational management mechanisms, and educational management concepts. From the perspective of the emergence and development of the phenomenon of educational management, there are also educational management activities first, and then there are educational management

systems and educational management mechanisms, thereby generating the concept of educational management. From the perspective of management elements, educational management activities can be divided into the management of people, money, things, information, and time and space. According to different educational work, management can be divided into teaching work management, ideological and political work management, scientific research work management, sports health work management, scientific and technological development work management, logistics work management, etc. The above-mentioned types of management activities are interrelated, and one type of management activity permeates the other types of management activities. From the perspective of the system. Educational management system is the combination or unity of educational management institutions and educational management norms. It is a part of the whole education system, including education administration system and school management system. The school management system mainly involves the establishment of the school's internal management organization and the system of division of responsibilities and authorities. The relationship it has to deal with mainly includes the relationship between various departments and various work links such as school internal decision-making, implementation, consultation, and feedback.

In summary, educational management is regarded as a comprehensive activity, covering forecasting, planning, organization, guidance, supervision, coordination, control and motivation, aiming to rationally allocate educational resources and improve the quality and efficiency of education. Educational management is not only affected by the laws of education itself, but also by the political, economic and socio-cultural environment. Educational management also involves the in-depth understanding and implementation of educational activities, systems, mechanisms and concepts. These management activities and systems are the basic part of the education system, involving the design and optimization of internal structures and operating mechanisms.

1. Scientific Management Theory

The core of scientific management is to improve efficiency and productivity, which is achieved by optimizing work methods, scientifically selecting and training people, and formulating strict management procedures. This theory has been applied to educational management, promoting the standardization, proceduralization and efficiency of education. The education community has borrowed strategies from industrial management to improve the efficiency of school systems, but it has also raised concerns that it may suppress the creativity of teachers and students. When applied in education and other fields, more consideration needs to be given to the human factor to ensure that it is not just about pursuing efficiency, but also meeting the development needs of educators and learners.

Derksen, M. (2014, p.148) Frederick W. Taylor's scientific management, many critics contended that it ignored "the human factor" and reduced workers to machines. Psychologists succeeded in positioning themselves as experts of the human factor, and their instruments and expertise as the necessary complement of Taylor's psychologically deficient system. However, the conventional view that the increasing influence of psychologists and other social scientists "humanized" management theory and practice needs to be amended. Taylor's scientific management was not less human than later approaches such as Human Relations, but it articulated the human factor differently, and aligned it to its own instruments and practices in such a way that it was at once external to them and essential to their functioning. Industrial psychologists, on the other hand, at first presented themselves as engineers of the human factor and made the human mind an integral part of management.

Chen Xiaobin & Gao Hongyuan (2008, p.40) stated that the purpose and center of scientific management is to improve labor productivity, "training and discovering the talents of every worker in the enterprise, so that everyone can do the best work to the best of his talents ——Achieve the highest efficiency at the fastest speed". Promote standardized management to ensure that each worker can complete the workload. Strengthen job training for workers. Workers who fail to meet the standards set by the factory will not be allowed to work. Establish a post model system and implement a differential piecework wage system. Propaganda that scientific

management is a great "psychological revolution", workers and factory managers should not confront each other, but "replace confrontation and struggle with friendly cooperation and mutual help". This theory promotes the standardization, quantification, procedure and efficiency of school management. Some critics also pointed out that school management must not use uniform standards to suppress the creative and changeable educational work and teacher labor.

Huang Wei (2001, p.20) believed that Taylor's scientific management theory was the first to be applied in management practice, and it was also one of the earliest viewpoints that had an impact on the formation of century education management thought. What Taylor focuses on is the scientific management method. His main point can be expressed as "propose the best method of operation for each element of each job, instead of the old empirical method. Once the job has been scientifically analyzed, it is necessary to scientifically select personnel to train it." education and development. In the past, workers chose their own jobs and trained themselves to the best of their abilities. Management should work enthusiastically with workers to ensure that all work is carried out in accordance with established scientific principles. Management There should be an equal division of labor with workers in terms of work and responsibilities. Management takes on the part of the work that it is more competent than workers, whereas in the past all work and most of the responsibilities were delegated to workers. "

Xu Jinhai (2013, p.49) scientific management principles tell us that it is important to hire the right people, train them well in machine operation, the job requirements should be within the capabilities of the workers, and the labor remuneration should be in line with the job requirements. Difficulty and the productivity achieved are closely linked. Therefore, the focus of scientific management is how to improve the behavioral reliability and predictability of workers in each position, and reduce fatigue and other issues, so as to greatly improve work efficiency, and the focus is on the relationship between man and machine. Scientific management has had a profound impact on educational management, gradually making educational management move towards standardization, proceduralization and efficiency. In fact, this transformation is based on the rationalization of human actions, gradually

sacrificing individuality and human spirit in the process of each individual and the group of individuals moving towards their efficiency goals.

Sylvia Farnham DiGory (2000, p.14) believes that under the influence of the "efficiency cult", traces of scientific management have been left everywhere in the school. He said that in the early 20th century, educators began to run schools like factories, and many aspects of school education as we know them today were transplanted directly from the factory floor to the school classroom. Now, record keeping, class schedules, classroom layouts, term divisions, class times and recess, administrative systems, teaching and grade divisions are all standardized. Every school, every district has a manual that spells out exactly how to do things in detail. The concepts of quality control and interchangeability were brought from factories to schools. "

In summary, although scientific management theory has been criticized for seemingly ignoring the human factor, it actually emphasizes efficiency and systematic working methods and has been widely adopted in the field of education. This management style promotes standardization, quantification, proceduralization and efficiency in educational management, including clear guidance of teachers' work and standardization of school operations. This has a profound impact on the quality of education and management efficiency.

2. Administrative management theory

"Administrative management theory" is a school of thought in the field of educational management that is concerned with how to effectively manage and organize educational institutions and systems. Emphasizes the functions of managers such as planning, organizing, leading, coordinating, and controlling. Focus on organizational hierarchy and management levels. Focuses on management practices and principles to ensure that educational institutions operate efficiently. Administrative management theory provides some basic frameworks and guiding principles for managing educational institutions and systems, helping managers to better organize and lead educational institutions.

Edwards, R. (2018, p.41) pointed out that, Fayolism was a theory of management that analyzed and synthesized the role of management in organizations, developed around 1900 by the French management theorist Henri Fayol (1841–1925). It was through Fayol's work as a philosopher of administration that he contributed most widely to the theory and practice of organizational management. Fayol developed theory of management. According to him managerial excellence is a technically ability and can be acquired. He developed theories and principles of management which are universally accepted and make him universalistic. He was pioneer of the formal education in management. Fayol's principles of management meet the requirements of modern management.

Ding Huang (1999, p.73) also has some limitations and deficiencies in the administrative management theory itself, and the research on human nature is only superficial. On the issue of "managing people", he is basically the same as Taylor, advocating regular supervision with discipline (punishment), although he also mentioned stimulating initiative and comparing organizations to biological organisms, but unfortunately he No more in-depth analysis was done.

Huang Wei (2001, p.117) pointed out in his research that the management principles proposed by Henri Fayol and others are still used to varying degrees today as an effective literature example of school management. He looks at management issues more from the perspective of the entire organization. His management theory is "general management" just like the title he set for his own book. He focuses on the rationalization and scientificization of management principles. He believes that "management is forecasting and planning, organization, command, coordination and control", and at the same time puts forward the basic principles of management, some of which have become golden rules in management, such as "unified command", "unity of power and responsibility" and so on.

Xu Jinhai (2013, p.49) believes that Henri Fayol looked at management issues more from the perspective of the entire organization from top to bottom. He also believes that management is not just for managers, but for everyone. Therefore, management education should be strengthened so that all people can understand and follow the basic principles and principles of management. The focus of Fayol's

management theory is to achieve the purpose of improving organizational efficiency through the application of scientific or rational management processes and management principles. Its theory is also applicable to educational management. "The management principles proposed by Fayol et al. are still in use today to varying degrees as an effective literature example of school management.

Tao Xiangnan, Zhao Shuming & Zou Yajun. (2016, p.105) pointed out that the strong French government and the characteristics of employment relations determined that Fayol's management research perspective was more "pure" and free of political burdens than Taylor's. However, it was precisely because of this "purity" that Fayol's theory ignored the main contradictions in the operation of enterprises at that time. It was not until the 1950s after World War II, with the rise of large-scale enterprises in the United States, that the organization and management issues that Fayol was concerned about were discovered by scholars. Fayol's unique definition of organizational management provided an ideal framework for American management scholars to integrate the "jungle-like" management theory.

Huang Wei (2001, p.21) believed that L. Gulick put forward the "planning, organization, personnel, coordination, reporting and budgeting" process theory based on his process theory, and proposed the "control span" principle as a supplement to the management principles. Their management theory is called administrative management theory, which is also applicable in education management. Henri Fayol also believes that management is not just the business of managers, but everyone's business, so management education should be strengthened so that all people can understand and follow the basic principles and principles of management.

Li Shaowei. (2015, p.186) pointed out that Max Weber, known as the "father of organizational theory", founded the theory of bureaucratic centralization in the early 20th century. The bureaucratic organization under the theory of bureaucratic centralization, as the organizational structure that best fits industrialization, has greatly promoted the development of political systems in countries around the world in the 20th century. To this day, bureaucratic institutions still play a vital core role in modern political systems. However, the bureaucracy that has developed rapidly since the industrial age has shown many drawbacks in the face of the information-rich and

rapidly changing 21st century. This article aims to break the limitations of the inherent ruling perspective through reflection and discussion, and conduct an in-depth exploration of bureaucracy. Roald F. Campbell (1990, p. 70) Max Weber's bureaucratic theory not only provided a new center of attention for the study of organizations, but it served as a powerful theoretical force for The second emphasis on informal organization has produced a strong resistance to the per capita relationship doctrine that has dominated management thought in the United States. Moreover, the concept and model of bureaucratic organization provides a broad sociological research approach for organization researchers to understand the enormous organizational changes that are taking place in American life.

Mark Hansen (2005, p. 30) argues that the main merit of bureaucracy is its technical efficiency, which is achieved through an emphasis on precision, fast transmission, expert control, continuity, processing authority, and The most suitable return of the input is reflected. The structure of the bureaucratic organization completely excludes personal relationships and irrational needs (hostility, anxiety, emotional involvement, etc.). The school organization conforms to the characteristics of the ideal bureaucratic organization proposed by Weber. For example, the school organization has the characteristics of specialization and division of labor, and the school has clear and strict rules and regulations. The improvement of school management efficiency depends on the stylization and standardization of school organization and management. Overall, the improvement of bureaucratic organizational efficiency has a technical rationality and an impersonal orientation.

Huang Wei (2001, p.22) pointed out that Max Weber's theory focused more on the system construction of the organization and eliminated the interference of human factors in the organization. In his view, the traditional management mainly relies on "hereditary power" or "charismatic power", while the current social management relies on the power based on law. All people act within the prescribed scope of authority. It is the position that determines the behavior of the person, not the behavior of the person that determines the position. It can be said that Weber's theory focuses on the scientific and rationalization of organizational systems. Although Weber's theory of bureaucracy has this and other shortcomings and has been criticized

by postmodern theory, it has been effective so far. This is because the organization has to accomplish two missions: one is to coordinate the activities of the organization's members and maintain the operation of the internal system. The second is to adapt to the external environment. Although an educational organization has its own characteristics, as an organization, it also needs to accomplish these two tasks. It also needs to establish a systematic, scientific and rational institutionalized organizational system, and use this system to rationally utilize educational resources and promote educational development. effective development. Therefore, Max Weber's bureaucracy is a major organizational system model of educational management. Because it can guarantee the "order, rationality, feasibility and stability" of educational organizations.

Xu Jinhai (2013, p.49) believes that Taylor focuses on scientific management methods, Henri Fayol focuses on management principles and rationalization of principles, and Max Weber focuses on scientific organizational systems and systematization. Max Weber asked to eliminate the influence of human factors in the organization, establish a systematic organizational system, and use the system to manage. He believes that the characteristics of bureaucracy are the synthesis of efficiency and rationalization, division of labor and specialization, hierarchical restraint of authority, and impersonal orientation. Moreover, this ideal administrative organization system can improve work efficiency and is superior to other organizational systems in terms of accuracy, stability, discipline, and reliability.

In general, bureaucracy theory emphasizes the systematization and rationalization of organizations, and improves efficiency by establishing strict hierarchies and regulations. Bureaucracy is widely used in education and government institutions. Although it can bring efficiency and stability, it is often criticized as being too mechanical and lacking flexibility. Max Weber's theory still has an important influence on the study of management and organizational structure. Despite criticism and challenges, bureaucracy theory is still considered a powerful tool for understanding and improving organizational management.

3. Interpersonal relationship management theory

Interpersonal relationship management theory emphasizes the importance of interpersonal relationships within an organization to organizational performance, employee satisfaction, and work efficiency. Interpersonal relationship management theory argues that interpersonal relationships within an organization are critical to employee job satisfaction and performance. Good interpersonal relationships can promote cooperation, communication and teamwork, helping the organization achieve its goals. Human relations management theory emphasizes that employees have social and emotional needs, not just material needs. Employees desire to be recognized, respected, and understood, and to establish good interpersonal relationships at work. A manager's leadership style has an important impact on interpersonal relationships within an organization. Managers should demonstrate a supportive, inclusive and encouraging leadership style to create a positive work environment. Emphasis on team building and collaboration. Trust and interdependence among team members help achieve common goals. Organizations should provide appropriate conflict resolution mechanisms and encourage employees to handle conflicts in a constructive manner. Effective communication is the key to relationship management. Managers should promote open, honest and transparent communication, ensure information flows smoothly, and understand employee needs and feedback. By improving interpersonal relationships, employees' job satisfaction can be improved and, to a certain extent, the organization's performance can be improved. Satisfied employees are more likely to be actively engaged at work and contribute to the success of the organization. In general, interpersonal management theory emphasizes the importance of establishing positive and healthy interpersonal relationships in educational management to improve the performance of educational institutions and employee satisfaction. This theoretical perspective can help administrators better understand and respond to interpersonal challenges, thereby creating a more cooperative and inclusive educational environment.

Li Danqing. (2021, p.48). Pointed out that interpersonal relationship theory is a complete management theory that studies the influence and role of human initiative on improving labor productivity. It is proposed that employees are "social people"

rather than "economic people". Employees are not passive, isolated individuals, and their behavior is not simply motivated by the pursuit of money. In addition to formal organizations that clearly define the relationships and responsibilities of each member in order to achieve corporate goals, there are also informal organizations. Informal organizations use emotions as their code of conduct, and their role is to safeguard the common interests of their members and protect them from losses caused by the negligence of individual internal members and the interference of external personnel.

Huang Wei (2001, p.22) pointed out in his research that Elton Mayo believed that the efficiency-based management model alienated people and caused them to lose themselves, and proposed a different approach to people that is different from efficiency-based management theory. Characteristic views. In his view, people are motivated by social needs and gain satisfaction, meaning and value from relationships with other people. Compared with external stimulation and management control, individuals are more likely to respond to social pressure from their collectives. Mayo also believed that an individual's identification and loyalty to management and organization mainly depend on whether the organization and management meet his social needs. Therefore, the fundamental task of management is to create a good interpersonal atmosphere and meet the social needs of organizational members. Mayo's theory is the "interpersonal relationship theory", which was put forward in response to the shortcomings of scientific management theory. However, the interpersonal theory overemphasizes the social needs of individuals, ignores the sense of responsibility for work, and separates the completion of work tasks from satisfying personal needs. Therefore, it has been criticized by people because "as long as the worker is happy and satisfied, He may have little interest in decisions affecting his job."

Xu Jinhai (2013, p.51) systematized the theory of interpersonal relationship and confirmed from experiments was the Hawthorne experiment led by Mayo et al. Based on the results of the Hawthorne experiment, Mayo et al. put forward the hypothesis of "social man" and believed that workers should be "social man" and a member of the complex social system. Therefore, workers are not simply pursuing monetary income, they also have social and psychological needs, and workers must be encouraged to increase labor productivity from the social and psychological

aspects. The adoption of interpersonal relationship theory in educational management is mainly influenced by the philosophy of democratic management advocated by Dewey. He believed that the scientific management movement was a narrow view that would have a negative impact on workers. Therefore, in any case, the school should not be a territory that extends the industrial order of the existing society, but should be used as a place to transform this order; school leaders should lead by exchanging ideas with others, rather than relying on reason and administrative orders in isolation. The way to impose educational concepts and content on others. However, due to the excessive emphasis on personal social needs, interpersonal relationship theory ignores the sense of responsibility and mission for work, and separates the completion of work tasks from satisfying personal social needs, especially emphasizing the use of people as a tool to meet the needs of social development. needs, and therefore has been criticized by people.

Li Wanchun (2013, p.25) Mayo and others believe that in any institution, informal organizations exist, informal organizations and formal organizations are interdependent, and the levels and departments in formal organizations will not affect informal organizations. impacts and limitations. Informal organizations have both advantages and disadvantages for enterprises. The disadvantage is that they may collectively resist the policies or goals of superiors. The advantages are that individuals have the opportunity to express their thoughts, which can improve morale, promote the stability of personnel, facilitate information communication, improve people's self-confidence, reduce tension in work, and expand the degree of collaboration. As a manager, we should fully understand the role of informal organizations, give proper guidance, pay attention to the balance between the efficiency logic of formal organizations and the emotional logic of informal organizations, and use informal organizations to serve formal organizations. On the basis of the Hawthorne experiment, Mayo believes that working conditions and wages are not the primary factors that determine the level of production efficiency. The higher the morale, the higher the productivity. Therefore, the management ability of the new type of managers lies in improving the satisfaction of employees, in order to boost the morale of employees and improve labor productivity.

Sun Shixin (2013, p.60) The hypothesis of Theory X, command, and the threat of punishment to make them make appropriate efforts for realistic organizational goals; most people would rather be commanded, hope to avoid responsibility, are less ambitious, and have a higher need for security than anything else. According to the assumptions of Theory X, Theory People must work under drive. The working environment of a person has a certain bottom line. Those who exceed the bottom line will be forced to improve, control operations, be directed, punished and other measures. People will constantly touch the bottom line of work at work to reduce workload and workload. Intensity: People are naturally unmotivated, pursue stability, and will not strive for a certain goal.

Jia Yanhui (2018, p.38) The theory of human nature hypothesis proposed by American scholar Douglas Macregor is an important pillar in the exploration of the theoretical origin and practice of management, especially the human nature hypothesis X theory. The core point of Theory X is to prove that human nature It is "economic man", and its theoretical hypothesis is: the average person has a nature that does not like work, and he will avoid work whenever possible; because of the nature of human beings that does not like work, most people must be forced, controlled, and directed , using the threat of punishment to make them make appropriate efforts to achieve organizational goals; most people would rather be commanded, hope to avoid responsibility, are less ambitious, and have a higher need for security than anything else.

Yao Kai, Ding Tangli (2022, p.88) McGregor once put forward two hypotheses about human nature: X theory and Y theory. Theory X holds that employees have little or no ambition, naturally dislike work, naturally avoid responsibility, and must be strictly monitored in order to ensure work effectiveness. Theory Y holds that employees are self-driven, enjoy work, are willing to take responsibility, and view work as a natural activity. At present, many enterprises are "anti-fishing" by means of controlling, supervising and punishing employees, which hides the manager's X assumption about human nature. McGregor believes that the human nature assumptions of Theory Y should be used to guide management practices, such as allowing employees to participate in decision-making, undertaking challenging and

responsible work, and providing a comfortable working environment, so as to maximize the effectiveness of employee motivation. Motivation theory also holds that intrinsic motivation tends to be longer lasting, more self-motivated, and more satisfying than extrinsic motivation. In order to fundamentally "anti-fishing", in addition to using control, supervision, and punishment, it is also necessary to stimulate the internal drive of employees, and at the same time reform the work system and assessment system so that employees will not be lazy voluntarily.

The interpersonal relationship theory emphasizes that employees are not only individuals driven by economic motivation, but also "social people" with equally important social and emotional needs. This theory proposes that informal organizations play an important role in enterprises, which can improve employee morale, enhance teamwork, and thus improve production efficiency. In addition, managers should recognize the value of informal organizations and guide their development reasonably to promote the realization of formal organizational goals. Mayo's research shows that meeting employees' social and emotional needs can more effectively improve job satisfaction and production efficiency than simple material incentives.

Concept of Motivation Theory

Behaviorists generally believe that human behavior has a certain motivation, and there is no purposeless human behavior. Human behavioral motivations mostly come from human needs and desires. If these needs are not met, it will cause internal tension in the individual, which will lead the individual to take certain behaviors to satisfy their own needs, relieve or alleviate them. Send a sense of tension. From a psychological point of view, motivation refers to the willingness of people to pursue certain goals. In organizational behavior, motivation mainly refers to the rational process of stimulating people's motivation. Through stimulation and encouragement, people can generate an internal driving force to move towards the desired goal. Incentive is also an important part of human resources management. The concept of incentive is used in management to stimulate employees' motivation. That is to say, various effective methods are used to mobilize the enthusiasm and creativity of

employees so that employees can work hard to complete the tasks of the organization. to achieve the goals of the organization.

1. Content-based incentives

Content-based motivation theory starts from exploring the causes of behavior, that is, the starting point and basis of motivation, and analyzes and reveals the content and structure of people's inner needs and how inner needs become work motivation to promote behavior. This type of theory believes that the degree of enthusiasm and motivation of people mainly depends on the degree of satisfaction of needs.

Jin Mingming & Luo Xun (2019, p.77) pointed out that Maslow's hierarchy of needs theory is one of the theories that studies human behavior, human psychological changes, and people's satisfaction in life and work. Based on Maslow's hierarchy of needs theory, this paper takes the application of this theory in the fields of enterprise management, education management, community planning, etc. by domestic and foreign scholars as the research object. Through classified reading, comparative analysis and comprehensive research on the relevant research results of various scholars, the results show that the current research results focus on the micro level of Maslow's hierarchy of needs theory, lacking comparative analysis and comprehensive research between this theory and other related theories. It is recommended to pay more attention to the similarities and differences between this theory and other related theories and their reference points in the future, in order to promote the better development of this theory and apply it to real life.

Hu Junchen & Xu Kai (2008, p. 34) pointed out that as a new management method, emotional management is gaining more and more attention from enterprises. ERG theory believes that human needs are divided into existence needs, relatedness needs and growth needs. In the individual behavior model, according to ERG theory, employees' emotional management is affected by industry characteristics, physical working conditions, soft working environment, life factors and personal factors. In view of these aspects, enterprises should seek to match the physical working environment with industry characteristics, provide emotional management training for employees, strengthen humanistic care for employees, establish a harmonious corporate culture

and select excellent managers to strengthen employees' emotional management capabilities, so as to improve corporate performance and realize corporate vision.

Zhu Xuefeng & Teng Xiao (2011, p. 49) pointed out that David C. McClelland, a professor at Harvard University in the United States, is an authoritative psychologist in the contemporary study of needs and motivation. Individual high achievement needs are the core content of McClelland's need theory. This theory studies the characteristics of people with high achievement needs and reveals the rules of talent use. Its research results have important implications for the management of teachers in contemporary schools. School administrators should learn from McClelland's achievement need theory, fully realize the important value of teachers with high achievement needs to school development, be good at selecting and introducing teachers with high achievement needs, effectively promote their high achievement needs in the process of using teachers, and pay attention to cultivating and training teachers' high achievement needs.

Wang Xiaojing, Cao Rong & Liu Wenrui (2018, p. 1611) pointed out that the two-factor theory excludes complexity and variability with inevitable assumptions, factor decomposition splits the comprehensive effect, factor classification denies efficacy transformation, mechanism differences eliminate dynamic evolution, and exclusion of choice replaces priority choice. The seemingly rational and objective research method, due to the lack of a systematic and in-depth perspective, has drawn accurate but not objective conclusions. As a basic theory rarely derived by empirical methods, the limitations of the two-factor theory are representative. This is the limitation of Herzberg's research perspective, and even more so the limitation of his choice of research methods. Empirical research has a general tendency to advocate scientificization, pursue certainty, and emphasize theoretical verification. It has also been criticized for the lack of rigor in the conclusions, the disconnection between theory and practice, and the difficulty in producing innovative theories. The inherent limitations of positivism itself have caused the defects of the two-factor theory.

Yang Lan (2010, p.85) pointed out that the two-factor theory is a management psychology theory proposed by American behavioral scientist Herzberg, and salary management is an important activity in human resource management. At present,

many companies have many problems in salary management. If the two-factor theory is applied to salary management, it will be very helpful to solve those problems.

In general, content-based motivation theories focus on stimulating employees' work motivation by understanding their intrinsic needs. These theories include Maslow's hierarchy of needs theory, ERG theory, McClelland's achievement need theory, and Herzberg's two-factor theory. These theories believe that employee motivation and satisfaction are affected by whether they can meet their core personal needs, such as survival, connection, growth, and achievement. Research suggests that managers should understand and apply these theories to optimize human resource management, especially emotion management and compensation management, to improve employee work efficiency and organizational performance.

2. Process-based incentives

Li Jianghai (2012, p.120) pointed out that Adams's equity theory has made great contributions to the study of fairness, but it has not revealed its essence. The author believes that hidden behind the sense of fairness is the fairness standard, which determines the choice and recognition of the reference object. The core of the fairness standard is people's cognition of self-worth. Therefore, the behavior of restoring the sense of fairness is the behavior of re-recognizing self-worth.

Li Guowu (2020, p.35) pointed out that for economic sociology, which developed in the process of reflecting on neoclassical economics, its micro-theoretical foundation must consider the social nature of human behavior. The emphasis on relative position and social comparison is the main manifestation of human sociality. Individuals not only care about their absolute returns, but also care about the relative position compared with the reference object. This paper calls the theory of analyzing economic behavior and economic results based on the relative position assumption the social comparison theory of economic sociology, and sorts out and integrates the important content related to this scattered in previous sociological and economic research. Introducing relative position into the analysis of human economic behavior requires discussing basic issues such as the choice of reference objects, the positional externalities of comparison items, the behavioral responses caused by relative positions, and the social recognition of relative positions. Social comparison theory

helps to understand economic phenomena that plague traditional economic theory, such as consumption cascades, wage compression, production quotas, and promotion incentives. Social comparison theory is a knowledge field that needs to be paid attention to in economic sociology research.

Yuan Yongzhi and Xi Guoquan (2000, p.45) pointed out that the expectancy theory is a very important part of motivation theory. The expectancy theory has made a profound analysis of the main aspects of employee work motivation and revealed its inherent inevitability. The research process and conclusions of the expectancy theory are of great significance to the establishment of enterprise employee incentive mechanisms, the determination of development goals, employee training and enterprise decision-making processes.

Sun Lihu (2011, p.9) pointed out that the Vroom Expectancy Theory was first proposed by Victor Vroom, a professor at Yale University in the United States. He believed that in order to mobilize a person's enthusiasm, one should consider the value of the goal he is determined to pursue (valence) and the possibility of achieving the goal (expected value). The formula can be expressed as: Motivation level (M) = valence (V) * expected value (E). This formula is the core content of the entire expectancy theory.

Sun Li (2008, p.37) pointed out that goal setting theory is an important motivational theory. This paper deeply analyzes the meaning of goals and the mechanism of their effect on academic performance, including the impact of goal clarity and difficulty on academic performance, and the regulatory factors of the relationship between goals and grades, such as goal commitment, goal importance, goal orientation, feedback, task complexity, as well as effort, persistence, strategy, and satisfaction with results and rewards; it explores the application of goal setting theory in educational contexts and proposes the principles and methods of goal setting, in order to help teachers and ideological and political workers guide students to set goals scientifically.

Process motivation theory focuses on the psychological changes from the generation of human behavioral motivation to the selection of target behavior, that is, the psychological process from the generation of motivation to taking action. Its

purpose is to unify the two behaviors as much as possible by exerting a corrective influence on people's target behavior selection process so that people can choose individual behaviors that can satisfy their own needs and at the same time choose behaviors expected by the organization. Therefore, in order for people to behave as expected by the organization, it is necessary to establish the necessary connection between people's behavior and the satisfaction of their needs.

3. Behavior modification incentives

Behavior modification theory starts from the current behavioral results to study whether the behavior is motivated and how to modify and transform people's behavior into positive behavior. There are three main types of theories: frustration theory, reinforcement theory and attribution theory.

Li Yanran (2021, p.12) pointed out that Skinner's reinforcement theory has been widely used in the management process at home and abroad, and it also brings inspiration to the teaching management of colleges and universities. Given that the teaching process of colleges and universities is a bilateral activity process composed of the "teaching" of college teachers and the "learning" of college students, the application of reinforcement theory should consider the behavior of both teachers and students. For teachers, colleges and universities can motivate front-line teachers to work by setting up fair promotion channels, formulating reasonable salary systems, and improving teaching assessment systems. For students, colleges and universities can use positive reinforcement to encourage students' good behaviors, use negative reinforcement and punishment to correct students' bad behaviors, and adopt differentiated reinforcement methods according to individual differences, so as to enhance students' learning initiative.

Shi Weiyan (2009, p.159) pointed out that attribution theory originated from the research of social psychology. After more than 40 years of continuous development and improvement, it has now developed into one of the most frequently used theories in psychology and even the entire humanities and social sciences, management science and educational science research. The relevant research results have laid a foundation for people to recognize and understand human social behavior. This article reviews and summarizes the main achievements of attribution theory and

the development process of this theory, and strives to reflect the new progress and development direction of current research, so as to improve people's social life.

Wang Huimin's (2007, p.14) setback theory specifically studies how people react when they encounter setbacks, how managers should take corresponding measures for employees' setbacks, guide employees to get out of the shadow of setbacks, and actively work hard at work. The theory holds that although there are various reasons for people to form frustrations, they can be summed up in two aspects: one is environmental factors, that is, external things or situations prevent people from achieving their goals and cause frustration. The second is personal factors, that is, individuals cannot realize their ambitions due to their own conditions. The attitude of individuals when encountering setbacks, or people's reactions when dealing with setbacks can be classified into two types: one is "rational confrontation"; that is, to adopt a positive and aggressive attitude to face setbacks. The second is "irrational confrontation", that is, to adopt a passive and preventive attitude towards setbacks.

In summary, reinforcement theory, especially Skinner's model, has been widely used in college teaching management, emphasizing the improvement of teacher and student behavior through positive and negative reinforcement. Attribution theory focuses on understanding the root causes of human behavior and is widely used in social sciences and education. Frustration theory explores the psychological reactions and coping strategies of individuals when facing challenges and failures, and distinguishes between rational and irrational confrontation methods. These theories provide important theoretical support for the management and education fields, helping to improve and optimize individual and collective behavior patterns.

4. Comprehensive incentives

Comprehensive motivation theory comprehensively studies the factors that trigger the motivation process and the psychological process of motivation, regards behavior motivation as a complete and inseparable process, and tries to study the interaction of various motivation elements and the application of various motivation methods in the whole motivation process. Motivation Model Theory of Porter and Lawler

Zhang Fuhua (2004, p.158) believes that the Porter-Lawler comprehensive motivation theory is one of the four major motivation theories in the West. It is closely related to the motivation content theory, motivation process theory, and motivation reinforcement theory. Its representatives are Porter and Lawler from the United States. The core content of the Porter-Lawler comprehensive motivation theory is its comprehensive motivation model. There are many ways to motivate, and the degree of motivation varies. In general, motivation, effort, and performance are in a positive proportional relationship. However, this relationship is not absolute and unconditional. Sometimes some people are very motivated and have a high degree of effort, but their performance is relatively low. This is because there are two very important factors between effort and performance, namely "role concept" and "technology and ability". Reward or punishment is the inevitable result of performance evaluation. Evaluation is a certain quantitative and qualitative analysis of a person's work performance. Evaluation must have standards and methods. Due to the diversity of work performance, the indicators for measuring performance must be diverse and must change with changes in time, place, and conditions. The basic methods of evaluating performance are objective evaluation and subjective evaluation. However, no matter which method is adopted, behavior should be emphasized over attitude. In the view of Porter and Lawler, the key is to properly handle the relationship between effort and performance, performance and reward, and reward and satisfaction. Only in this way can people's enthusiasm be fully mobilized. We believe that this theory reflects the laws of human psychology and behavior to a certain extent, and conforms to the objective reality of commodity economy and modern management.

Zhang Xin, Feng Yue, and Li Guohao (2005, p.94) believe that the Porter-Lawler comprehensive motivation theory is one of the four major motivation theories in the West. It is closely related to the content-based motivation theory, the process-based motivation theory, and the reinforcement motivation theory, and it more comprehensively reflects the psychological process of people in motivation. The core content of the Porter-Lawler comprehensive motivation theory is its comprehensive motivation model, a new model that combines the external motivation of the behavioral attention motivation theory and the internal motivation of the cognitive

motivation theory. The content of internal motivation in the Porter-Lawler comprehensive motivation model includes: labor remuneration, working conditions, and corporate policies. The content of external motivation includes social and psychological characteristics, such as recognition, interpersonal relationships, and other factors. There are many ways to motivate, and the strength of the motivation level is also different. Under certain conditions, motivation, effort, performance, remuneration, and satisfaction should be positively correlated. The focus of the Porter-Lawler comprehensive motivation model is effort, that is, the power shown by individuals when implementing work behaviors. The intensity of effort depends critically on the effectiveness of incentives, which is specifically affected by individual ability and quality, organizational environmental changes, and the individual's subjective estimate of the valence of rewards and the probability of receiving rewards as a result of efforts leading to performance.

Li Huihui & Jin Dan (2018, p.45) believe that motivation theory mainly includes content motivation theory, process motivation theory, behavior transformation theory and comprehensive motivation theory. Among them, comprehensive motivation theory organically combines various theories and is a more comprehensive motivation theory. Common comprehensive motivation theories include Robbins comprehensive motivation model and Porter-Lawler motivation model. The motivation of college teachers is a complex issue, involving teachers' work motivation, the fairness of the incentive system and the reinforcement of teachers' behavior. It is impossible to make a comprehensive and systematic analysis by only considering one of the content motivation, process motivation or behavior transformation motivation. Robbins comprehensive motivation theory systematically and comprehensively integrates these three types of motivation theories. Compared with the Porter-Lawler model, it also pays more attention to goal orientation and employees' high achievement needs, so it is more suitable for studying the motivation of high-quality employees such as college teachers. Robbins comprehensive motivation model integrates multiple theories, combining theories such as goal setting theory, achievement needs, expectancy theory, reinforcement theory and job characteristics model. The model

integrates the viewpoints of content motivation theory, process motivation theory and behavior transformation theory and expands them.

In summary, motivation theory mainly involves four areas: content motivation, process motivation, behavior modification motivation, and comprehensive motivation. Each theory targets different needs and motivational factors. For example, Maslow's hierarchy of needs theory emphasizes the satisfaction of needs from basic to advanced; self-determination theory and operant conditioning theory emphasize the role of autonomy and reward and punishment mechanisms in stimulating individual motivation; expectancy theory combines these factors and considers the value and expectation of rewards. The application of these theories in educational management helps to formulate effective motivational strategies, improve students' learning motivation and behavior orientation, thereby creating a positive learning environment and improving academic performance.

Concept of Improving Teacher's Work Enthusiasm

Teachers' work enthusiasm is a key factor in educational success. Teachers' work enthusiasm not only affects teaching quality and students' grades, but is also related to teachers' professional happiness and job satisfaction. In addition, improving teachers' work enthusiasm is of great significance to improving educational effectiveness, but at the same time, it should be noted that teachers' work enthusiasm may be affected by many factors, such as personal burnout, changes in education policies, and school leadership styles.

Kunter, M., Frenzel, A., Nagy, G., Baumert, J., & Pekrun, R. (2011, p.289) Enthusiasm is considered an important characteristic of effective teachers. However, the conceptualization of the term in the research literature is inconsistent. While most studies use the term "enthusiasm" to characterize teaching, some use it to characterize teachers. This study aims to clarify the concept of teacher enthusiasm and examine its dimensions and situational specificity. The study selected three teacher samples and conducted an enthusiasm questionnaire survey on them. In two samples (N = 205 and 332), it was possible to match teacher data with data of students taught. In another sample (N = 113), additional measures of work-related well-being were implemented.

Confirmatory multigroup factor analysis showed that teacher enthusiasm can be divided into two dimensions, namely enthusiasm for teaching and enthusiasm for the subject. The meaning and context of these dimensions vary. Passion for teaching was systematically related to career well-being and classroom variables, whereas subject passion was only moderately related to other measures of career well-being and was not related to characteristics of the courses taught.

Kunter, M. (2013, p.273) This chapter considers the motivation characteristics of teachers as an aspect of their professional competence. It begins with a theoretical overview of motivation as an aspect of professional competence and the findings of research on teacher motivation. The results of COACTIV's research on teacher motivation were subsequently reported. Teacher enthusiasm is an intrinsic motivational tendency, which is considered to be the core factor determining the success of teachers' profession. In COACTIV we distinguish between teachers' passion for the subject and passion for the teaching activity. Our findings suggest that teachers vary in both dimensions and that enthusiasm changes over time. Furthermore, our results suggest that teachers' passion for teaching, rather than their passion for the subject, affects the quality of their teaching and, in turn, student achievement and motivation. The chapter concludes with a review of the current state of knowledge and an outlook on future research questions and their practical implications.

Sheppard, B., Hurley, N., & Dibbon, D. (2010) Research reported in this article advances understanding of distributed leadership in schools, principal's role in promoting distributed leadership and its impact on teacher morale and work ethic . While both the empirical base and practical application of distributed leadership have grown dramatically in recent years, evidence related to its impact on improving school performance suggests that uncertainty remains. The authors accept that much of the research on educational leadership is out of touch with the core purpose of schooling (the education of children). However, they argue that schools can only benefit from a better understanding of the leadership process that takes place in schools, particularly as it relates to the distribution of leadership and how it affects those who work directly with students (their teachers). Conduct legitimate and meaningful research on the links between leadership and student learning. This study aims to provide empirical

evidence for this unexplored field. Using path analysis, they developed a best-fit nested model to examine the relationships among formal school leadership, teacher collaborative leadership, teacher professional learning, shared decision-making, shared vision, teacher morale, and teacher enthusiasm. Finally, they discuss these pathways in terms of "best-fit models," exploring in detail the direct and indirect effects of various formal and distributed leadership variables on teacher morale and teacher enthusiasm. Evidence from this study highlights an existing approach to distributed leadership that builds teachers' leadership capacity while increasing their morale and enthusiasm through engagement in school leadership, challenging some reports that distributed leadership has a negative impact on teachers and their Findings of a negative impact on job performance.

Bettencourt, E.M., Gillett, M.H., Gall, M.D., & Hull, R.E. (1983, p.435) conducted two experiments to evaluate the impact of teacher enthusiasm training on student academic performance. In each study, teachers were randomly assigned to training and non-training conditions. Trained teachers were significantly more enthusiastic than untrained teachers (two experiments). After the training period in Experiment 1, all teachers taught the same course units to students. Contrary to previous findings, students of trained teachers did not achieve more than other students. However, the no-training group used their natural teaching style, whereas in previous studies, the control group teachers displayed artificial levels of depressive enthusiasm. In Experiment 2, it was observed that the students of the trained teacher completed the task more often. Possible explanations for this result were found in studies of nonverbal communication and attention.

Kasarak & Dayal, M. (2022, p.280) investigated the impact of several demographic variables and teacher burnout on enthusiasm for teaching. Use descriptive correlation models. The research sample consists of teachers from Antalya High School (Grade 2020-2021), Turkey, in the fall semester of the academic year 9-12. Fifty-two teachers from 366 high schools completed the questionnaire. Data were obtained using two scales, namely the Teacher Enthusiasm Scale and the Maslach Burnout Scale. Two models of teaching and subject enthusiasm were implemented respectively. Each model included three demographic variables and three

subdimensions of teacher burnout as predictors of teacher enthusiasm for teaching and subject matter. The study used binary logistic regression analysis. The analysis revealed that gender and seniority as demographic variables were found to be significant predictors in the passion for teaching model. Average class size was the only variable that had no significant effect on teaching and subject enthusiasm. Emotional exhaustion and decreased personal fulfillment were significant predictors of teaching and subject enthusiasm, with emotional exhaustion being the main predictor. Furthermore, depersonalization was not a significant predictor of teaching and subject enthusiasm as subdimensions of teacher enthusiasm. This relationship can directly and indirectly define the relationship between enthusiasm and burnout in the literature, which constitutes the legitimacy of the current study.

Keller, M.M., Hoy, A.W., Goetz, T., & Frenzel, A.C. (2016, p.743) argue that teacher passion remains a compelling but complex variable in educational contexts. Conceptualizations, definitions, methodologies, and results only become more diffuse, and a number of related constructs emerge that may or may not be synonymous with teacher passion. In this review, we delve into teacher passion research over the past four decades and provide a potential starting point for a new, consolidated direction in teacher passion research based on a proposed, holistic definition of passion, Brings together past research that can power future research. We first review definitions of teacher passion and related constructs and then propose a new comprehensive definition of teacher passion that combines the two most common conceptualizations of this construct, namely experiential enjoyment and expressive behavior. Keeping our proposed definition in mind, we proceed to propose a number of measures for assessing teacher enthusiasm, detail research evidence regarding their relevance, and ultimately derive some research implications that will hopefully advance the field when considered in future research.

To sum up, teachers' work enthusiasm refers to teachers' positive, enthusiastic, dedicated and motivated attitudes and behaviors in the field of education. This enthusiasm is reflected in the teacher's commitment to education, enthusiasm for educational and teaching tasks, cooperative attitude with students and colleagues, and the desire to continuously improve professional knowledge and

educational skills. Educators with high teacher motivation generally tend to participate more actively in the educational process, create an environment conducive to student learning, pay attention to students' development and well-being, actively solve educational problems, and make unremitting efforts to improve the quality of education and student performance. They may also be more willing to collaborate with parents, colleagues, and school administration to achieve shared educational goals. Teacher motivation is critical to the effective functioning of education systems as it directly affects student learning experiences and outcomes. Therefore, educational institutions and administrators are often committed to encouraging and supporting teacher motivation to improve education quality and school performance. Problems in improving teachers' work enthusiasm in colleges and universities mainly focus on teacher evaluation, salary system design, non-performance evaluation and other aspects.

According to the Motivation-Hygiene Theory proposed by American psychologist Frederick Herzberg, two types of factors, Motivator Factors and Hygiene Factors, affect job satisfaction and job dissatisfaction respectively. Specifically include: Achievement, Recognition, The Work Itself, Responsibility, Growth and Advancement, Salary, Working Conditions, Company Policies and Management, Interpersonal Relationships, Job stability and physical safety in the workplace, etc.

Combined with the actual situation of public universities in Guangxi Province, will The factors that affect teachers' work enthusiasm are classified into five aspects: salary incentives, job promotion incentives, honor incentives, job stability, and interpersonal relationships.

1. Salary incentive

Salary is an important goal pursued by teachers, and its value cannot be ignored. People-oriented, practical revision of the salary system, rationalization of the salary system, and the reform of the incentive salary system based on the principle of distribution according to work, fairness, and good work and good pay can effectively mobilize the enthusiasm and initiative of the majority of university teachers in the teaching-related work they are engaged in, and make teachers attach great importance to teaching performance.

Elacqua, G., Hincapié, D., Hincapié, I., & Montalva, V. (2022, p.603) Broadly sorting high-performing teachers into the most advantaged schools contributes to the large socioeconomic achievement gaps in many countries. The Chilean Teaching Excellence Mission (AEP) pays bonuses to high-performing teachers, which are higher if they work in disadvantaged schools. Using a sharp regression discontinuity based on the program's eligibility rules, we estimate how the award affects where high-performing teachers choose to work. The bonus, equivalent to 16 percent of the average annual salary, boosted the retention of outstanding teachers in disadvantaged schools by 17 to 21 percentage points. In contrast, those teachers at advantaged schools seemed to use the award as a quality signal to stay or move to schools with relatively higher relative achievement. While the program achieved its goal of retaining high-performing teachers already working in disadvantaged schools, it did not achieve its goal of attracting better teachers from more advantaged schools.

Pham, L. D., Nguyen, T. D., & Springer, M. G. (2021, p. 527) Over the past decade, empirical research investigating the association between teacher compensation incentives and student test scores has grown rapidly. To consolidate the findings from these studies and help inform the debate about teacher performance pay, this report analysis synthesizes effect sizes from 37 primary studies, 26 of which were conducted in the United States. In the American study, the results showed that the impact of teacher performance pay on student test scores was positive and statistically significant (0.043 standard deviations). This summary effect varies by program design and study setting, suggesting that teacher performance pay has the potential to improve student test scores in some cases, but that researchers and policymakers should pay close attention to program design and implementation.

Camelo, R., & Ponczek, V. (2021, p.80) This article evaluates the impact of the policy of introducing a sizeable wage premium (24% to 36%) for teachers in disadvantaged schools in São Paulo, Brazil, on teacher turnover in the public school system. We explore discontinuities in eligibility rules to identify policy effects. Human resource management practices that promote teacher professional development and rationalize teacher-school matching can reduce turnover. Another possible way to reduce teacher turnover is through financial compensation. Differential compensation

is studied in detail. Generally speaking, additional income can compensate for the non-wage characteristics of the job. The idea behind creating pay differentials for teachers working in non-ideal schools is that despite teachers' preference for school attributes, they also respond to monetary stimuli. However, education research lacks consensus on prescribing monetary compensation policies to reduce teacher turnover. Several studies have examined the effects of specific monetary compensation for disadvantaged schools on several outcomes. A program in Uruguay to increase teacher salaries and school inputs in targeted schools changed the composition of teachers by increasing average experience and tenure. We also show that this policy has a positive impact on the performance of low-performing students but has no impact on average test scores. We rule out alternative explanations, such as the reallocation of teachers or the direct effect of wage increases. These results suggest that teacher turnover has a damaging impact on learning, especially for students at the bottom of the test score distribution. We further discuss alternative explanations for how such incentives might affect underperforming student achievement: changes in teacher composition; changes in teacher effort due to salary increases.

Lajaria, R. T., & Patulak, L. E. (2023, p.943) A teacher's performance can be seen from how well a teacher completes assignments. The result of this teacher's performance is that the student's academic performance is good. Teachers' performance results can be well evaluated, and teachers' performance can be well reflected. One of the ways to improve teacher performance is to provide compensation or remuneration, whether it is money, stipends or other facilities, as per existing policies. Giving rewards is one way to create enthusiasm for your work. Teachers who are passionate about teaching can easily improve their job performance, and paying teachers can also improve teacher welfare and have an impact on teacher performance. Giving rewards is one way to create enthusiasm for your work. Teachers who are passionate about teaching can easily improve their job performance, and paying teachers can also improve teacher welfare and have an impact on teacher performance. It is natural for an institution (in this case, an educational institution) to provide compensation to educators in the form of compensation. Educators are also expected to provide the best performance capabilities for the schools in which they

work. The compensation given must be proportional to what the educators give because the school must be able to treat all staff fairly so that the educators can deliver good performance for the school. Compensation is broader than the provision of wages and salaries. The concepts of wages and salaries place more emphasis on “financial” remuneration only, whereas remuneration includes “financial” and “non-financial” remuneration. Therefore, "compensation" is defined as follows: Compensation is an important factor that many organizations are concerned with in maintaining and attracting quality human resources. According to the analysis results of this study, this shows that the greater the compensation a school provides teachers, the quality of performance of teachers in that school will increase. Based on the results of the analysis and conclusions, it is recommended that schools seek to increase salaries, incentives, stipends, and educational facilities to improve the quality of teachers' performance in order to produce high-quality students who can compete with other teachers.

To sum up, compensation incentives refer to those that aim to motivate and stimulate employees' work motivation and performance by providing monetary rewards related to their performance and contributions. It is an important tool in organizational management for attracting, retaining and motivating high quality employees to achieve the organization's goals and strategies. Compensation incentives can include basic salary, bonuses, stock options, benefits and other forms. In university management systems, salary incentives can also play an important role, especially in attracting and retaining outstanding teachers, researchers and administrative staff.

2. Job promotion incentives

The unreasonable mechanism of teacher promotion and the lack of competition and motivation make it difficult for some excellent teachers to stand out and the enthusiasm of teachers cannot be mobilized. Optimizing the promotion incentive can make teachers positive and diligent, improve the quality of teaching, enhance scientific research strength, stabilize people's hearts, avoid the loss of excellent talents in colleges and universities, maintain the vitality and development potential of the teaching staff, and lay a solid foundation for the sustainable development of higher education and colleges and universities.

Haryono, S., Supardi, S., & Udin, U. (2020, p.2107) studied to examine and analyze the impact of salary, job promotion and job satisfaction on the performance of teachers at Mercubuana University. Such studies are causal analyzes using quantitative methods. Technically, a promotion is a move from one position to another that involves an increase in salary and status. Job promotion includes seniority, job performance, loyalty and honesty. Job promotions are primarily in the employee's interest, as promotions not only show the dynamics of the job, but also other aspects that match the job description. It can be considered that job promotion has a greater impact on employee performance at Mercubiana University than job satisfaction and salary. According to the results of research and discussion at MercuBuana University on the impact of salary, job promotion and job satisfaction on employee performance: Some conclusions can be explained as follows: Salary has a negative and insignificant impact on employee performance at MercuBuana University. This suggests that the higher the compensation given to the employee, the lower the performance. The highest correlations between pay variable dimensions and performance variables are the indirect pay dimensions of job skills and job quality. Thus, indirect compensation can improve performance in terms of job skills and job quality. Job promotion has a positive and significant impact on MercuBuana University employee performance. This suggests that the higher the job promotion given to an employee, the better the employee's performance will be. The highest correlation between the promotion variable dimension and the performance variable dimension is the job performance dimension and the job skill dimension. Thus, the resulting benchmarks of achievement can stimulate educators' desire to improve job skills. Job satisfaction has a significant positive impact on employee performance at Mercubuana University. This shows that the higher the employee satisfaction, the better the performance. The highest correlation between the variable job satisfaction dimensions on the performance dimension was on the dissatisfaction dimension to the initiative dimension. When education staff feel comfortable with the environment, policy, technical issues, and other internal linkages, it can trigger positive action within the context of their work. Salary, promotion, and job satisfaction have a significant impact on MercuBuana University employee performance. The results show that the factors of salary, job

promotion and job satisfaction are important to the performance of faculty at Mercubuana University.

Arifin, Z., Nirwanto, N., & Manan, A. (2019, p.9) To improve employees' work performance, it only depends on the company's unilateral policies (such as improving work methods, wages, disciplinary rules, colleagues, supervision and promotion) is not enough. Although there is no direct relationship between job satisfaction and employee engagement in this study, the role of employee engagement needs to be exerted to maximize job satisfaction, thereby further improving job performance. Organizational policies should influence the well-being of employees based on individual circumstances and expectations. In addition, organizations must also be more selective in recruiting employees, especially those who are more open to the mental element of any situation in the work environment. Organizations should then also conduct training or coaching to improve employee engagement.

Bai Ling and Xu Lei (2022, p.32) For general universities, regardless of whether teachers meet the conditions for job promotion, putting teachers on the lifelong track is their dominant strategy. But this reduces the incentive for teachers to work hard, making no effort a dominant strategy for teachers. In multi-term contracts, more rewards should be given to teachers who meet the conditions for promotion earlier. This kind of system encourages teachers to start working hard after entering the job to reduce waiting and delay, and it can also reduce the incentive cost of colleges and universities to a certain extent. The study found that, on the whole, colleges and universities that can effectively implement the "promote or leave" system should have the following three characteristics at the same time: First, the cost of recruiting teachers for colleges and universities should be low enough, or the colleges and universities should be attractive enough to teachers. . Second, compared with high-level teachers, the benefits brought to colleges and universities by ordinary teachers entering the tenure track should be sufficiently small. The above two points ensure that when a teacher fails to meet the conditions for promotion at the end of the employment period, the university can send a letter of dismissal. Third, for teachers, the benefits of entering the tenure track should be large enough, which gives teachers enough incentives to work hard to meet the conditions for job promotion. Only when the

above three points are satisfied at the same time can the "up or go" appointment system achieve the desired effect. Obviously, judging from the actual situation of various universities in our country, only a small number of high-level research universities can meet these conditions. Some issues still need to be further studied and solved in practice, such as how to continue to implement effective incentives after teachers enter the tenure track, how to reduce the excessive turnover of teachers due to fierce competition among universities, and how to avoid the competition for talents in universities from becoming a relying on competition. The melee of forming "mercenaries" with high salaries are important issues currently faced by our country's colleges and universities, which require further in-depth research and effective solutions.

Zhang Yuhui and Xu Hong (2022, p.48) The job promotion and appointment system of college teachers can not only promote the professional growth and development of individual college teachers, promote the construction and development of college teachers, but also promote the construction and development of colleges and universities and higher education as a whole. develop. Our government and universities have always paid great attention to the construction and reform of the job promotion and appointment system for university teachers, but there are still many unsatisfactory aspects in the specific practice process. As the world's largest higher education system, China has a large number of students and diverse levels of education. It should also formulate a teacher promotion system based on my country's national conditions to build a teaching staff that meets the needs of my country's development, thereby ensuring the development of my country's higher education. The first is to implement a strict promotion system for college teachers' professional positions according to the types of colleges and universities. When deciding whether teachers can be promoted, colleges and universities should implement a strict job promotion system for college teachers based on the type of college, put teachers' abilities first, and establish a system with different emphasis and teacher abilities as the center according to different types of schools. teacher promotion system. The promotion of teachers should depend on their scientific research level, teaching level, and future development potential, rather than

factors that have nothing to do with personal ability and personal morality, such as years of teaching and the school they graduated from. The second is to build a scientific and reasonable teacher promotion evaluation system according to local conditions. The school determines the general evaluation requirements that meet the characteristics of the school in accordance with national requirements. On this basis, the college refines the evaluation standards according to differences in disciplines and research fields, establishes appropriate index systems, differentiates assessments, and builds a real multi-party evaluation system. Academics are not impersonal. , requires teachers, leaders, peers, and students to make real evaluations of teachers, rather than mere formal evaluations. To enrich the assessment content, when evaluating teachers' teaching, scientific research, social services, ideology and morality, etc., the standards should be refined. The third is to balance the teaching and scientific research work of teachers according to the school's educational orientation. In the teacher job promotion system, the school-running functions of universities should be the foundation, the professional development of teachers should be the backbone, and attention should be paid to the improvement of teachers' teaching and scientific research capabilities, so as to promote the cultivation of talents in universities and the social responsibility of scientific research.

To sum up, job promotion incentives refer to providing opportunities for employees to be promoted to higher positions and corresponding benefits to motivate them to achieve better performance at work, improve professional skills, and increase loyalty to the organization. Such incentives can encourage employees to actively pursue career development and improve their career motivation and work performance. Job promotion incentive is an important means in the university management system, which is used to encourage employees to continuously improve their professional skills, perform well, and obtain higher-level positions in the university organization. This helps attract and retain high-quality employees, driving organizational success and growth. However, promotion incentive systems should be carefully designed to ensure fairness and transparency, and to be consistent with the university's mission and values.

3. Honor incentive

The need for creativity and achievement, self-esteem and honor is particularly strong among university teachers. Therefore, to some extent, it can be said that honor is one of the main goals pursued by university teachers. Therefore, honor incentive is an important form of incentive. It enables the contributions made by those teachers who are outstanding in their daily work to be concretely reflected and satisfies their sense of pride and honor.

Li Zhi & Zhu Xinling (2017, p.115) Honor incentives are affirmative social evaluations given by organizations based on employees' contributions to the organization or compliance with corresponding organizational norms, such as award certificates, honorary certificates, trophies, medals, and pennants, meritorious service, general awards and commendations, and honorary titles such as "Advanced Producer" and so on. The use of honor incentives is very common. Government departments in different countries will award corresponding honors such as titles, medals, medals, etc. to outstanding personnel. Honor incentives belong to the typical category of spiritual incentives and are derived from people's need for honor. For individuals, honor is the value in the eyes of others. Having honor not only affirms the value of a person, but also endows it with corresponding social respect and spiritual praise. Maslow's hierarchy of needs theory points out that people not only have physiological needs, safety needs, belonging and love needs, but also higher-level esteem and self-actualization needs. It is precisely based on people's respect and self-realization needs that giving people corresponding honor incentives will greatly enhance their work enthusiasm, thereby enhancing their sense of work responsibility and improving work efficiency. Honor incentives are of great significance to individuals and organizations. For individuals, honor incentives are an important way to help them gain personal value and social respect, and are also an important means to encourage self-improvement. From the perspective of honor itself, it is an important part of an individual's self-image and the manifestation of personal moral values in social groups. In order to better ensure the effective implementation of honor incentives and improve employees' work enthusiasm and willingness to contribute to the organization, it is necessary to: control the number of honor selections and enhance

the sense of value of honor incentive objects; standardize the procedures and methods of honor incentives to improve the fairness and impartiality of honor selections. ; Establish a scientific performance appraisal system to improve the quality of honor selection; adopt more personalized and humanized honor incentive methods to improve the incentive effect; create a proactive organizational culture and create a good honor incentive environment; make full use of information technology , build a platform for organizational members to effectively participate in honor selection.

Yang Nan. (2021, p.5) Honor incentive is a kind of emotional incentive, which satisfies the advanced psychological needs of organizational members [2]. The title of model worker is an important way of honor incentive. Leaders should make full use of the title of model worker. The incentive method is to cultivate more elite members, core employees, and star employees in the unit, play their leading and exemplary role, and promote the overall development of the organization through labor from one outstanding to a group of outstanding. Honor incentive is a kind of spiritual incentive for organizational members, but different organizational members have different needs for spiritual incentives. Therefore, leaders should also combine corresponding material incentives to meet the diverse needs of subordinates. First, we need to understand the diverse needs of our subordinates. Understand the basic needs of all organizational members through research, and make a summary, that is, whether organizational members pay more attention to material needs or spiritual needs, the ratio of material needs to spiritual needs, etc., to determine the basic form and type of organizational incentives. Secondly, formulate humanized incentive policies. In addition to conferring model worker titles, training incentives, and leadership encouragement, it is also necessary to provide personalized incentives for subordinates based on their different needs. If the subordinates of the elected model workers have stronger material needs, the salary of the subordinates should be increased; if the subordinates of the elected model workers pay more attention to spiritual motivation, in addition to giving them the honorary title of model worker, other supporting incentives can also be adopted, such as Increase publicity, share joy with family members, name technologies in personal names, etc., to maximize the incentive effect, enhance the loyalty and

happiness of subordinates, and lay a good foundation for the healthy development of the organization.

Li Yanying. (2022, p.78) Comprehensive implementation of the rural teacher support plan is the key to effectively ensuring that rural teachers can “recruit, retain, and teach well.” In order for the majority of rural teachers to truly play their role and to implement the glorious mission of cultivating people with moral integrity and educating the countryside throughout the entire process of rural education, it is necessary to adopt various methods to motivate rural teachers according to local conditions. Establish a systematic honor recognition system to stimulate teachers' inner educational emotions, enhance rural teachers' enthusiasm for education, thereby improve teachers' social status, and enhance rural teachers' sense of honor, mission, gain and accomplishment in teaching and educating people. Realize the linkage between the upper and lower levels, guide all sectors of society to care and support rural education, and create a good trend of respecting teachers and valuing education in the whole society. Improve the commendation system for rural teachers' meritorious service in teaching. Make full use of the results of rural teachers' teaching honors and commendations in terms of "model workers", "outstanding Communists" and "advanced workers", promotion of professional titles, and social security. Through honorary recognition, we provide them with a broad business display platform, so that the image of rural "bottom elites" can be displayed, and the enthusiasm of rural teachers for their work can be fully mobilized. To regularly carry out honorary awards for rural teachers for teaching, we need to strengthen incentives for rural teachers that combine spiritual and material aspects, and increase the implementation of supporting subsidies and subsidies for the honorary recognition system. Strengthen teachers' sense of accomplishment in adhering to rural education. Promote the honorable retirement ceremony of rural teachers, pay attention to the professional spiritual needs of rural teachers, and strengthen positive incentives. The honorable retirement ceremony of rural teachers is organized by the township people's government or the central school to demonstrate the spirit of respecting teachers and valuing education and educating the countryside; to praise rural teachers' teaching experience and outstanding deeds, extend rural teachers' sense of professional dignity and pride, and

create a culture of respecting teachers and valuing education. The social climate of teaching.

To sum up, honor incentives refer to recognizing and rewarding employees for their outstanding performance, achievements or contributions at work by giving them special honors, awards, recognitions or titles. The purpose of the honor incentive is to increase the morale, pride and work motivation of employees and encourage them to continue to achieve excellence for the organization. The Honor Incentive serves as an incentive within the university management system for staff, alumni and academics to make outstanding contributions to the success and reputation of the university. These honors and awards not only increase staff pride and loyalty, but also help the University attract and retain high-quality staff, as well as the support of alumni and supporters. However, the honor incentive system should be fair, transparent, and based on objective criteria to ensure that those honored are truly commendable.

4. Job stability

Strengthen job appointment, break the "iron rice bowl" and the egalitarian "big pot", and form an incentive competition mechanism of "being able to enter and exit, being able to move up and down, being able to be high or low". However, in China's public universities, the promotion and job appointment of teachers are still combined. In many universities, the tenure system for teachers still exists. Teacher dismissal is generally based on the fact that the teacher himself has seriously violated the professional ethics of teachers or other illegal acts. Highly stable jobs have a multi-dimensional impact on the enthusiasm of teachers.

Chi Feng. (2021, p.16) pointed out that the current laws and policies are too general and principled in their description of the conditions for dismissal of unqualified teachers, and lack clear provisions on key aspects such as dismissal procedures, authorized entities, and appeal channels. This leads to schools often using conflict-avoiding methods such as introducing new teachers or internal transfers to deal with unqualified teachers, rather than through effective exit mechanisms. This practice increases internal friction and opportunity costs, and has a negative impact on the development of new teachers and students' learning. The material points out that in order to improve the quality of education, China needs to establish a sound teacher

exit mechanism, including clear exit regulations and diverse exit forms, as well as reforms to teachers' income, professional titles, and assessment systems.

Jin Xingyu, Zhang Yingzi & Yu Liying (2020, p.57) Although the post establishment management of colleges and universities has been comprehensively promoted and the talent classification evaluation mechanism is also deeply implemented, the talent market in my country's colleges and universities still shows an overall lack of competition and fluidity. Due to lack of professionalism, the teacher withdrawal mechanism still does not function properly. The teacher transfer and exit mechanism still cannot operate effectively, which has become a prominent problem in the recruitment management of college teachers. In sharp contrast to the almost out-of-control abnormal flow of various high-level talents, the overall characteristics of the university talent market show an obvious lack of mobility. From an international comparative perspective, a survey based on teachers from 27 universities shows that the average turnover rate of university teachers in my country is significantly lower than that of developed countries and major developing countries. The Ministry of Education once organized experts to conduct an empirical study on 87 cases of teacher withdrawal from 22 directly affiliated universities. The conclusion is that teacher withdrawal is still difficult.

Wang Yongming (2007, p.69) pointed out that the disadvantages of management under the planned economy system are reflected in the organization of universities without exception. The administrative organization is rigid, overstaffed, the benefits and efficiency are not high, there is a lack of fair competition mechanism, cadres can go up or down, employees can You can't get in, you can't get out, you can do good or bad, and you can do more or less. The planning system of staffing according to the administrative structure and the nature of teachers as "units" hinder the normal flow and orderly competition of talents, and are not conducive to the formation of a flexible and reasonable employment mechanism and elimination mechanism.

Wang Huan'an (2008, p. 22) pointed out that on the basis of the job appointment system and the appropriate classification of teachers, we should continue to improve the various employment methods with fixed-term appointment and indefinite appointment as the main body. Establish a truly free employment

relationship between teachers and schools and a market-oriented teacher employment mechanism.

Guo Jianbo and Yin Jie (2011, p.92) believe that the material and cultural needs, communication needs, self-esteem needs, and self-realization needs of college teachers should be treated correctly. Leng Chuancai believes that the assessment should be consistent with the job objectives, focus on tapping the potential of the academic echelon and key teachers, introduce competition mechanisms and replacement mechanisms, implement dynamic management, and strengthen the effective incentive mechanism. Some scholars also emphasize the need to increase the intensity of non-salary incentives.

Zhang Keyong. (2003 p.33) suggested reforming the current professional title evaluation system; gradually implementing the teacher position appointment system, continuing to deepen the reform of the school distribution system, and establishing a flexible compensation system; deeply understanding the teacher's need structure, combining material incentives and spiritual incentives; establishing a scientific Reasonable performance evaluation system; optimize the internal environment and create fair competition opportunities for teachers.

To sum up, job stability refers to the continuity and security of an employee's job in a particular job. It concerns whether employees have the opportunity to continue working in the same job, and whether they fear losing their job or risking job instability. Job stability is often affected by factors such as the organization's economic conditions, industry changes, market demands and employee performance. Job stability does not always have a positive impact on employees. Sometimes, excessive job stability can cause employees to become too comfortable, reducing innovation and motivation. Therefore, organizations need to find a balance between job stability and employee motivation to ensure that employees feel safe and secure, yet motivated to continuously improve their job performance. This can be achieved by providing development opportunities, challenging work assignments and motivating rewards.

5. Interpersonal relationships.

University teachers still come into contact with others during their work, and these "others" will also affect teachers' psychology and behavior. Anyone's behavior is the result of the interaction between internal needs and the surrounding environment. A good working environment, mutual support, understanding and respect among colleagues, cooperation, and knowledge exchange and sharing are conducive. The understanding of leaders and the care of family members can all be an invisible incentive for teachers. This harmonious interpersonal relationship and positive group cohesion can enhance teachers' self-esteem and job satisfaction.

Le Guoan (2002, p.55) believe that interpersonal relationships need to rely on the actual activities of the real society, and are formed through communication between people, which is manifested in the psychological connection (including cognition, emotion) and corresponding relationship between people. behavioral performance.

Lu Pan (2004, p.9) believes that interpersonal relationship can be divided into broad sense and narrow sense. The broad sense of interpersonal relationship refers to various relationships between people, including economic relations, political relations, legal relations, role relations, cultural relations, Psychological relationships, etc.

Hou Yaosheng, Yi Pan. (1996, p.12) Social psychology research shows that people spend about 15% of their time in productive labor on interpersonal relationships and post-conflict emotional experiences. If the relationship between members of the group is tense or indifferent, people will have to spend too much time and energy thinking about and dealing with this relationship, distracting attention from their respective work tasks and common activities, and The formation of emotions such as suspicion, doubt, and depression that are not conducive to work progress, causing unnecessary mental consumption, and gradually leading to a negative labor attitude. If the members of the group can understand and coordinate with each other, people can focus on their work, thus forming the best cooperation between each other, and thus producing a satisfactory and pleasant emotional experience with minimal effort. energy consumption to maximize performance. It can be seen that the harmony and consistency of interpersonal relationships in a group can indeed adjust

people's labor attitudes to a certain extent, enhance activity effectiveness, and improve work efficiency.

Xie Jianping. (1994, p.32) The interpersonal relationships formed for the normal implementation of management activities mainly include superior-subordinate relationships, colleague relationships, organizational relationships, etc. In modern society, if we adjust and handle these relationships correctly, so that each administrative staff can work in a closely coordinated and harmonious atmosphere and environment, an emotional complementary relationship can be formed, thereby fully mobilizing the full-time administrative staff. enthusiasm and creativity to improve administrative work efficiency. It is mainly manifested in: good interpersonal relationship can stimulate the spirit of complementary responsibilities among administrative staff, create a great group synergy, and give full play to the potential ability of each administrative staff. Adjusting good interpersonal relationships plays a huge role in fully mobilizing the enthusiasm of each administrative staff and maximizing the efficiency of administrative work. Therefore, adjusting good interpersonal relationships is not only the fundamental goal of a unit's personnel management activities, but also the fundamental task of comprehensive management of a unit.

You Wen. (2013, p.5) Enterprise interpersonal relationship refers to a kind of psychological relationship formed by all members of the enterprise in the same group or in different groups to understand each other and communicate with each other. This psychological relationship has been formed for a long time, and With obvious emotional overtones. The interpersonal relationship in an enterprise is constantly changing and will be changed with the development of the enterprise. In an enterprise, a harmonious interpersonal relationship will promote the continuous development of the enterprise and the improvement of performance. Study the interpersonal relationship within the enterprise and understand its impact on the enterprise. The impact mechanism of employee performance can help managers formulate corresponding measures and use interpersonal relationships to motivate employees to serve the enterprise, so that the enterprise can achieve sustainable development. In the actual operation process of the enterprise, the unharmonious relationship between employees will affect the work, and due to the long-term impact of the

planned economy, this situation is very common in state-owned enterprises with complex interpersonal relationships. Although many employees do not have major conflicts with their colleagues on the surface, the relationship between them is not harmonious enough, which affects the exchange of information and communication, and cannot cooperate well at work, which directly affects the work efficiency of employees. and work results, which also have a greater impact on the performance of the company and the formation of a good corporate culture. The study found that the closeness, mutual trust and common vision among employees will have a direct positive impact on work attitude, and mutual trust and mutual recognition will have a direct positive impact on work ability.

Yao Cuiling (2014, p.93) pointed out that interpersonal relationships in educational leadership are not only the communication of information between people, but also the condensation of emotions between people. The coordination of various aspects of interpersonal relationships formed in the interactions between leaders and the led is an important factor in promoting the physical and mental health of members of educational organizations. It is one of the important conditions for mobilizing the enthusiasm of organizational members and is the essential problem to be solved to improve leadership effectiveness. . In short, interpersonal coordination plays an important role in educational leadership activities. To mobilize teachers' enthusiasm, it is necessary to coordinate interpersonal relationships, especially the relationship between principals and teachers. Establish good interpersonal relationships at work, and work will go smoothly and smoothly.

To sum up, relationships refer to the interactions, exchanges and interactions established between individuals in work, social or family settings. This includes relationships with colleagues, superiors, subordinates, partners, customers, friends and family. The quality and health of relationships can have a significant impact on an individual's life and work. Relationships are very important in the university management system and have a profound impact on staff motivation and overall work experience. Therefore, organizations should encourage and promote positive interpersonal relationships and improve the working environment through training,

communication, and culture building to improve employee happiness and work performance.

Concept of Public Universities in Guangxi

The public universities in China refer to higher education institutions funded and managed by the Chinese government. These universities receive direct financial support from the government and usually provide full-time undergraduate and postgraduate education as their main mission. Public universities typically offer full-time undergraduate and graduate programs, including bachelor's, master's and doctoral degree programs. These courses are usually based on a specialization area and cover a variety of disciplines, ranging from liberal arts to science and engineering. Admissions programs: Admissions programs at public universities are administered by the government, and selection is usually based on test scores and other criteria. In China, the college entrance examination is the most common method of selection for admission. Diversity: China's public universities are very diverse, ranging from well-known national universities to local universities, and there are various types of schools. Some public universities also have an international reputation, attracting international students from all over the world. Scientific research: Public universities usually also undertake important scientific research tasks, including basic research and applied research. Some universities have made remarkable achievements in the field of scientific research and played an important role in the development of national science and technology and innovation. In general, China's public universities play an important role in cultivating talents, promoting scientific and technological progress, and promoting social development. These universities provide high-quality education to students and also play a key role in driving the continuous development and expansion of China's higher education system.

According to the information on the website of the Guangxi Provincial Department of Education, there are currently 60 public universities in Guangxi Province. This project study selected 6 public universities as the research objects from four regions, east, west, south, north, and two large cities in the central part of Guangxi Province.

Beibu Gulf University, located in Qinzhou City, Guangxi Zhuang Autonomous Region, is a full-time general higher education institution focusing on engineering, science, and management. It is a university jointly built by the People's Government of the Guangxi Zhuang Autonomous Region and the State Oceanic Administration and is part of the national "Thirteenth Five-Year Plan". It is a project unit of the "Applied Undergraduate College" under construction, a base institution for the "Industry-education Integration Innovation Experimental Project" of the School Planning and Construction Development Center of the Ministry of Education, a pilot institution for the overall transformation and development of new undergraduate colleges in Guangxi, and the first batch of directors of the National Alliance of Applied Technology Universities. colleges and universities. The school covers an area of 2,070 mu, with a construction area of about 700,000 square meters, teaching and research practice equipment of 486 million yuan, 1.98 million paper books, and 860,000 electronic books; there are 19 teaching units and 54 undergraduate majors; It has 2 first-level disciplines authorized for master's degree and 8 authorized centers for professional master's degree; there are 22,500 full-time students, including 436 postgraduates and more than 300 international students; there are about 1,400 faculty members.

Wuzhou University, located in Wuzhou City, Guangxi, is a multi-disciplinary local full-time general undergraduate institution jointly established by the People's Government of the Guangxi Zhuang Autonomous Region and the People's Government of Wuzhou City. It was founded in 1985 and was formerly known as the Wuzhou Branch of Guangxi University. In October 2003, the former Wuzhou Education College and the former Wuzhou Normal School were merged into Guangxi University Wuzhou Branch. In February 2006, the Ministry of Education approved the establishment of Wuzhou College on the basis of Guangxi University Wuzhou Branch. , the school covers an area of more than 1,700 acres, with an existing school building of more than 270,000 square meters; it has 14 teaching and teaching units; it has 51 undergraduate majors and 22 higher vocational and junior college majors; there are full-time undergraduate and junior college students There are 16,970 people, including 188 international students and more than 1470 faculty and staff.

Hechi University, located in Yizhou District, Hechi City, Guangxi Zhuang Autonomous Region, is the only general undergraduate college in northwest Guangxi. Based on the original Hechi Normal College, it was established in April 2003 as a full-time university with the approval of the Ministry of Education. It is a general undergraduate college; the college implements a school-running system of "co-established by the autonomous region and Hechi City, with the autonomous region as the mainstay". The school covers an area of more than 3,000 acres (including 578 acres of Longjiang Campus and 2,450 acres of Jinshan Lake New Campus under construction). The total building area of the Longjiang Campus is 364,100 square meters; it has 15 secondary colleges and 50 undergraduate programs. Professional; there are 910 faculty members, including 712 full-time teachers; nearly 17,000 full-time students.

Guangxi Vocational University of Agriculture, located in Nanning, the capital of Guangxi Zhuang Autonomous Region, is a full-time public undergraduate-level vocational school organized by the People's Government of Guangxi Zhuang Autonomous Region and supervised by the Department of Agriculture and Rural Affairs of Guangxi Zhuang Autonomous Region. It is a "National Quality School for Rural Revitalization Talent Training" recommended by the Ministry of Agriculture and Rural Affairs and the Ministry of Education, a high-level vocational school and high-level professional project construction unit in Guangxi, a modern apprenticeship pilot unit by the Ministry of Education, and one of the first batch of higher vocational education demonstration units in Guangxi. Industrial College, Guangxi Modern Vocational Education Development Demonstration Project Regional Cooperation (International Cooperation) Pilot Unit, and the only agricultural vocational undergraduate university in the country. The school has 2 campuses; 11 teaching units, 41 undergraduate majors, 31 vocational majors, and 22,552 full-time students.

Guilin Normal College is an ordinary higher normal college approved by the Ministry of Education. It is co-managed by the district and the city, and mainly managed by the city. Honorary titles such as advanced unit in education, the first batch of national-level language standardization demonstration schools, and national advanced unit in Mandarin training and testing. The school campus covers a total area of 1096.4 mu, and the total construction area of the school building is 395,000 square meters;

the school has 1 college, 9 teaching departments and 1 public teaching department, and has 5 professional groups and 39 majors. There are 12822 full-time students.

Liuzhou Vocational & Technical College is a deputy department-level public welfare second-category fully funded institution managed by the Liuzhou Municipal Education Bureau. The school has been selected into the high-level vocational school and professional construction plan with Chinese characteristics. It is a national model higher vocational college and a national high-quality A junior college and higher vocational college, Guangxi's first batch of joint training pilot units for high-end applied undergraduate talents, and a member unit of the UNESCO China Entrepreneurship Education Alliance. The school has 9 secondary colleges, offering 54 majors; there are more than 16,000 full-time vocational college students.

Related Research

Improving teachers' work enthusiasm means stimulating teachers' internal motivation through various strategies and measures, so that they can show higher enthusiasm and efficiency in teaching and scientific research. This improvement not only affects the career development and satisfaction of teachers, but also has a positive impact on students' learning outcomes and the operating efficiency of the entire educational institution.

Liao Fangwei and Wang Bo (2012, p.60) The problems in the assessment and evaluation of college teachers include the unbalanced content of the assessment and evaluation, the lack of communication between the subject and the object of the assessment and evaluation, and the lack of advanced assessment methods and tools. The main reasons are: the assessment and evaluation of college teachers is too utilitarian, the assessment index system that pursues results too much, and the uncoordinated development between the school as a whole and individual teachers, etc.

Lei Wei, Wu Daoyou (2020, p.33) The emergence of the independent evaluation and employment system for professional and technical positions of college teachers stems from the "one size fits all" traditional professional title evaluation

standard, which restricts the individualized development of teachers; Lifelong tenure" inhibits the enthusiasm of young teachers to work.

Wang Han (2006, p.58) At present, most of the intense restraint mechanisms for teachers in colleges and universities also have the characteristics of institutionalized management, quantitative assessment, and diversified goals, making the incentive and restraint mechanisms more rigid than soft and lack of flexibility.

Wang Huan'an (2008, p.22) In the implementation of the appointment system, there are problems such as unclear appointment contracts, unreasonable assessment and promotion standards, emphasis on quantitative indicators, and human factors in assessment.

Zhou Xingguo (2010, p.156) The increasingly "refinement" and "punishment" of relevant teaching and system design in colleges and universities does not necessarily improve the quality of teaching. Colleges and universities overemphasize external constraints and punishment mechanisms in mobilizing the enthusiasm of teachers, which is not good enough to ensure the enthusiasm and creativity necessary to ensure the quality of education.

Zhang Keyong (2003, p.17) At present, the social environment that promotes the effective formation of teacher incentive mechanisms is not relaxed enough. The employment system for college teachers is still far from perfect. The measures have not been well standardized and institutionalized, resulting in problems such as poor operation of the incentive mechanism and low efficiency.

Yao Lihua(2009, p.6) In terms of the motivation of young teachers in colleges and universities, the research on teacher performance evaluation is insufficient, which limits the inner enthusiasm of teachers to a certain extent; the research on the psychology and needs of young teachers is insufficient, and there is a lack of comprehensive incentive measures and a perfect incentive system; Research on the Application Effect of Incentive Mechanism for Young Teachers.

Zhang Yuhui and Xu Hong (2022, p.48) At present, the main problems in the distribution of incentives are: focusing on guarantees and ignoring incentives. The unreasonable phenomenon of "prioritizing fairness and giving consideration to efficiency" has been formed. More fixed than flexible. Teachers' living conditions are

fixed, and everything is based on the unified distribution of the state. State wages have limited incentives. Due to the increasing number of subsidy and subsidy projects issued by local governments, the share of standard wages is shrinking day by day. There is no guarantee of assessment, and it is difficult to link performance compensation. The distribution relationship is not straightened out, and teachers' income cannot truly reflect their labor income. Relatively insufficient investment in talent funds, there are problems in the evaluation of professional titles, the problem of salary distribution in schools, the mechanism of teacher training is not perfect, the channels are not smooth enough, the channels are narrow, and the investment is relatively small.

Wang Han(2006, p.54) The four motivating factors of "leadership management", "assessment system", "salary system" and "promotion system" have the greatest impact on teachers' enthusiasm for work.

Liao Fangwei, Wang Bo(2012, p.60) It is necessary to mobilize the enthusiasm and creativity of teachers, build a diversified assessment and evaluation system, and maintain the unity of the overall development of the school and the individual development of teachers

Lei Wei, Wu Daoyou (2020, p.39) The independent evaluation and employment of professional and technical positions of college teachers should seek commonality, highlight individuality, and highlight the characteristics and differences of teachers' positions in independent evaluation and employment; strengthen process supervision, grasp the fairness scale, and improve the efficiency of independent management with open policies; strengthen follow-up supervision, explore Continuous supervision can stimulate teachers' work enthusiasm after evaluation.

Wang Huan'an (2008, p.22) On the basis of the post appointment system and the appropriate classification of teachers, we should continue to improve the various appointment methods with fixed-term appointments and indefinite appointments as the main body. Establish a truly free employment relationship between teachers and schools and a market-oriented teacher employment mechanism.

Guo Jianbo, Yinjie (2011, p.44) The material and cultural needs, communication needs, self-esteem needs and self-realization needs of college teachers should be treated correctly. Leng Chuancai believes that it is necessary to

align the assessment with the job objectives, focus on tapping the potential of the academic echelon and key teachers, introduce a competition mechanism, a replacement mechanism, implement dynamic management, and strengthen the effective incentive mechanism. Some scholars also emphasize the need to increase the intensity of non-salary incentives.

Wang Han (2006, p.28) Different management and incentive models should be applied to teachers at different levels, and a promotion system combining strict promotion standards and non-promoting or leaving should be adopted.

Zhang Keyong (2003, p.77) It is suggested to reform the current professional title evaluation and employment system; gradually implement the teacher post appointment system, continue to deepen the reform of the school's distribution system, and establish a flexible compensation system; deeply understand the structure of teachers' needs, combine material incentives and spiritual incentives; establish a scientific and reasonable performance evaluation system ; Optimize the internal environment and create fair competition opportunities for teachers.

Yao Lihua (2009, p.13) It is necessary to improve the construction of performance management incentive mechanism, the construction of young teacher salary incentive mechanism, the construction of growth incentive mechanism, the construction of spiritual incentive mechanism, the construction of organizational culture incentive mechanism, and the construction of self-motivation mechanism.

Wang Long & Yao Ye. (2008, p.16). Analyzed the various needs of teachers from a psychological perspective, explored the measures and methods to mobilize the enthusiasm of teachers under the circumstances of the expansion of higher education and insufficient school funds in my country, and proposed to use a variety of incentive means and mechanisms appropriately according to the supply and demand relationship of talents to meet the needs of teachers at different levels and mobilize the enthusiasm of teachers.

Wang Lingxian & Cai Chenying (2014, p.140) pointed out that motivation is an important principle and method of ideological and political education. In mobilizing the enthusiasm of university teachers, the methods often used are respect motivation,

goal motivation, role model motivation, evaluation motivation, praise motivation, reverse motivation and self-esteem stimulation.

Deng Ruling (2005, p.93) pointed out that the issue of fairness is a core content of the research on the theory of teacher motivation. The research on the theory of fairness motivation has undergone a historical evolution, and the classical fairness theory, content-based fairness theory, fairness difference threshold theory and group fairness theory have emerged successively. Reviewing and reflecting on the evolution and development of the theory of fairness motivation has important practical significance for mobilizing the enthusiasm of teachers. In terms of the management goals of motivating college teachers, efforts should be made to create conditions for the generation of a sense of fairness; in terms of the methods and means of motivation, a reasonable salary gap should be opened, taking into account performance fairness; in the reform practice of the school distribution system, teachers should be actively guided to establish a correct view of fairness and focus on the combination of spiritual motivation and material motivation.

Sun Mei and Chen Xudong (2002, p.42) pointed out the problems of university teachers in terms of work enthusiasm. They believed that correctly treating and satisfying the needs of university teachers in terms of material culture, social interaction, self-esteem and self-realization is an important prerequisite for mobilizing their work enthusiasm. Establishing and improving the incentive mechanism of universities is an important guarantee for mobilizing the work enthusiasm of teachers. They also discussed the incentives for university teachers in terms of goal incentives, spiritual incentives, emotional-care incentives, ideological and political work, and supervision measures in the incentive mechanism.

Tang Jingxia, Zhang Hong, Yang Zhao, Wu Min (2002, p.57) believed that people's behavioral motivations are generated from their needs and then determine their own behavioral goals. The significance of implementing incentives for college teachers: First, the process of human growth is accompanied by the process of incentives. After achieving the goals they originally set, they continue to set new goals; second, incentives are the source of motivation for hard work; third, incentives can improve work performance. Physiological factors, psychological factors, and

environmental factors will have a certain degree of influence on teachers' enthusiasm. Colleges and universities should create a good external and internal environment to mobilize teachers' enthusiasm, stimulate the enthusiasm of teachers through the implementation of the appointment system, and establish a strict and reasonable teacher assessment and incentive system, implement reward policies fairly and reasonably, so that teachers' enthusiasm can be most effectively exerted.

Wang et al., Liu Yang & Liu Yali (2024, p.124) proposed that since the 1990s, domestic research on the motivation of college teachers has roughly gone through three stages: initial exploration, gradual development and in-depth research. Existing research content mainly focuses on the connotation, principles, types, problems, influencing factors and solutions of the motivation of college teachers. Although existing research has achieved certain results, there are still shortcomings. In the future, research in this field should further clarify the connotation of the motivation of college teachers, explore the mechanism of the various factors affecting the motivation of college teachers, improve the pertinence and operability of the incentive measures for college teachers, and innovate the incentive mechanism for college teachers, so as to enrich and deepen the research in this field.

Zheng Liandi. (2023, p.98) pointed out that the innovation of the incentive mechanism for college teachers involved in the process of transformation from college teacher management to governance, and the innovation of the incentive mechanism based on the innovation of management system, can promote the innovation of various management systems. Innovating the incentive mechanism for college teachers not only helps the professional growth of teachers, but also constantly stimulates the potential of teachers and gives full play to the initiative, initiative and creativity of teachers in teaching and scientific research. The incentive mechanism for college teachers should not only help the professional growth of teachers, but also create a good teaching environment. Only by reasonably and effectively allocating various resources can the potential of teachers be continuously exerted. The incentive mechanism for college teachers is a transformation from management to governance, including rewards, constraints and punishments. Scientific evaluation methods need to be used to make the incentive mechanism truly effective and promote the

coordinated development of many aspects of college teaching, scientific research and so on.

Guo Erjun (2023, p.23) pointed out that the group of young teachers in private universities is an important teacher guarantee for the high-quality development of private universities. How to stimulate the enthusiasm and work passion of young teachers and build an effective incentive mechanism is particularly important for the current development of private universities. At present, the incentive mechanism for young teachers in private universities has the following problems: the design of the incentive system is misaligned with the needs of young teachers, the value embodiment of the incentive mechanism conflicts with the value orientation of young teachers, and the goal setting of the incentive mechanism deviates from the development goals of young teachers. In response to the above problems, private universities should make efforts to accurately analyze the needs of young teachers, cultivate the socialist core values of young teachers, and coordinate the organizational development goals and teacher professional development goals, so as to build an incentive mechanism for young teachers suitable for high-quality private universities.

Xu Yongjin & Bai Rui. (2009, p.100) pointed out that the satisfaction of material needs is necessary, and without it, dissatisfaction will occur. However, even if it is satisfied, its effect is often very limited and cannot last. Therefore, the incentive subject should mobilize the enthusiasm of college teachers. It should not only pay attention to external factors such as material benefits and working conditions, but more importantly, pay attention to the arrangement of work, make the best use of talents, and give everyone the right job. It should pay attention to the spiritual encouragement of college teachers, give praise and recognition, and pay attention to giving college teachers opportunities for growth, development, and promotion. With the continuous improvement of the level of college education and the continuous improvement of the economic and social status of college teachers.

Huang Caihong (2023, p.7) pointed out that since the reform and opening up, my country's social economy has developed rapidly, and higher requirements have been placed on the development of higher education. In the process of deepening higher education, the characteristics of popularization of education have gradually

emerged, and private colleges and universities have gradually developed into an important part of the higher education system. The development of private colleges and universities is closely related to the teachers of the school. Whether the school can occupy an advantageous position in the fierce industry competition, teachers play an important role. In this case, private colleges and universities need to pay more attention to teachers, use a variety of effective means to mobilize the enthusiasm and creativity of teachers, better attract and retain excellent teachers, and encourage teachers to contribute to the overall development of the school. In this process, it is necessary to fully protect the basic rights and interests of teachers, establish a scientific and reasonable incentive mechanism for teachers, stimulate teachers' enthusiasm and confidence in their jobs, so as to promote the improvement of the quality and level of private colleges and universities, and achieve the long-term and stable development of the school. Fujian C Private College was upgraded to an undergraduate college in 2011. After years of development, the overall level of school operation has been continuously improved. The school's talent training, social services, and scientific research are among the best among private colleges and universities. Through understanding the construction of the teacher team of private colleges in Fujian C, this paper found that there are major problems in the construction of its teacher incentive mechanism, and the teachers' teaching enthusiasm and initiative are greatly hindered, affecting the overall teaching level and quality of the school. Analyzing the problems of the teacher incentive mechanism of private colleges in Fujian C and proposing corresponding optimization ideas can serve as a reference for the construction of teacher incentive mechanisms in other private colleges. First, based on the definition of private colleges and universities, college teachers, incentives, incentive mechanisms and other related concepts, the paper uses literature analysis to conduct a relatively comprehensive review of the current main incentive theories, and summarizes the experience and inspiration of private college teacher incentives; secondly, the questionnaire survey method is used to design questionnaires from four aspects: salary and benefits, career development, humanistic care, and performance appraisal, and SPSS19.0 software is used for empirical analysis to fully understand the current situation of teacher incentives. It is found that the incentive mechanism for

teachers in private colleges and universities in C has problems such as uncompetitive salary and benefits incentives, imperfect systems to promote teachers' own improvement and development, insufficient humanistic incentives, and imperfect assessment mechanisms; finally, on the basis of clarifying the overall ideas and principles for constructing the incentive mechanism for teachers in private colleges and universities in Fujian C, effective countermeasures and measures are proposed to optimize the incentive mechanism for teachers in private colleges and universities in C, including building an incentive salary system, improving the teacher improvement and development system, enhancing humanistic emotional incentives, and reforming the performance appraisal system.

Wang Weiwei & Cui Jie (2021, p.127) It is proposed that teaching performance incentives are of great significance for stimulating teachers' potential, improving teachers' teaching enthusiasm, and improving the quality of talent training. This paper summarizes the current situation and existing problems of the incentive mechanism for teachers in local universities and the construction of the incentive mechanism for teachers' teaching through literature survey, policy text analysis and interview method, and analyzes the factors affecting the incentive mechanism for teachers' teaching in universities. Finally, it is proposed that the incentive mechanism for the teaching performance of local undergraduate college teachers should be improved from the aspects of improving the salary system of college teachers, reforming the job evaluation system of college teachers, formulating differentiated teaching incentive measures, and improving the teaching management system, so as to achieve the goal of improving the teaching quality of local universities.

Qu Kunyan (2021, p.140) Starting from the importance of implementing incentive mechanisms for the construction of university teachers, this paper analyzes the problems existing in the current incentive mechanisms for university teachers in my country, and proposes effective measures to improve the incentive mechanisms for the construction of university teachers. The conclusion shows that by continuously improving the incentive mechanism for teachers, it is conducive to improving teachers' sense of belonging and recognition, stimulating teachers' enthusiasm, and further improving teachers' teaching level and education quality.

Liu Jinsheng & Liang Hongjing (2021, p.31) pointed out that colleges and universities are the cradle of talent cultivation and bear important responsibilities for the cultivation of talents. The teaching level of college teachers is of great significance to talent cultivation. Under the background that colleges and universities increasingly attach importance to the construction of the teaching staff and the improvement of teachers' teaching level, improving the teaching incentive mechanism of college teachers is of great significance to improving teachers' teaching initiative and improving the quality of talents. Starting from the widespread phenomenon of "focusing on scientific research and neglecting teaching" in colleges and universities, the imperfect teaching management model, and the imperfect teaching assessment system, the article analyzes the problems existing in the teaching incentive of college teachers in my country, and proposes measures such as reforming the professional title evaluation system, improving the teaching management model, and building a diversified teaching evaluation system for college teachers to improve the teaching level of teachers.

Miao Ya (2021, p.13) pointed out that an effective incentive mechanism can stimulate teachers' creativity and work enthusiasm, thereby achieving the effect of improving the talent strength of colleges and universities and improving the talent management system of colleges and universities. At present, colleges and universities have problems such as a single incentive mechanism, a gap between the incentive mechanism and the assessment mechanism, an imbalance between positive and negative incentives, and an incoordination between material and spiritual incentives. Therefore, colleges and universities should further enrich the incentive mechanism for teachers, effectively connect the two links of assessment and incentives, strive to balance the two aspects of positive and negative incentives, and coordinate the two levels of spiritual incentives and material incentives, so as to improve the incentive mechanism for college teachers.

Zhuang Min (2020, p.92) pointed out that teachers are the backbone of colleges and universities, the core resource of inter-school competition, and shoulder the important responsibility of cultivating talents and spreading scientific and cultural knowledge. At present, the motivation of the teacher incentive mechanism in my country's colleges and universities is insufficient. There are problems such as too single

incentive model, unclear division of salary system, and formalized evaluation and assessment methods. These problems can be solved by formulating a salary and welfare incentive system, improving the performance appraisal system, improving the teacher training mechanism, encouraging teachers to increase their own value, and meeting the needs of teachers for self-realization.

Zhang Jing (2020, p.116) pointed out that teachers in private universities have no formal establishment, their salaries are lower than those in public universities, their incentives lack pertinence, their goals are unclear, their assessment mechanisms are not sound, their evaluation and promotion models are rigid, and their teacher training systems are imperfect. They should increase their salaries, optimize their guarantee measures, establish a teacher classification assessment mechanism, implement job grade verification, innovate their evaluation and promotion models, and establish an internal circulation system for teacher training. Private universities should mobilize the enthusiasm of their teachers, innovate their incentive measures, and give full play to the guiding role of their incentive mechanisms.

Pan Wanglin (2020, p.43) points out that there is a dilemma of incompatible incentives among the three main bodies of university teacher incentives: the government, university organizations, and teachers. In order to break through the dilemma and achieve the common goal of teacher incentives, three Nash equilibrium solutions are proposed, with intrinsic motivation as the core, external incentive system as empowerment, and contingency incentive strategy as the long-term effect, providing a Pareto optimal solution for the problem of university teacher incentives.

To sum up, the existing problems of improving teachers' work enthusiasm in colleges and universities mainly focus on teacher evaluation, salary system design, non-remuneration humanistic care and other aspects. In terms of time span, the above literature covers nearly two decades of research. Judging from the publication time of the literature, in different time backgrounds, colleges and universities have made many meaningful attempts to improve teachers' work enthusiasm, and the results are also very obvious. However, the study also found that there are imperfections while the achievements are being made. Two of the contradictory issues are the most prominent. One is the phenomenon that the strict evaluation system of some colleges and

universities leads teachers to be busy with the evaluation and neglect teaching, and the serious absence of evaluation system in some colleges and universities leads to the coexistence of teachers taking advantage of the fish and lying flat. Second, the current incentive system has contradictions in two directions: excessive reliance on salary incentives, serious shortage of salary incentives, and excessive reliance on non-salary incentives. The emergence of this contradictory phenomenon reflects the improvement of teachers' enthusiasm for work in various colleges and universities. There are both common problems and their own actual differences.

In summary, the current problems in the motivation of college teachers include imperfect evaluation system, single incentive method, unreasonable salary system design, and insufficient non-monetary incentives. These problems have led to the failure to give full play to the enthusiasm and creativity of teachers. In order to improve the enthusiasm of teachers, it is recommended to improve the evaluation system, diversify incentive measures, improve the salary system, enhance humanistic care, reasonably use positive and negative incentives, and consider the personalized development needs of teachers. These measures are aimed at creating a fair, competitive and supportive working environment to stimulate the potential of teachers and improve the quality of education and the overall performance of the school.

Chapter 3

Research Methodology

This research focuses on improving teacher's work enthusiasm in public universities in Guangxi. To study the current situation of teachers' work enthusiasm in public i universities in Guangxi. The reaerscher have the follwing procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

Phase 1: The objective of this phase is to study the current situation of teachers' work enthusiasm in public i universities in Guangxi.

The population / Sample Group

The Population

The population of this research were 6710 teachers from 6 public universities in Guangxi.

The Sample Group

According to Taro Yamane: Sample Size Table, the sample group of this research were 378 teachers from 6 public universities in Guangxi. By using stratified random sampling and sample random sampling was also used by drawing from public universities.

Table 3.1 Lists of university and sample size

No	Public university in Guangxi	Population	Sample group
1	Hechi University	910	51
2	Beibu Gulf University	1400	78
3	Wuzhou University	1470	83
4	Guangxi Vocational University of Agriculture	1260	71
5	Guilin Normal College	720	41
6	Liuzhou Vocational And Technical College	950	54
Total		6710	378

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of improving teacher's work enthusiasm in public universities in Guangxi was questionnaire. The questionnaire designed based on the following five factors that affect teachers' work enthusiasm: 1) salary incentives, 2) job promotion incentives, 3) honor incentive, 4) job stability, 5) interpersonal relationships. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by gender and education background.

Part 2: Survey about the current situation of Strategies for Improving Teachers' Work Enthusiasm in public universities in Guangxi. There are 11 questions for the role of salary incentives, 10 questions for the role of job promotion incentives, 10 questions for the role of honor incentives, 10 questions for the role of job stability, and 10 questions for the role of interpersonal relationships. total 51 questions. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of improving teacher's work enthusiasm at strongly high level

4 express the level of improving teacher's work enthusiasm at highest level

3 express the level of improving teacher's work enthusiasm at medium level

2 express the level of improving teacher's work enthusiasm at low level

1 express the level of improving teacher's work enthusiasm at lowest level

Constructing a questionnaire process

The construction process of questionnaire was as follows:

Step 1: Initially, there was an extensive review and analysis of documents, concepts, theories, and previous studies focusing on enhancing the work enthusiasm of teachers in public universities.

Step 2: A draft questionnaire was created to assess the current state of teacher work enthusiasm in public universities in Guangxi, which was then sent to thesis advisors for feedback and adjustments based on their recommendations.

Step 3: The Index of Objective Congruence (IOC) for the questionnaire was assessed by five experts and achieved a score of 0.8.

Step 4: Following the expert feedback, the questionnaire was revised accordingly.

Step 5: A pilot test was then conducted with 30 teachers from public universities in Guangxi to test the questionnaire's reliability, which was confirmed with a Conbach's Alpha Coefficient of 0.9.

Step 6: Finally, the revised questionnaire was administered to 378 teachers across public universities in Guangxi.

Data Collection

To study the Strategies for of mproving teacher's work enthusiasm in public universities in Guangxi, as following procedured:

Step 1: Initially, the researcher obtained a formal request letter from the graduate school at Bansomdejchaopraya Rajabhat University. This letter authorized the collection of data from 378 teachers at a public university in Guangxi..

Step 2: Subsequently, the researcher proceeded to distribute questionnaires to these 378 teachers.

The method used for distributing the questionnaire involved sending it electronically to the target schools. The teachers from these schools were then able to complete the questionnaire online.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The demographic data of the respondents, including gender and educational background, were computed for frequencies and percentages.

Step 2: The current situation of teachers in Guangxi's public universities are mainly reflected in the following five aspects: 1) 1.salary incentives, 2) job promotion incentives, 3) honor incentive, 4) job stability, 5) interpersonal relationships was mean by average value and standard deviation.

Step 3: The effectiveness and practicality of strategies aimed at enhancing teachers' enthusiasm at these universities were evaluated based on their mean values and standard deviations.

Phase 2: The objective of this phase is to development the strategies for improving teachers' work enthusiasm in public universities in Guangxi.

The population / Sample Group

The Population

The population of this phase was 70 high-level administrators from 6 public universities in Guangxi.

The Sample Group

This study involved 12 experts from six public universities in Guangxi who participated in focus group discussions. The criteria for their selection included:

- 1) A minimum of five years of experience as a high-level administrator at public universities,
- 2) Significant expertise in educational management,
- 3) Holding at least a master's degree.

Research Instruments

Focus group From

The instrument to collect the data for objective two, to formulate the model for improving the teachers' work enthusiasm in public universities in Guangxi. The structured interview designed based on the current situation of improving the teachers'

work enthusiasm in public universities in Guangxi five following aspects: 1) salary incentives, 2) job promotion incentives, 3) honor incentive, 4) job stability, 5) interpersonal relationships. The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: the questions about suggestion how to actively improve the current status of teachers' work base on four aspects: 1) Optimize salary incentives, 2) Job promotion, 3) Award honors, 4) Adjust job stability, 5) Improve interpersonal relationships

Constructing a structured interview process

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to improving the teachers' work enthusiasm.

Step 2: Constructing the structured interview about suggestion the following four aspects to improve teachers' work enthusiasm base on five aspects: 1) Optimize salary incentives, 2) Job promotion, 3) Award honors, 4) Adjust job stability, 5) Improve interpersonal relationships

Then sending the outline of structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to formulate the model for improving the teachers' work enthusiasm in public universities in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview the high-level administrators from 6 public university in Guangxi.

Step 2: The researcher interviews the high-level administrator one-by-one through online platform .

Data Analysis

The focus group discussions the improving teachers' work enthusiasm in public universities in Guangxi was analyzed by content analysis..

Phase 3: The objective of this phase is to evaluate the Suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi.

The population / Sample Group

The Population

The population of this phase was 70 high-level administrators from 6 public universities in Guangxi.

The Sample Group

The experts for evaluation of the Suitability and feasibility of Strategies for improving teacher's work enthusiasm in public universities were 9 high-level administrators in Guangxi.

- 1) at least 10 years of work experience in high-level administrator in public universities,
- 2) Conducted research on educational management,
- 3) graduated with doctor's degree,
- 4) academic title is associate professor or above.

Research Instruments

Evaluation form

The instrument to collect the data for objective three, to evaluate the model for developing the improving teacher's work enthusiasm in public universities in Guangxi. The evaluation form designed based on model for developing the improving teacher's work enthusiasm in public universities in five following aspects: 1) Optimize salary incentives, 2) Job promotion, 3) Award honors, 4) Adjust job stability, 5) Improve interpersonal relationships

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the model for developing the improving teacher's work enthusiasm in public universities in Guangxi. The criteria for data interpretation based on a five-point Likert's scale, as follows:

- 5 refers to the Suitability and feasibility of the model at the highest level
- 4 refers to the Suitability and feasibility of the model at a high level

3 refers to the Suitability and feasibility of the model at a medium level

2 refers to the Suitability and feasibility of the model at a low level

1 refers to the Suitability and feasibility of the model at the lowest level

The data interpretation for average value is based on Rensis Likert (1932).

The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a evaluation form process

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about model for developing the improving teacher's work enthusiasm in public universities in Guangxi.

Step 2: The evaluation form was applied to 12 high-level administrators in public universities in Guangxi.

Data Collection

The data collection for objective 3: to evaluate the model for developing the improving teacher's work enthusiasm in public universities in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the model.

Step 2: The researcher distributed the evaluation form to high-level administrators. A total of 12 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the Suitability and feasibility of the model for developing the improving teacher's work enthusiasm in public universities in Guangxi is analyzed by Mean and standard deviation.

Chapter 4

Data Analysis Results

This research was to study strategies For Improving Teacher's Work Enthusiasm in Public Universities In Guangxi. The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

- n refers to sample group
- \bar{x} refers to mean value
- S.D.* refers to standard deviation

Presentation of Data Analysis

Part 1: Analysis results of personal information of respondents, classified by gender and education level. Data are presented as frequencies and percentages.

Part 2: Analysis results of the current situation of improving teachers' work enthusiasm in Guangxi public universities. Data are presented as mean and standard deviation.

Part 3: Analysis results of the focus group on improving teachers' work enthusiasm in Guangxi public universities.

Part 4: Analysis results of the Suitability and feasibility evaluation of the Guide to Improving Innovative Leadership for Middle-Level Managers in Private Universities in Guangxi. Data are presented as mean and standard deviation.

Results of Data Analysis

Part 1: Personal information of those who participated in the questionnaire on improving teachers' work motivation, divided into university, gender, age, education level, professional title, years of service.

This section presents the analysis results of the personal information of respondents, divided into university, gender, age, education level, professional title, years of service. The data is presented in the form of frequency and percentage.

Table 4.1 Personal information

(n=378)			
	Personal Information	Frequency	Percentage
University	Hechi University	51	13.49
	Beibu Gulf University	78	20.63
	Guangxi University Of Finance And Economics	88	23.28
	Guangxi Vocational University Of Agriculture	70	18.52
	Guangxi Vocational & Technical College	39	10.32
	Liuzhou Vocational And Technical College	52	13.76
	Total	378	100
Gender	Male	118	31.21
	Female	260	68.78
	Total	378	100
Age	25-30 years old	250	66.14
	31-40 years old	76	20.11
	41-50 years old	47	12.43
	51-60years old	5	1.32
	Total	378	100
Education level	Associate Degree and Others	12	3.18
	Bachelor's Degree	69	18.25
	Master's Degree	250	66.13
	Doctoral candidate	47	12.43
	Total	378	100

Table 4.1 (Continued)

(n=378)

	Personal Information	Frequency	Percentage
Professional Title	Junior and Other Titles	111	29.37
	Intermediate Title	199	52.65
	Associate Senior Title	50	13.23
	Full Professor	18	4.76
	Total	378	100
years of work experience	<=5 years	144	38.10
	6 -10 years	140	37.04
	11 -20 years	78	20.64
	More than 20 years	16	4.23
	Total	378	100

According to Table 4.1, the distribution of respondent schools shows that this survey included 378 public university staff in Guangxi, including 118 male respondents, accounting for 31.21%, and 260 female respondents, accounting for 68.78%. The age distribution of the respondents is as follows: 250 people are under 30 years old, accounting for 66.14%; 76 people are 31-40 years old, accounting for 20.11%; 47 people are 41-50 years old, accounting for 12.43%; 5 people are 51 years old and above, accounting for 1.32%. In terms of educational background, 12 people have a college degree or below, accounting for 3.18% of the respondents; 69 people have a bachelor's degree, accounting for 18.25% of the respondents; 250 people have a master's degree or above, accounting for 66.13%; 47 people have a doctoral degree, accounting for 12.43%. The professional title background of the respondents is as follows: 111 Junior and Other Titles, accounting for 29.37%; 199 Intermediate Titles, accounting for 52.65%; 50 Associate Senior Titles, accounting for 13.23%; 18 Full Professors, accounting for 4.76%. Judging from the schools where the respondents are located, there are 51 people from Hechi University, accounting for 13.49%; 78 people from Beibu Gulf University, accounting for 20.63%; 88 people from Guangxi University Of Finance And Economics, accounting for 23.28%; 70 people from Guangxi Vocational University Of Agriculture, accounting for 18.52%; 39 people from Guangxi Vocational & Technical College, accounting for 10.32%; there are 52 people from Liuzhou Vocational And Technical College, accounting for 13.76%. In terms of the number of years of working experience of the respondents, 144 people had less than 5 years, accounting for 38.10%; 140 people had 6 to 10 years, accounting for 37.04%; 78 people had between 11 and 20 years, accounting for 20.64%; 16 people had more than 20 years, accounting for 4.23%.

Part 2: Current situation Teacher's Work Enthusiasm In Public Universities In Guangxi

In this section, we present the analysis results of the of current situation Teacher's Work Enthusiasm In Public Universities In Guangxi. The data is presented in the form of mean value and standard deviation.

Table 4.2 The mean value and standard deviation of information Teacher's Work Enthusiasm In Public Universities In Guangxi in five aspects.

(n=378)

Teacher's Work Enthusiasm In Public Universities In Guangxi	\bar{x}	S.D.	Level	Order
salary incentives	3.94	1.01	high	5
job promotion incentives	3.97	0.95	high	4
honor incentive	4.06	0.90	high	2
job stability	3.99	0.91	high	3
interpersonal relationships	4.10	0.87	high	1
Total	3.76	1.22	high	

According to the data in Table 4.2, the respondents' overall evaluation of teachers' work enthusiasm in public universities in Guangxi is at a high level ($\bar{x} = 3.76$). Among the five sub-dimensions, the highest level is personal relationships ($\bar{x} = 4.10$), followed by honor incentives ($\bar{x} = 4.06$), the third is job stability ($\bar{x} = 3.99$), and the fourth is job promotion incentives ($\bar{x} = 3.97$), the lowest level is salary incentives ($\bar{x} = 3.94$).

Table 4.3 The mean and standard deviation of current situation salary incentives on work enthusiasm in Guangxi public universities

(n=378)

No	Salary incentives	\bar{x}	S.D.	Level	Order
1	Administrators should establish monetary rewards related to teacher performance and contributions to motivate and enhance teacher work motivation and performance.	4.10	0.99	high	3
2	Administrators are aware that salary incentives play an important role in the school management system.	3.99	1.01	high	5
3	Administrators' formulated teacher salary incentive measures can attract and retain high-quality teachers.	3.94	1.07	high	6
4	Administrators believe that inadequate teacher salary incentives may lead teachers to choose to leave the education industry, which is a disStrengths factor for school management.	4.25	0.88	high	1
5	Administrators believe that raising teacher salary levels will have a positive impact on teacher enthusiasm, helping to improve teaching quality and educational standards.	4.20	0.87	high	2

Table 4.3 (Continued)

(n=378)					
No	Salary incentives	\bar{x}	S.D.	Level	Order
6	Administrators' formulated salary incentives cover basic wages, bonuses, and welfare benefits, among other aspects.	4.09	0.90	high	4
7	Administrators' formulated teacher salary incentives adhere to the principle of fairness.	3.87	1.02	high	7
8	Administrators' formulated teacher salary standards reflect individual work contributions	3.75	1.03	high	9
9	Administrators' formulated teacher salary levels reflect teachers' teaching skills and teaching quality	3.67	1.08	high	11
10	Administrators' formulated teacher salary levels reflect teachers' research abilities	3.71	1.04	high	10
11	Administrators' formulated teacher salary levels reflect differences in teachers' qualifications	3.83	1.01	high	8
Total		3.94	1.01	high	

As shown in Table 4.3, the average score of salary incentives for teachers' work enthusiasm improvement strategies in Guangxi public universities is at the lowest level (\bar{x} =3.94). Among the 11 questions, the highest score was "Administrators believe that inadequate teacher salary incentives may lead teachers to choose to leave the education industry, which is a disstrengths factor for school management" (\bar{x} = 4.25), followed by "Administrators believe that raising teacher salary levels will have a positive impact on teacher enthusiasm, helping to improve teaching quality and educational standards" (\bar{x} =4.20). The two lowest scores were "Administrators' formulated teacher salary levels reflect teachers' research abilities" (\bar{x} = 3.71), and "Administrators' formulated teacher salary levels reflect teachers' teaching skills and teaching quality" (\bar{x} = 3.67).

Table 4.4 The mean and standard deviation of current situation of teacher job promotion incentives on work enthusiasm in Guangxi public universities
(n=378)

No	Job promotion incentives	\bar{x}	S.D.	Level	Order
1	Administrators' formulated promotion policies provide teachers with opportunities to advance to higher positions and corresponding benefits.	3.85	0.99	high	10
2	Administrators' formulated promotion policies incentivize teachers to achieve better performance in their work.	3.86	1.01	high	9
3	Administrators' formulated promotion policies motivate teachers to enhance their professional skills.	3.90	0.97	high	8
4	Administrators' formulated promotion policies increase teachers' loyalty to the organization.	3.90	0.97	high	7
5	Administrators' formulated promotion policies enhance teachers' career motivation and job performance.	3.95	0.96	high	4
6	Administrators consider promotion as one of the main indicators of measuring teachers' career achievements and professional development.	3.93	0.98	high	5
7	Administrators' formulated promotion policies incentivize teachers to focus more on improving teaching quality and producing more academic research results.	3.93	0.93	high	6

Table 4.4 (Continued)

(n=378)

No	Job promotion incentives	\bar{x}	S.D.	Level	Order
8	Administrators' formulated promotion system that is opaque or unfair can reduce teachers' work motivation.	4.16	0.90	high	1
9	Administrators formulated insufficient promotion opportunities can lead teachers to leave their current positions or institutions.	4.07	0.89	high	3
10	Administrators' formulated promotion system that is sufficiently transparent helps attract and retain excellent teachers and promotes the development of schools.	4.14	0.88	high	2
Total		3.97	0.95	high	

As shown in Table 4.4, the average score of job promotion incentives for teachers' work enthusiasm in Guangxi public universities is at the lower-middle level (\bar{x} =3.97). Among the 10 questions, the highest score was "Administrators' formulated promotion system that is opaque or unfair can reduce teachers' work motivation" (\bar{x} = 4.16), followed by "Administrators' formulated promotion system that is sufficiently transparent helps attract and retain excellent teachers and promotes the development of schools" (\bar{x} =4.14). The two lowest scores were "Administrators' formulated promotion policies incentivize teachers to achieve better performance in their work" (\bar{x} = 3.86), and "Administrators' formulated promotion policies provide teachers with opportunities to advance to higher positions and corresponding benefits" (\bar{x} = 3.85).

Table 4.5 The mean and standard deviation of current situation of teacher honor incentive incentives on work enthusiasm in Guangxi public universities
(n=378)

No	Honor incentive	\bar{x}	S.D.	Level	Order
1	Administrators' formulated honor incentives include giving teachers special honors, awards, recognition, or titles.	4.08	0.85	high	4
2	Administrators' formulated honor incentives are recognition of teachers' outstanding performance, achievements, or contributions in their work.	4.09	0.84	high	2
3	Administrators' formulated honor incentives are an important affirmation of their professional reputation and academic prestige.	4.09	0.88	high	3
4	Administrators' formulated honor incentive policies enhance teachers' sense of pride and work motivation.	4.06	0.92	high	7
5	Administrators' formulated honor incentive policies can encourage teachers to continue achieving outstanding accomplishments for the organization.	4.08	0.89	high	4
6	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining teaching honors.	4.07	0.88	high	6
7	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining academic honors.	4.03	0.90	high	8

Table 4.5 (Continued)

(n=378)					
No	Honor incentive	\bar{x}	S.D.	Level	Order
8	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining social honors.	4.01	0.93	high	9
9	Administrators' formulated honor incentive policies are transparent.	3.91	0.99	high	10
10	Administrators' formulated honor incentive policy system that is unfair can lead to a lack of work motivation among teachers.	4.16	0.85	high	1
Total		4.06	0.90	high	

As shown in Table 4.5, the average score of honor incentive for teachers' work enthusiasm in Guangxi public universities is at the upper-middle level (\bar{x} =4.06). Among the 10 questions, the highest score was "Administrators' formulated honor incentive policy system that is unfair can lead to a lack of work motivation among teachers" (\bar{x} = 4.16), followed by "Administrators' formulated honor incentives are recognition of teachers' outstanding performance, achievements, or contributions in their work" (\bar{x} =4.09). The two lowest scores were "Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining social honors" (\bar{x} = 4.01), and "Administrators' formulated honor incentive policies are transparent" (\bar{x} = 3.91).

Table 4.6 The mean and standard deviation of the impact of teacher job stability incentives on work enthusiasm in Guangxi public universities.

(n=378)

No	Job stability	\bar{x}	S.D.	Level	Order
1	Administrators' formulated job policies ensure the stability of teachers' work, so they do not have to worry about losing their jobs or facing the risk of position adjustments.	3.97	0.96	high	6
2	Administrators adjust the stability of teachers' positions based on economic conditions.	3.94	0.92	high	7
3	Administrators adjust the stability of teachers' positions based on industry changes.	3.93	0.94	high	10
4	Administrators adjust the stability of teachers' positions based on market demand.	3.93	0.89	high	8
5	Administrators adjust the stability of teachers' positions based on employee performance.	3.93	0.91	high	9
6	Administrators providing job positions with high stability is an important factor in attracting teachers to choose education as a career.	4.13	0.86	high	1
7	Administrators providing excessively high job stability without a sound exit mechanism can lead to low work enthusiasm among teachers.	3.99	0.93	high	5

Table 4.6 (Continued)

(n=378)					
No	Job stability	\bar{x}	S.D.	Level	Order
8	Administrators providing insufficient job stability, such as being on short-term contracts or in non-permanent employment status, can lead to low work enthusiasm.	4.05	0.89	high	3
9	Administrators' provision of job stability has a positive impact on teachers' teaching quality and academic research output.	4.07	0.87	high	2
10	Administrators' provision of job stability supports teachers in dedicating more time and effort to teaching innovation and academic research.	4.04	0.89	high	4
Total		3.99	0.91	high	

As shown in Table 4.6, the average score of job stability for teachers' work enthusiasm in Guangxi public universities is at the middle level (\bar{x} =3.99). Among the 10 questions, the highest score was "Administrators providing job positions with high stability is an important factor in attracting teachers to choose education as a career" (\bar{x} = 4.13), followed by "Administrators' provision of job stability has a positive impact on teachers' teaching quality and academic research output" (\bar{x} =4.07). The two lowest scores were "Administrators adjust the stability of teachers' positions based on employee performance" (\bar{x} =3.93), and "Administrators adjust the stability of teachers' positions based on industry changes" (\bar{x} = 3.93).

Table 4.7 The mean and standard deviation of current situation of teacher interpersonal relationships incentives on work enthusiasm in Guangxi public universities.

(n=378)

No	Interpersonal relationships	\bar{x}	S.D.	Level	Order
1	Administrators consider teachers' interpersonal relationships to include interactions, communications, and engagements with others in work, social, or family environments.	4.11	0.87	high	5
2	Administrators believe that teachers' most important interpersonal relationships are those with colleagues, superiors, and subordinates, as these relationships directly impact work efficiency and teamwork.	4.07	0.91	high	7
3	Administrators believe that teachers' relationships with students and parents are also crucial, as good relationships help establish a positive teaching environment and student relations.	4.14	0.84	high	2
4	Administrators believe that teachers' relationships with friends and family also have significant effects on individuals' lives and work, providing emotional support and life balance.	4.16	0.84	high	1
5	Administrators attach great importance to the quality and health of teachers' interpersonal relationships because it has an important impact on lives and work.	4.06	0.92	high	8

Table 4.7 (Continued)

(n=378)

No	Interpersonal relationships	\bar{x}	S.D.	Level	Order
6	Administrators believe that positive interactions among teachers are crucial for enhancing work motivation, requiring encouragement and promotion of good teamwork and communication.	4.13	0.81	high	3
7	Administrators believe that good interpersonal relationships among teachers encourage them to be more willing to share teaching experiences and research results, serving as an important support system for teachers in solving teaching and research problems.	4.13	0.83	high	4
8	Administrators realize that teachers' interpersonal relationships are a key factor in enhancing university teachers' sense of identification and belonging to the school or institution.	4.06	0.89	high	9
9	Administrators realize that teachers are more willing to collaborate and improve overall teaching and research quality within a good interpersonal network.	4.08	0.89	high	6

Table 4.7 (Continued)

(n=378)

No	Interpersonal relationships	\bar{x}	S.D.	Level	Order
10.	Administrators organize social activities and team-building activities for teachers, which have a positive impact on enhancing teachers' work enthusiasm.	4.05	0.93	high	10
Total		4.10	0.87	high	

As shown in Table 4.7, the average score of interpersonal relationships for teachers' work enthusiasm in Guangxi public universities is at the highest level (\bar{x} =4.10). Among the 10 questions, the highest score was "Administrators believe that teachers' relationships with friends and family also have significant effects on individuals' lives and work, providing emotional support and life balance" (\bar{x} = 4.16), followed by "Administrators believe that teachers' relationships with students and parents are also crucial, as good relationships help establish a positive teaching environment and student relations" (\bar{x} =4.14). The two lowest scores were "Administrators realize that teachers' interpersonal relationships are a key factor in enhancing university teachers' sense of identification and belonging to the school or institution" (\bar{x} =4.06), and "Administrators organize social activities and team-building activities for teachers, which have a positive impact on enhancing teachers' work enthusiasm" (\bar{x} = 4.05).

Present data SWOT analysis.

From the above questionnaire SWOT data, simply and simply organize the following:

strengths

The salary level in public schools is at the upper-middle level, and there are stable five insurances and one housing fund. As a national civil servant, you enjoy the benefits of civil servants, the remuneration is not bad, and it is a stable and secure career. There are many holidays and a higher degree of freedom. The school implements a weekend system, so you can have a good rest on weekends and no longer have to worry about asking for leave. National statutory holidays are taken in strict accordance with the system, with sufficient time during winter and summer vacations and paid vacations. This is a treatment that is difficult to match in other industries. Unify collective lesson preparation to save time and improve efficiency. There are more resources, and training and learning are held regularly every year. Most of them are established, with stable jobs, guaranteed harvests during droughts and floods, and guaranteed summer and winter vacations! Maternity leave and sick leave are guaranteed! Retirement income is guaranteed. Public schools usually have stable teaching staff and high social status, which provides teachers with a sense of security for career development. In such an environment, teachers can focus more on teaching and research and reduce the anxiety and distractions caused by career uncertainty. This kind of stability helps teachers establish long-term educational career plans and become more actively involved in their work. Public schools often have relatively complete training and development mechanisms. The school regularly organizes various teaching seminars, professional training and academic exchange activities to provide teachers with opportunities to learn and grow. Through these activities, teachers can continuously improve their education and teaching standards, enhance their professional qualities, and then become more confident and motivated in their work. Public schools usually have relatively reasonable evaluation systems and incentive mechanisms. The school will comprehensively evaluate teachers based on multiple dimensions such as their teaching achievements, scientific research capabilities, and student evaluations, and provide corresponding rewards and

promotion opportunities based on the evaluation results. This fair and transparent evaluation mechanism helps to stimulate teachers' sense of competition and enterprising spirit, making them work harder to pursue work results and career development. Public schools usually have a good cultural atmosphere and team spirit. The school focuses on cultivating teachers' collective sense of honor and team spirit, and encourages cooperation and exchanges among teachers. In such an atmosphere, teachers can learn from each other, support each other, and work together to improve the quality of education and teaching. This team spirit helps to enhance teachers' sense of belonging and job satisfaction, thereby improving their work motivation. Public schools often have relatively complete welfare security systems. Including generous salary, good working environment and rich amateur cultural life. These welfare guarantees can meet the basic living needs of teachers, reduce their life pressure, and enable them to focus more on teaching. At the same time, these benefits can also enhance teachers' professional happiness and improve their job satisfaction and motivation. Public schools provide many advantages in terms of internal conditions to improve teachers' work enthusiasm. These advantages work together on individual teachers, helping to stimulate their enthusiasm and creativity, and push them to be more actively involved in education and teaching.

Weaknesses

Frequent changes in education policies in public schools can lead to confusion and unease among teachers. Non-transparent or unreasonable decision-making by management may affect teacher motivation. There is a lack of effective incentive mechanisms and support systems, such as few promotion opportunities and insufficient remuneration. Public school teachers do not have clear career plans and goals. Teachers need to have clear career plans and goals in order to better utilize their strengths and specialties, but some teachers lack planning and thinking in this regard. Work outside of teaching is complicated, and communication with students' parents is not smooth. Public school teaching management is relatively standardized, but it is also prone to problems such as rigid management and cumbersome procedures. The low level of economic development has led to insufficient investment in education and backward working environment and facilities for teachers.

Public school teachers have an iron rice bowl mentality, the system is conservative, and there are too many people and some people fall flat. The evaluation indicators are not quantitative enough, and human subjective factors account for a large proportion. The income level is low, the management system is not scientific enough, the work is monotonous, and there is not much room for promotion. The salary promotion model is very fixed and lacks flexibility. Job promotions are not as good as those in private schools, and there are few free promotion opportunities. Teaching work can be quite busy and stressful, and it is better to spend time with your spouse, so teachers in public schools are not very motivated. Teachers in public schools have a comfortable job and do not seek advancement. The salary is not as high as in private schools, and the requirements for teachers are high. Resources are limited, ideas are stuck in a rut, and there is no motivation to change. The salary is too low and there is no motivation. Due to high work pressure, low income levels and other reasons, some public school teachers may suffer from job burnout, which affects their work enthusiasm. Promotion channels in public schools are limited, which may cause some teachers to feel a lack of promotion space and affect their work enthusiasm. Teachers in public schools face multiple pressures such as education, teaching, scientific research, and family, which may affect their work enthusiasm. School management methods may be too rigid and lack flexibility, making it difficult for some teachers to adapt and affecting their enthusiasm for work. Complex colleague relationships may make it difficult for some teachers to integrate into the team and affect their work enthusiasm. Some public schools face problems such as insufficient educational resources and poor teaching environment, which may affect teachers' enthusiasm for work. Teachers in public schools need to bear high social expectations, which may cause some teachers to feel excessive pressure and affect their work enthusiasm. The flow of teachers is not smooth. They work in the same school and the same environment for a long time. There is no freshness and challenge. They are prone to burnout and inertia, and their work enthusiasm is deteriorating. At present, there are still the following mentality among teachers: Lost mentality-no sense of accomplishment. After working in one place for a long time, some teachers rely on connections, experience, and habits to work, which makes it difficult to stimulate

creativity in their work. The unified evaluation and appointment of professional titles and the unreasonable distribution system affect the enthusiasm of teachers. Once a teacher reaches a senior professional title, everything is safe. Because he has obtained a senior professional title, he no longer wants to be ranked first, does not want to do more work, does not want to participate in teaching research and teaching reforms, does not want to help others, and does not want to work hard to improve the quality of teaching.

Opportunities

Proper use of rewards by public schools can effectively mobilize the enthusiasm of employees. Adhere to the combination of reward selection and democratic centralization. Carry forward democracy and arrange work reasonably. Adopt a teacher scoring system to score students based on their attitude and satisfaction. There are many training opportunities to better improve yourself. To reduce formalism, you can learn from old teachers. Increase the number and amount of bonus distributions, and increase the time and number of vacations. Can create a good working atmosphere. Create personalized growth goals for teachers. Increase teachers' salary levels and appropriately organize cultural and recreational activities to soothe emotions. If you are within the establishment, you can get more promotion opportunities if you work hard. Promotion can lead to honors, increased income, and job stability. With government policy support, equipment can be modernized in a timely manner. The simplest thing is promotion and salary increase, as well as some honorary certificates, recognizing his teaching qualifications and giving him a sense of value. Free time, more work, more reward. Society attaches increasing importance to education and the teaching profession, and the social atmosphere of respecting teachers and valuing education helps to enhance teachers' pride and work motivation. Parents and students have increased demands and expectations for education, which provides teachers with more incentives and a sense of accomplishment. Increased government investment in education, including support in salary, benefits, and career development, can improve teachers' job satisfaction and motivation. Educational reform and policy support, such as reducing teachers' administrative burden and providing more independent teaching space, can stimulate teachers' innovative spirit

and teaching enthusiasm. The development of educational technology provides new tools and methods for teaching, making teaching more efficient and interesting, and can improve teachers' teaching interests and students' learning effects. Various education and training institutions in society provide a wealth of training resources for teachers in public schools, which help improve teachers' professionalism and teaching abilities and stimulate work enthusiasm. The government and education departments continue to promote education reform and implement new education and teaching methods and concepts, providing public school teachers with more innovation and exploration opportunities, which is conducive to increasing work enthusiasm. The increase in international exchanges and cooperation has given public school teachers the opportunity to participate in international academic activities and competitions, broaden their horizons, and increase their work enthusiasm.

Threats

The current education system is a key factor affecting teachers' work enthusiasm. In order to reduce the burden of education expenditures on students' parents, the state implements a one-fee charging policy. The charges are high-voltage lines, and the school has no profit-making function. Therefore, school fees are very tight and there is no money to reward hard work and punish laziness. Do good or bad, do more or less. As the number of births decreases, there will be fewer and fewer children in the future, and the demand for public teachers will also decrease, and there may be competition for jobs. There is too much unrelated teaching work, which takes up lesson preparation time, the conditions for collecting various materials are complicated, and the number of professional titles is limited. Students have poor ability to resist frustration and are easily depressed. Little contact with the external environment and disconnected from the social environment. There is tremendous pressure and lack of understanding from parents, as well as heavy pressure from public opinion. Private schools are becoming more and more popular, and the environment and teachers are very good. The temptation of external employment opportunities has led to the resignation of high-quality teachers. It has a negative impact on negative evaluation in the field of education. There are more external challenges and opportunities, and the requirements for talents in all aspects have become higher.

Without increasing enthusiasm, we cannot meet social needs. Frequent changes in education policy can lead to confusion and unease among teachers. Non-transparent or unreasonable decision-making by management may affect teacher motivation. There is a lack of effective incentive mechanism and support system, such as few promotion opportunities and low salary and benefits. Low social recognition of the teaching profession may lead to a decrease in the attractiveness of the teaching profession. The low level of economic development has led to insufficient investment in education and backward working environment and facilities for teachers. Parents' high expectations for their children's education may lead some parents to be too demanding on teachers, causing excessive work pressure on teachers and affecting their enthusiasm for work. Due to reasons such as large class sizes and obvious student differences, some teachers may face an excessive workload. Although the government has been working hard to improve teachers' salary, compared with some high-paying industries, there is still a certain gap in the salary level of teachers in public schools, which may affect the enthusiasm of some teachers. The career development channels for teachers in public schools are relatively limited, and some public schools face problems such as insufficient educational resources and poor teaching environments.

From the above questionnaire SWOT data, simply and simply organize the following:

Table 4.8 The questionnaire data is organized as follows:

No	Strengths
1	Generous remuneration: high salary, five insurances and one housing fund, remuneration for national civil servants, etc.;
2	Job stability: stable teacher establishment, job stability that guarantees income during droughts and floods;
3	Adequate vacations: sufficient time during winter and summer vacations, paid vacations, and strict holidays on national statutory holidays;
4	Improve the teacher training and development mechanism: regularly organize various trainings, seminars, and academic exchange activities;
5	Good team culture and welfare security: good cultural atmosphere, team spirit, and rich welfare security system.

Table 4.8 (Continued)

No	Weaknesses
1	Educational policies and management decision-making: Frequently changing education policies may cause confusion and uneasiness among teachers, and opaque or unreasonable management decisions may affect teachers' enthusiasm.
2	Incentive mechanism and support system: The lack of effective incentive mechanism and support system, such as few promotion opportunities and insufficient remuneration, leads to a lack of enthusiasm among teachers.
3	Career plans and goals: Teachers lack clear career plans and goals, which affects their ability to utilize their strengths and expertise.
4	Work pressure and environment: The work outside of teaching is complicated, communication with students' parents is not smooth, and work pressure is high, which affects teachers' work enthusiasm.
5	Income level and promotion opportunities: Low income level, limited promotion space, conservative system, and lack of flexibility affect teachers' work enthusiasm.
6	Team relations and management methods: Problems such as complex colleague relationships, overly rigid management methods, and lack of flexibility may affect teachers' work enthusiasm.
7	Teacher mobility and job freshness: Teacher mobility is not smooth. If teachers work in the same environment for a long time, they lack freshness and challenge, and are prone to burnout and inertia.
8	Professional title evaluation and distribution system: The unreasonable professional title evaluation and distribution system may affect teachers' work enthusiasm.
9	Uneven salary and workload: Heavy workload falls on low-income teachers, resulting in psychological imbalance.

Table 4.8 (Continued)

No	Opportunity
1	The reward mechanism is combined with democratic selection to provide diversified rewards, encourage teachers to improve themselves, and create a good working atmosphere.
2	Provide diversified training opportunities, increase teacher salary levels, organize cultural and recreational activities, set personalized growth goals for teachers, and enhance work enthusiasm.
3	Teachers within the establishment who work actively can obtain promotion opportunities, obtain honors and increase income, enjoy job stability, and receive government policy support.
4	The social culture of respecting teachers and valuing education enhances teachers' sense of pride and work motivation, and the increased demands from parents and students provide more incentives and a sense of accomplishment.
5	The government has increased investment in education, including salary, benefits and career development support, to improve teachers' job satisfaction and motivation.
6	Educational reforms reduce administrative burdens, provide more independent teaching space, and stimulate teachers' innovative spirit and teaching enthusiasm.
7	The development of educational technology provides new tools and methods to improve teaching effectiveness and teachers' interest, and social training resources are abundant to improve professional quality and teaching ability.
8	The government promotes education reform and provides more opportunities for innovation and exploration, which is conducive to increasing work enthusiasm.

Table 4.8 (Continued)

No	Threat
1	Education system problems: The one-fee policy leads to tight funding and makes it difficult to motivate teachers.
2	Social and family pressure: Students have strong frustration, parents have high expectations, and there are many social challenges, which increase the pressure on teachers.
3	Salary and development: Low salary and limited career development channels affect the enthusiasm of teachers.
4	Work environment burden: Large class size, different sources of students, and insufficient educational resources affect the enthusiasm of teachers.
5	Policy and decision changes: Frequent changes in education policies and unreasonable management decisions reduce the enthusiasm of teachers.
6	Job competition pressure: The decrease in the number of births increases the competition for public school teacher positions.
7	Professional attractiveness and competition: The attractiveness of public school teachers has declined, the competition in private schools is fierce, and social recognition is low.

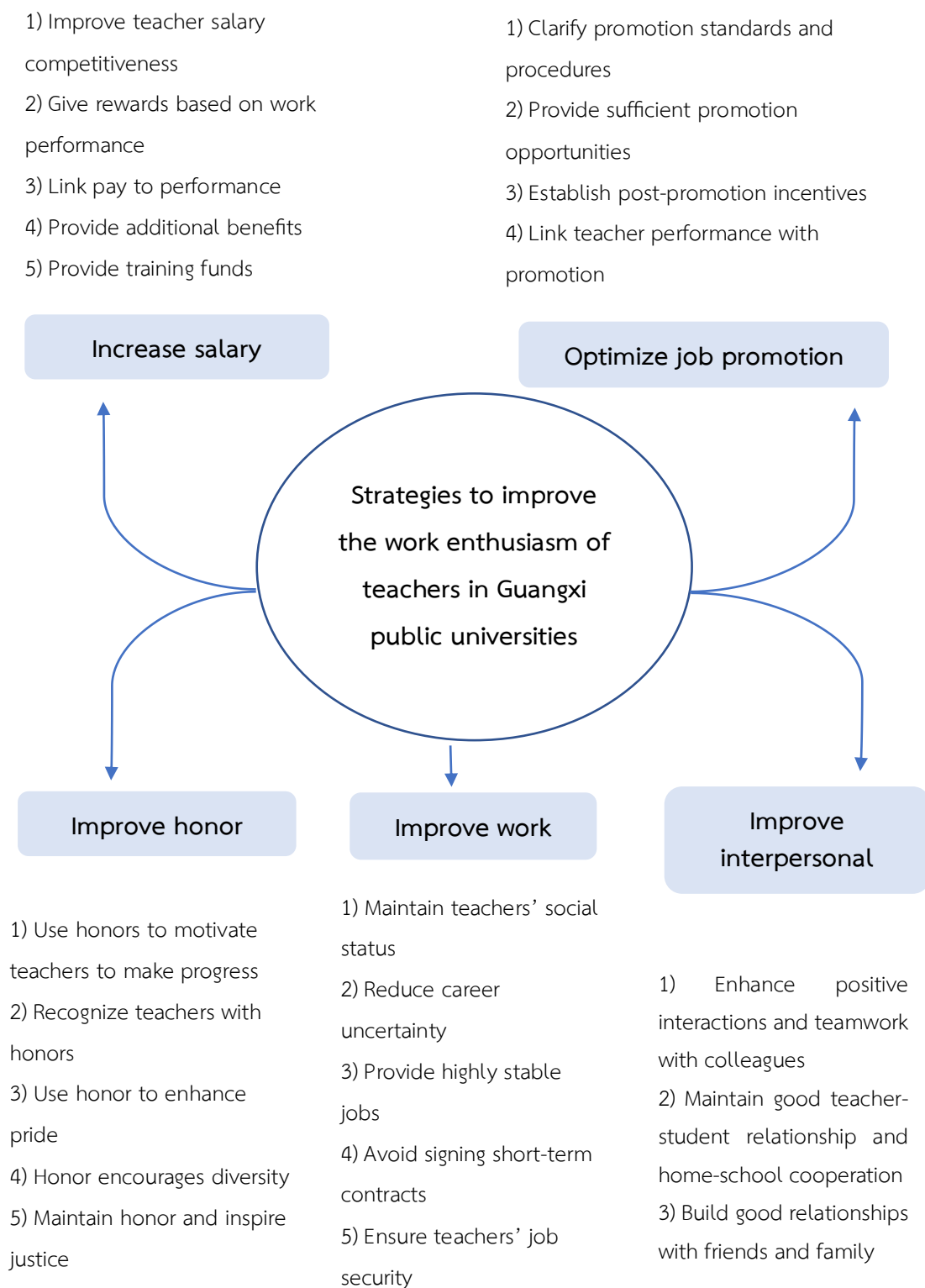


Figure 4.1 The outline of strategies to improve teachers' work enthusiasm in Guangxi public universities.

Table 4.9 SWOT after finishing organization

No	Strengths
1	Public schools provide middle-to-upper-middle salary levels, as well as abundant vacation and retirement income guarantees, providing teachers with a stable professional environment and life security.
2	Public schools have a complete training and development mechanism and regularly organize various teaching seminars, professional training and academic exchange activities to improve teachers' education and teaching level and professionalism.
3	Public schools have a reasonable evaluation system and incentive mechanism, which evaluate teachers based on multiple dimensions such as their teaching achievements, scientific research capabilities, and student evaluations to stimulate teachers' sense of competition and enterprising spirit.
4	Public schools advocate a good cultural atmosphere and team spirit, focus on cultivating teachers' collective sense of honor and cooperative spirit, and enhance teachers' sense of belonging and job satisfaction.
5	Public schools have a relatively complete welfare system, including generous salaries, a good working environment and rich amateur cultural life, which improve teachers' professional happiness and work enthusiasm.
No	Weaknesses
1	Frequently changing educational policies and opaque management decisions may lead to confusion and uneasiness among teachers.
2	There is a lack of effective incentive mechanism for teachers due to issues such as few promotion opportunities and low remuneration.
3	The pressure of work other than teaching is high, and communication with students' parents is not smooth, which affects teachers' enthusiasm.

Table 4.9 (Continued)

No	Weaknesses
4	The rigid management system and unfair remuneration of public schools have caused some teachers to feel unfair and affected their enthusiasm for work.
5	Teachers have poor mobility and lack of freshness when working in the same environment for a long time. The working environment is not good, which affects the enthusiasm of teachers.
6	The professional title evaluation and recruitment system is unreasonable, and senior professional titles have generous salaries and benefits, which affects teachers' enthusiasm.
7	Some teachers lack clear career plans and goals, which affects their enthusiasm for work.
No	Opportunities
1	Public schools should make reasonable use of rewards, including increasing bonuses and the number of vacations, to create a good working atmosphere to increase teachers' enthusiasm.
2	Schools should provide a variety of training opportunities and personalized growth goals to help teachers better improve themselves.
3	As society's emphasis on education and teachers continues to increase, government investment also increases, which can improve teachers' job satisfaction and enthusiasm.
4	Educational reform and policy support can stimulate teachers' innovative spirit and enthusiasm for teaching, and increase their enthusiasm for work.

Table 4.9 (Continued)

No	Opportunities
5	The development of educational technology provides new tools and methods for teaching, improving teachers' teaching interests and students' learning effects.
6	Increase international exchanges and cooperation, broaden teachers' horizons, and enhance their work enthusiasm.
No	Threat
1	The current education system is a key factor affecting teachers' work enthusiasm.
2	The decrease in the number of births will lead to a decrease in the demand for public teachers, which may increase the pressure of competition for jobs.
3	Schools are under great pressure to charge fees and are short of funds, resulting in a lack of reward mechanisms and management decisions that may be opaque or unreasonable.
4	Factors such as high teaching pressure, high parents' expectations, and insufficient teaching resources may affect teachers' work enthusiasm.
5	Social recognition of the teaching profession is low and the salary level is not high, which may lead to a decrease in the attractiveness of the teaching profession.
6	Teachers in public schools have limited career development channels and heavy workload, which may affect their work enthusiasm.

Now according to the questionnaire each dimension of the highest score of 2 items and SWOT content analysis to form a preliminary strategy outline as follows:

1. Increase salary incentives

1) Increase teachers' salary levels to make them more competitive compared with other industries and increase teachers' work motivation.

2) Establish incentive measures, such as year-end bonuses, performance awards, etc., and give corresponding rewards to teachers based on their work performance to encourage them to improve teaching quality.

3) Linking salary to performance: Link salary to performance indicators such as teaching quality and student performance to encourage teachers to improve their work performance.

4) Provide additional benefits, such as housing subsidies, children's education subsidies, etc., to improve teachers' quality of life and job satisfaction.

5) Provide scholarships and training opportunities to encourage teachers to continue learning and improve their professional standards.

6) Ensure the fairness and transparency of incentive measures to avoid unfairness and enhance teachers' trust.

2. Promotion and promotion incentives

1) Develop a transparent and fair promotion system, clarify promotion standards and procedures, avoid unfairness, and increase teachers' enthusiasm.

2) Provide sufficient promotion opportunities, encourage teachers to improve themselves through continuous learning and hard work, and enhance their work motivation.

3) Establish promotion incentive measures, such as salary increase after promotion, job promotion, etc., to encourage teachers to actively pursue promotion.

4) Link teachers' performance evaluation with promotion, determine promotion qualifications based on teaching performance and work performance, and encourage teachers to improve their work standards.

5) Provide development space after promotion, such as more teaching and research opportunities, and increase teachers' career development motivation.

6) Advocate the concept of educational equity, ensure fair distribution of promotion opportunities, avoid nepotism and other unfair promotions, and enhance teachers' trust and satisfaction.

3. Improve honor incentives

1) Administrators can motivate teachers and encourage excellence by awarding special honors, awards, recognitions, or titles.

2) Managers should recognize teachers' outstanding performance, achievements or contributions at work through honor incentives.

3) Administrators should affirm teachers' professional reputation and academic reputation through honor incentives so that teachers can feel their own value and status.

4) Managers should increase teachers' pride and work motivation through honor incentives, and encourage them to work harder to achieve outstanding achievements for the organization.

5) Managers should encourage teachers to continue to achieve outstanding achievements for the organization through honor incentives and promote its continuous development and progress.

6) Administrators should satisfy different teachers' pursuit of teaching honors, academic honors and social honors through diversified honor incentive policies.

7) Administrators should establish a transparent and fair honor incentive system to avoid unfairness and safeguard teachers' fair rights and interests.

4. Improve work stability

1) It is clear that the current personnel management system is a key factor affecting teachers' work enthusiasm.

2) Ensure stable teacher establishment and high social status, and provide teachers with a sense of security for career development.

3) Continue to strengthen job stability, encourage teachers to focus on teaching and research, and reduce anxiety and distraction caused by career uncertainty.

4) Provide highly stable jobs to attract teachers to choose the education industry as a long-term career.

5) Avoid signing short-term contracts or being in non-permanent employment to ensure the long-term stability of teachers' jobs.

6) Strengthen a stable working environment and ensure teachers' teaching quality and academic research output.

5. Improve interpersonal relationships

1) Improve positive interaction and teamwork with colleagues and increase teachers' work enthusiasm.

2) Good teacher-student relationship and home-school cooperation help to establish a positive teaching environment and student relationship.

3) Good relationships with friends and family can provide emotional support and life balance, and have a positive impact on one's life and work.

Part 3: Analysis results of interviews on improving work enthusiasm of teachers in Guangxi public universities.

This section aims to enhance strategies for improving teachers' work enthusiasm in Guangxi public universities. In order to achieve this goal, this study puts forward the current situation and outline based on the above-mentioned work enthusiasm of teachers in Guangxi public universities, and uses the focus discussion group method to form a group of 12 people to make modifications and additions. The focus discussion group consisted of nine experts from public universities. Through discussions, a preliminary study on strategies to improve the work enthusiasm of teachers in Guangxi public universities was formed, which provided important data support for us to further determine the improvement strategies.

Table 4.10 Details of the focus group discussion

expert	Education background	Discussion Date, time	Term of office (year)
expert 1	Education: Master's degree Specialization: Educational Administration Work experience:28 years	March 10, 2024, 11:00 am GMT +8	15
expert 2	Education: Master's degree Specialization: Educational administration Work experience:15 years	March 10, 2024, 11:00 am GMT +8	10
expert 3	Education: PhD Specialization: Educational Administration Work experience:26 years	March 10, 2024, 11:00 am GMT +8	15
expert 4	Education: PhD Specialization: Educational Administration Work experience:35 years	March 10, 2024, 11:00 am GMT +8	25
expert 5	Education: PhD Specialization: Educational Administration Work experience:30 years	March 10, 2024, 11:00 am GMT +8	22
expert 6	Education: PhD Specialization: Educational Administration Work experience:32 years	March 10, 2024, 11:00 am GMT +8	20

Table 4.10 (Continued)

expert	Education background	Discussion Date, time	Term of office (year)
expert 7	Education: Master's degree Specialization: Educational Administration Work experience:28 years	March 10, 2024, 11:00 am GMT +8	22
expert 8	Education: PhD Specialization: Educational Administration Work experience:31 years	March 10, 2024, 11:00 am GMT +8	20
expert 9	Education: Master's degree Specialization: Educational Administration Work experience:26 years	March 10, 2024, 11:00 am GMT +8	16
expert 10	Education: Master's degree Specialization: Educational Administration Work experience:22years	March 10, 2024, 11:00 am GMT +8	11
expert 11	Education: PhD Specialization: Educational Administration Work experience:16 years	March 10, 2024, 11:00 am GMT +8	10
expert 12	Education: Master's degree Specialization: Educational Administration Work experience:19 years	March 10, 2024, 11:00 am GMT +8	12

The focus discussion group lasted 50 minutes in total, with each person completing 2 pages of information, resulting in a total of 18 pages of transcripts. Table 4.10 describes a detailed description of the interview data, including basic information about the focus group members, date and time. The research team used the Tencent conference application to conduct a focused discussion and asked them to continue to modify and supplement according to the provided outline of the work motivation improvement strategy for teachers of Guangxi Office University. The suggestions of the 9 focus interview experts on the outline were excerpted and revised by each expert. And the supplementary content is as follows:

Expert 1

Modification: salary incentives, (1) Increase teachers' salary levels to ensure that teachers' income is commensurate with their contributions and professional value, thereby enhancing their work motivation.

Interpersonal relationships, (3) good relationships with friends and family can provide emotional support and life balance and have a positive impact on a person's life and work. Maintaining good family and social relationships can help teachers relieve work stress, maintain mental health, and better devote themselves to work.

Supplementary: salary incentives, based on teachers' work performance, teaching quality and professional development, differentiated salary packages are implemented to encourage teachers to continuously improve their own standards.

Expert 2

Modification:

Job stability, (6) striving to maintain a stable working environment can help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.

Interpersonal relationships, (1) good teamwork and good interactions among colleagues help build a support system that motivates teachers to work harder.

Supplementary: salary incentives, ensure that teachers have long-term development space at work and motivate them to maintain their work enthusiasm through a salary increase mechanism.

Expert 3

Modification:

Honor incentives, (4) Administrators can motivate teachers and encourage them to pursue excellence by awarding special honors, awards, commendations, or titles.

Supplementary: salary incentives, In addition to basic salary, a flexible salary package is provided, including bonuses, allowances, benefits, etc., and corresponding incentives are given based on personal needs and contributions.

Interpersonal relationships, encourage teachers and parents to establish good communication relationships, care about the growth and development of students, and improve teachers' job satisfaction.

Expert 4

Modification:

Job stability, (2) A stable teaching staff and a higher social status can enhance teachers' self-confidence and sense of belonging, thus improving their work enthusiasm.

Supplementary: salary incentives, establish a transparent and fair salary system to ensure that teachers have a clear understanding of the salary structure and incentive standards, and enhance their recognition and trust in salary incentives.

Interpersonal relationships, organize team building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency.

Expert 5

Modification:

Job promotion incentives, (4) link teacher performance evaluation with promotion to ensure that evaluation standards are objective and fair, encourage teachers to continuously improve their teaching and work performance, and promote their active pursuit of promotion.

Supplementary: Job promotion incentives, establish a mentor system to provide teachers with professional guidance and support to help them develop and grow better.

Interpersonal relationships, establish a teacher mutual aid platform or group to allow teachers to share experiences, solve problems, and enhance work enthusiasm.

Expert 6

Modification:

Job stability, (3) continue to strengthen job stability, encourage teachers to focus on teaching and research, and reduce anxiety and distraction caused by career uncertainty. A stable working environment helps teachers focus on teaching and research and improves work efficiency and quality.

Supplementary: job promotion incentives, teachers are provided with opportunities to participate in school management and leadership, enhancing their sense of responsibility and achievement.

interpersonal relationships, Including mental health support, work-life balance support, etc. to help teachers deal with work stress and challenges.

Expert 7

Modification:

Salary incentives, (2) Establish classified incentive measures, year-end bonuses, performance rewards, etc. must be diversified and match the degree to which teaching meets the school's needs.

Supplementary: job promotion incentives, support teachers to participate in innovative projects and educational research to improve their professionalism and influence. honor incentive, encourage teachers to try new teaching methods and teaching resources to improve their innovation ability and work enthusiasm. interpersonal relationships, create an atmosphere that supports and encourages teamwork and enhances teachers' sense of belonging and cohesion.

Expert 8

Modification:

Salary incentives, (4) Implement differentiated housing subsidies, children's education subsidies, etc. according to the school's talent needs to improve teachers' quality of life and job satisfaction.

Honor incentives, (5) encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects and providing more resources and support. At the same time, an effective feedback mechanism should be established to allow teachers to understand their contributions and achievements in a timely manner and enhance their work motivation and enthusiasm.

Supplementary: honor incentive, give teachers timely and specific recognition and feedback to let them know that their work is valued and enhance their motivation.

Expert 9

Modification:

Salary incentives, (5) are modified to provide scholarships and training opportunities based on the needs of school development and the actual situation of teachers to encourage teachers to continue learning and improve their professional standards.

Job promotion, (5) is modified to provide development space after promotion, establish a funding support system for teaching work and scientific research work after promotion, and increase teachers' career development motivation.

Supplementary: honor incentive, through media publicity, awards and selections, etc., we can increase society's recognition of teachers and enhance their sense of pride and honor.

Expert 10

Modification:

Honor incentives, (4) Managers should use honor incentives to improve teachers' pride and work enthusiasm, encourage them to work harder and achieve excellent results for the organization. Enhance faculty pride and motivation by providing professional development opportunities and supporting teaching innovation and research.

Honor incentives, (3) Managers should affirm teachers' professional reputation and academic reputation through honor incentives, and promptly commend teachers' achievements in teaching, scientific research, etc. through regular

evaluation and recognition mechanisms. Including awarding honorary titles, issuing bonuses or providing other forms of rewards.

Supplementary: job promotion incentives, provide continuing education, training and professional development opportunities for teachers so that they feel they are growing and developing professionally.

Expert 11

Modification:

Salary incentives, (3) link salary with teaching quality, student performance, student teaching evaluation, and peer evaluation to encourage teachers to improve work performance.

Job stability, (4) provide long-term and stable jobs for teachers, attract them to choose the education industry, and provide support for their long-term career development.

Supplementary: salary incentives, based on the cost of living in the region and the status of teachers in society, the salary level is reasonably determined so that teachers feel the fairness and rationality of salary incentives.

Expert 12

Modification:

salary incentives, (6) Ensure fair and transparent incentive measures, formulate clear incentive standards and evaluation systems, avoid unfairness, and enhance teachers' trust.

Job promotion incentives, (2) Develop a diverse promotion standard system based on the actual conditions of different subject areas and different positions. Ensure that personnel in different disciplines and positions have equal opportunities for promotion.

Table 4.11 Strategies to improve teachers' work enthusiasm in Guangxi public universities

Dimension	Strategies
Increase salary incentives	<ol style="list-style-type: none"> 1. Administrators should increase teachers' salary levels, ensuring that salaries are commensurate with teachers' contributions and professional values, to enhance their work enthusiasm. 2. Administrators should establish classified incentive measures, diversified year-end awards, performance awards, etc., to match teachers' realization of school needs. 3. Administrators should link salary to teaching quality, student performance, and student evaluation to encourage teachers to improve work performance. 4. Administrators should implement differentiated welfare benefits, such as housing subsidies, children's education subsidies, etc., to improve teachers' quality of life and job satisfaction. 5. Administrators should provide scholarships and training opportunities based on the development needs of the school and the actual situation of teachers to encourage teachers to continue learning and improve their professional standards. 6. Administrators should ensure the fairness and transparency of incentive measures, formulate clear incentive standards and evaluation systems, avoid unfairness, and enhance teachers' trust. 7. Administrators should implement differentiated remuneration packages based on teachers' work performance, teaching quality, and professional development to encourage teachers to continuously improve their own standards. 8. Administrators should provide a long-term and stable salary increase mechanism to encourage teachers to maintain their enthusiasm for work.

Table 4.11 (Continued)

Dimension	Strategies
	<p>9. Administrators should provide flexible salary packages and corresponding incentives based on personal needs and contributions.</p> <p>10. Administrators should establish a transparent and fair salary system so that teachers have a clear understanding of the salary structure and incentive standards.</p> <p>11. Administrators should, based on the cost of living in the region and the status of teachers in society, reasonably determine the salary level to enhance teachers' recognition and trust in salary incentives.</p>
Optimize job promotion incentives	<p>1. Administrators should develop a transparent and fair promotion system, clarify promotion standards and procedures, avoid unfairness, and increase teachers' enthusiasm.</p> <p>2. Administrators should provide sufficient promotion opportunities, formulate a diversified promotion standard system according to the actual conditions of different disciplines and positions, ensure that personnel in different disciplines and positions have equal promotion opportunities, and encourage teachers to improve themselves and strengthen themselves through continuous learning.</p> <p>3. Administrators should link teacher performance evaluation with promotion to ensure objective and fair evaluation standards, encourage teachers to continuously improve their teaching and work performance, and promote their active pursuit of promotion.</p> <p>4. Administrators should provide development space after promotion, establish a funding support system for teaching work and scientific research work after promotion, and increase teachers' career development motivation.</p>

Table 4.11 (Continued)

Dimension	Strategies
	<p>5. Administrators should advocate the concept of fairness, ensure fair distribution of promotion opportunities, avoid unfair promotion behaviors such as nepotism, and enhance teacher trust and satisfaction.</p> <p>6. Administrators should establish a mentor system to provide teachers with professional guidance and support to help them develop and grow better.</p> <p>7. Administrators should provide leadership opportunities, provide teachers with opportunities to participate in school management and leadership, and enhance their sense of responsibility and accomplishment.</p> <p>8. Administrators should support teachers to participate in innovative projects and educational research to improve their professional level and influence.</p> <p>9. Administrators should provide teachers with continuing education, training, and professional development opportunities so that they feel they have the opportunity to grow and develop professionally.</p>
Improve honor incentives	<p>1. Administrators motivate teachers and encourage them to pursue excellence by conferring special honors, awards, recognitions, or titles.</p> <p>2. Administrators should recognize teachers' outstanding performance, achievements or contributions at work through honor incentives, and affirm teachers' professional reputation and academic reputation, so that teachers can feel their own value and status.</p>

Table 4.11 (Continued)

Dimension	Strategies
	<p>3. Administrators should use honor incentives to improve teachers' pride and enthusiasm for work, encourage them to work harder and achieve excellent results for the organization.</p> <p>4. Administrators can promptly commend teachers for their achievements in teaching, scientific research, etc. through regular evaluation and recognition mechanisms, including awarding honorary titles, issuing bonuses, or providing other forms of rewards.</p> <p>5. Administrators encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects, provide more resources and support, and establish an effective feedback mechanism to enhance their work motivation and enthusiasm.</p> <p>6. Administrators should adopt diversified honor incentive policies to satisfy different teachers' pursuit of teaching honors, academic honors and social honors, and at the same time establish a transparent and fair honor incentive system to avoid unfairness and safeguard the fair rights and interests of teachers.</p> <p>7. Administrators should provide social recognition, improve social recognition of teachers, and enhance their sense of pride and honor through media publicity, award selection, etc.</p> <p>8. Administrators should give teachers timely and specific recognition and feedback to let them know that their work is valued and enhance their work motivation.</p>

Table 4.11 (Continued)

Dimension	Strategies
Improve work stability	<p>1. Administrators believe that maintaining the current personnel management system is crucial to teachers' work enthusiasm. A transparent and fair management system can enhance teachers' trust and identification with the organization, thereby increasing their work enthusiasm.</p> <p>2. Administrators believe that a stable teaching staff and a high social status can enhance teachers' self-confidence and sense of belonging, provide teachers with a sense of security, and thus increase their work enthusiasm.</p> <p>3. Administrators continue to strengthen job stability and reduce career uncertainty, which will help teachers focus on teaching and research, improve work efficiency and quality, and enhance work enthusiasm.</p> <p>4. Administrators provide long-term and stable jobs, attract teachers to choose the education industry as a long-term career, and provide support for their long-term career development, thereby enhancing their work enthusiasm.</p> <p>5. Administrators avoid signing short-term contracts or temporary employment to ensure the long-term stability of teaching positions and help increase teachers' investment and enthusiasm for work.</p> <p>6. Administrators strengthen a stable working environment to ensure teachers' teaching quality and academic research results. Striving to maintain a stable working environment will help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.</p>

Table 4.11 (Continued)

Dimension	Strategies
Improve interpersonal relationships	<ol style="list-style-type: none"> 1. Administrators should establish a good team atmosphere, create an environment that supports and encourages teamwork, and enhance teachers' sense of belonging and cohesion. 2. Administrators should establish a support system, including mental health support, work-life balance support, etc., to help teachers deal with work pressure and challenges. 3. Administrators should establish a teacher mutual aid platform or group to allow teachers to share experiences, solve problems, and enhance work enthusiasm. 4. Administrators should organize team-building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency. 5. Administrators should encourage teachers and parents to establish a good communication relationship, care about the growth and development of students, and improve teachers' job satisfaction. 6. Administrators should make efforts to create a good social relationship environment for teachers. Maintaining good family and social relationships can help teachers relieve work pressure, maintain mental health, and better devote themselves to work.

According to the statistics in Table 4.11, the researcher gave strategies to improve the work enthusiasm of teachers in Guangxi public universities, which are specifically reflected in 5 directions and mainly include 40 measures. There are 11 measures for salary incentives, 9 measures for job promotion incentives, 8 measures for environmental factors and honor incentives, 6 measures for job stability incentives, and 6 measures for interpersonal relationships incentives., as shown in Figure 4.1.

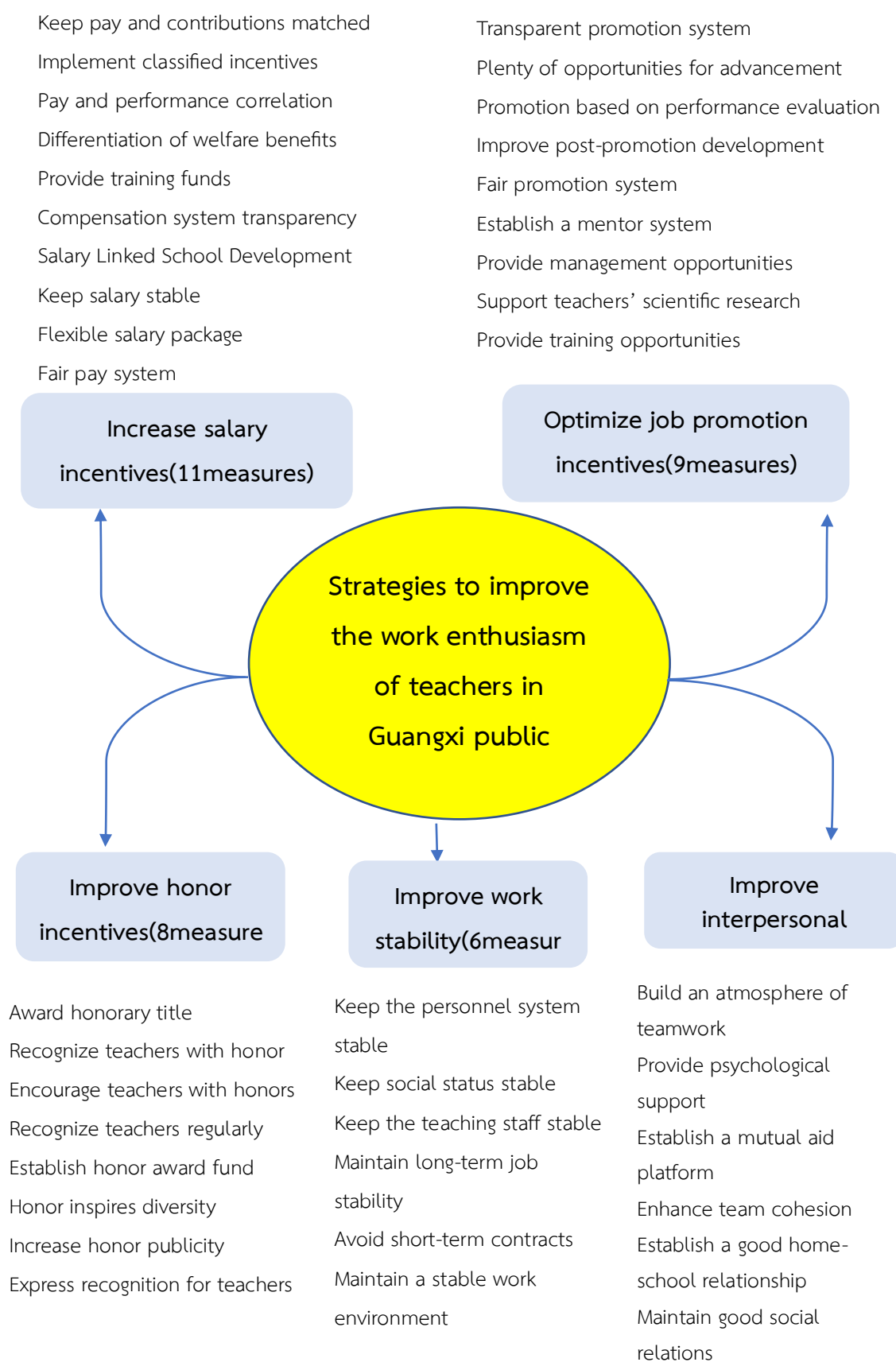


Figure 4.2 Structure diagram of strategies to improve teachers' work enthusiasm in Guangxi public universities.

Strategies to improve the work enthusiasm of teachers in Guangxi public universities are shown in the following dimensions:

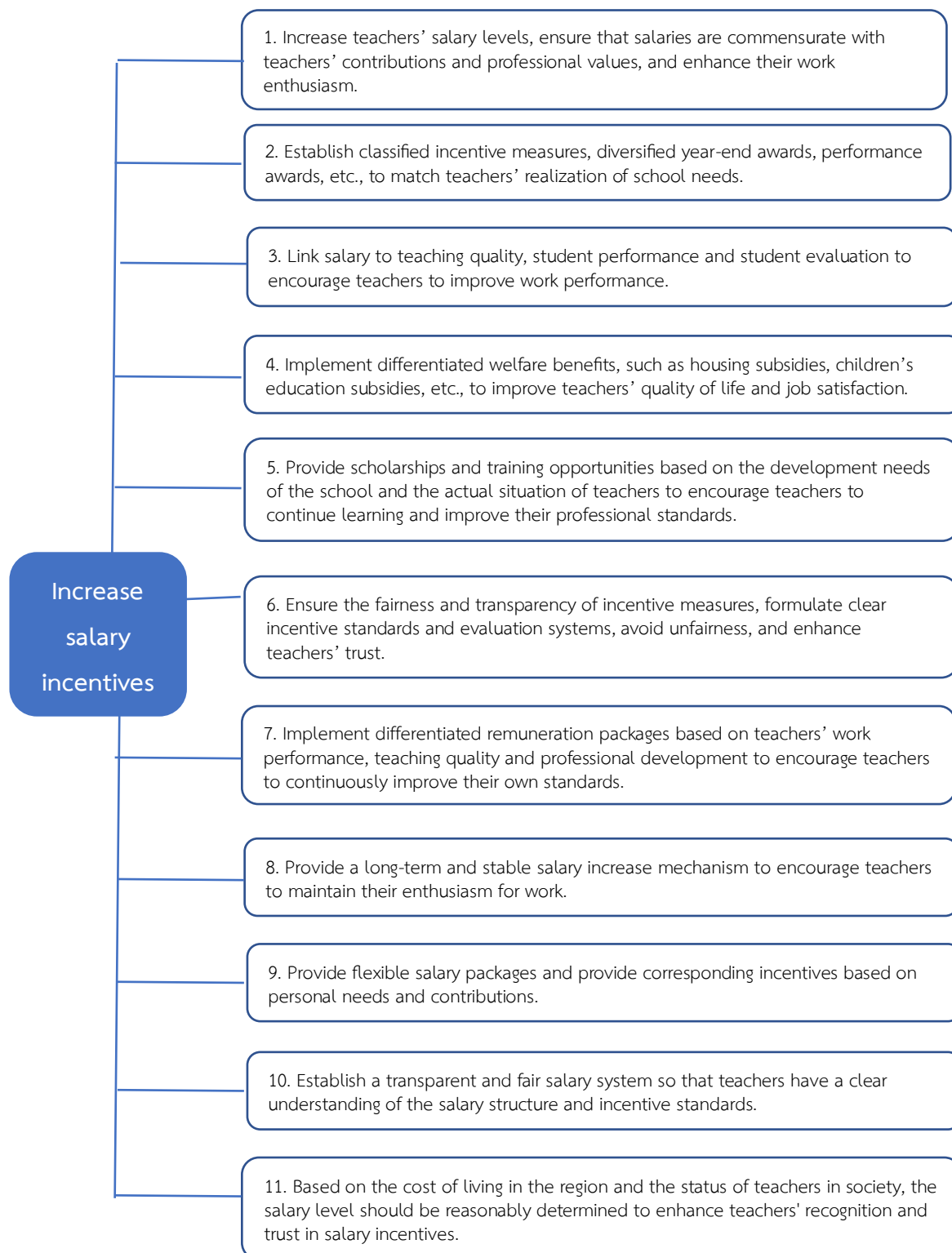


Figure 4.3 Factors for increasing salary incentives

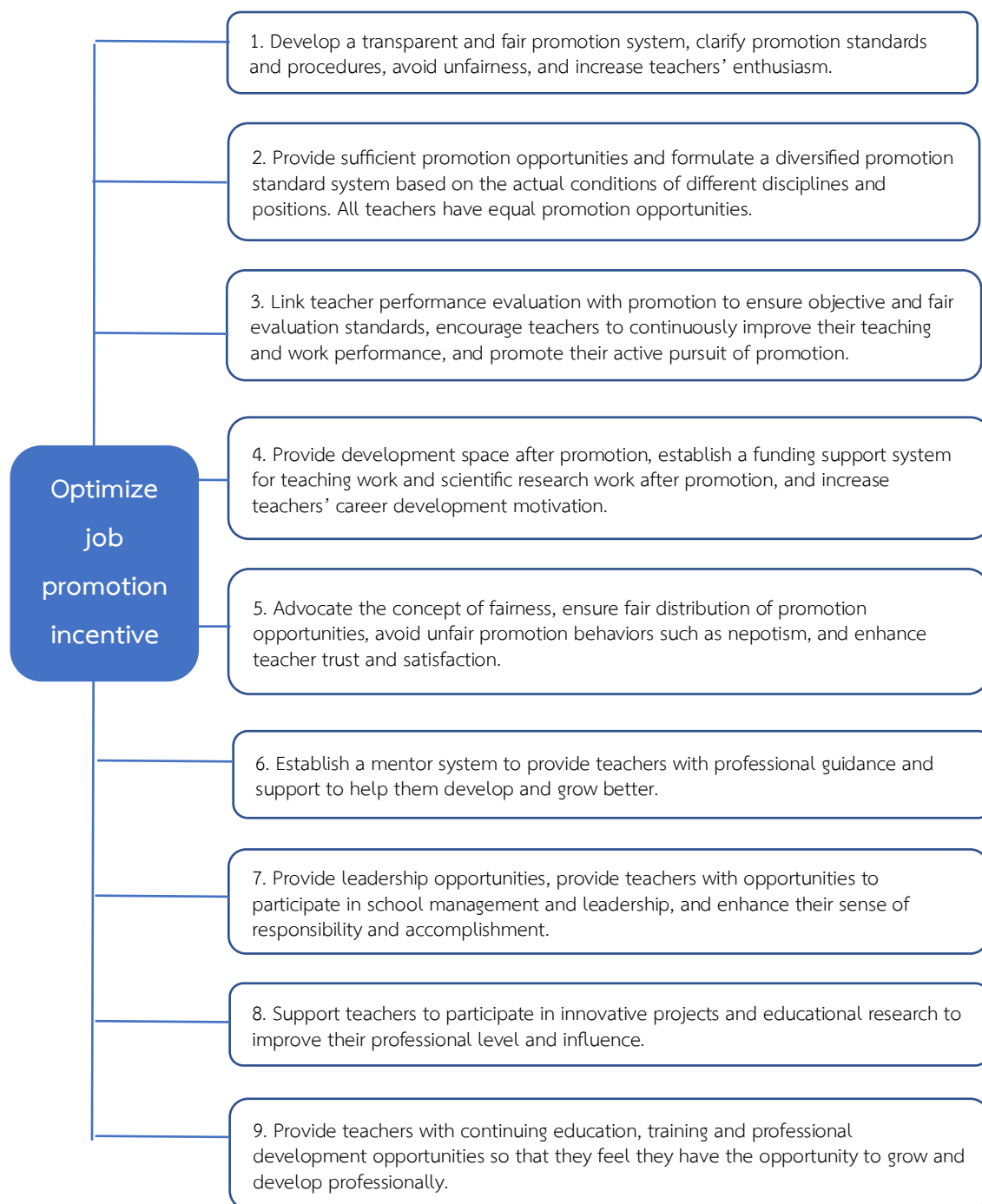


Figure 4.4 Optimize job promotion incentive

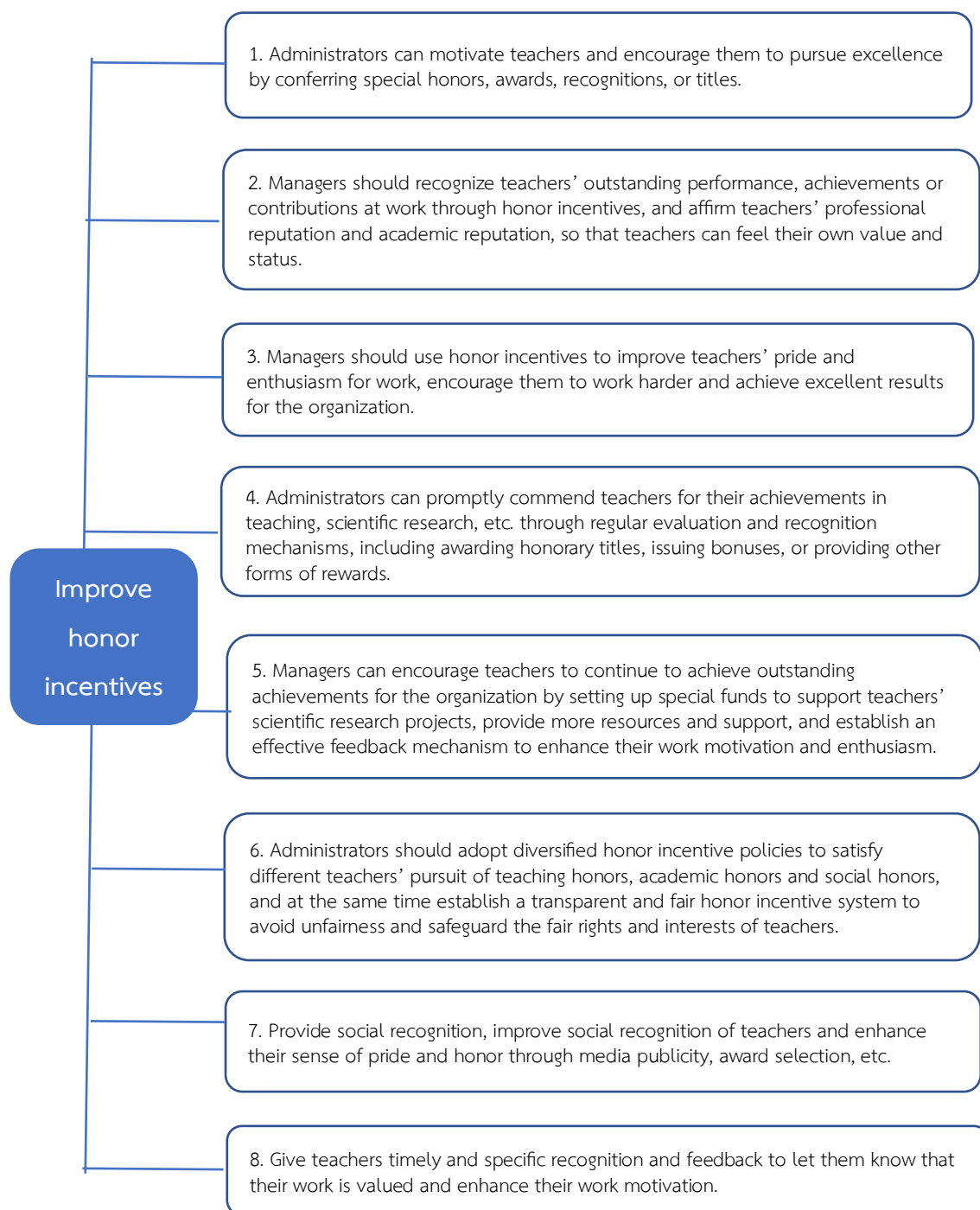


Figure 4.5 Improve honor incentives

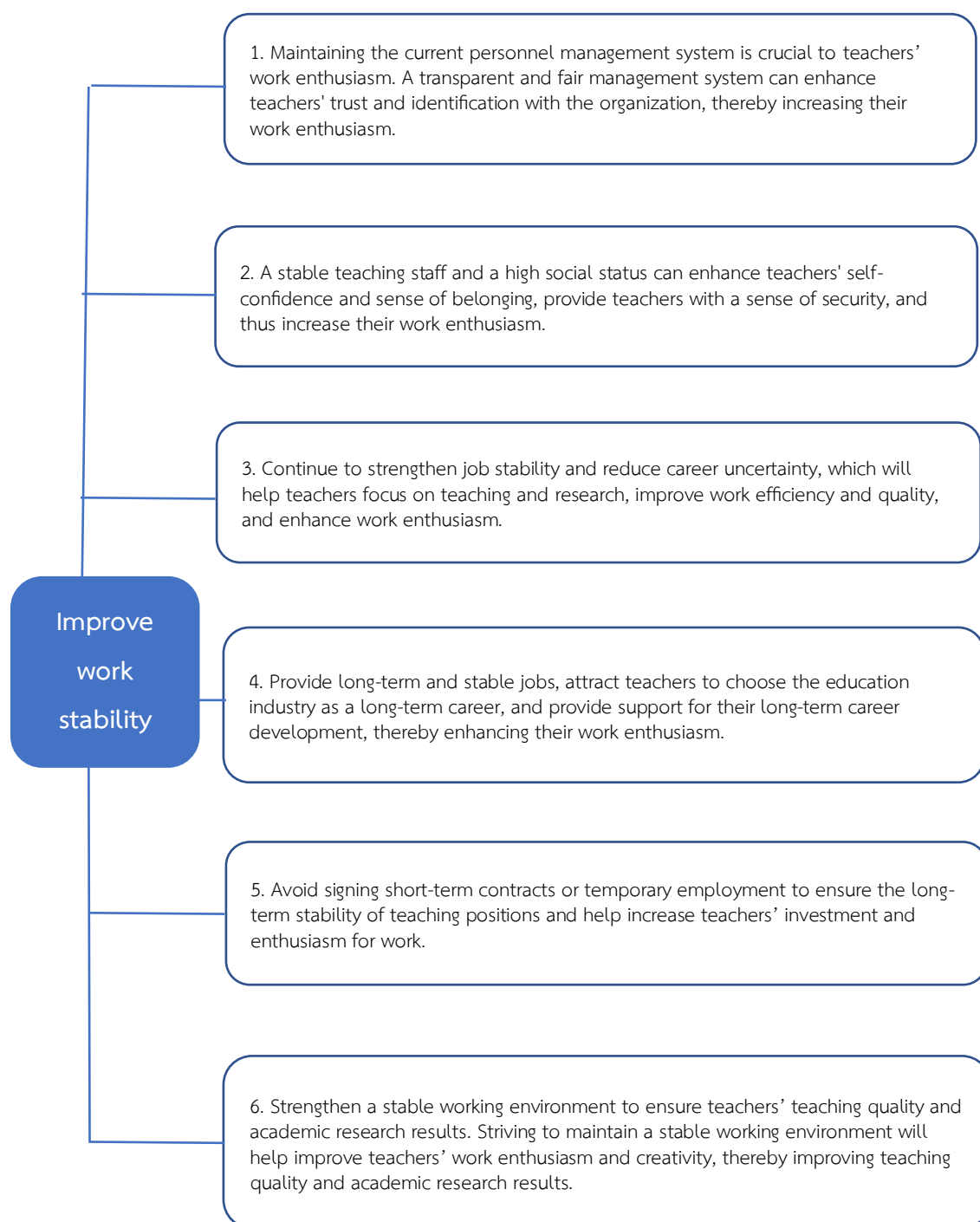


Figure 4.6 Improve work stability

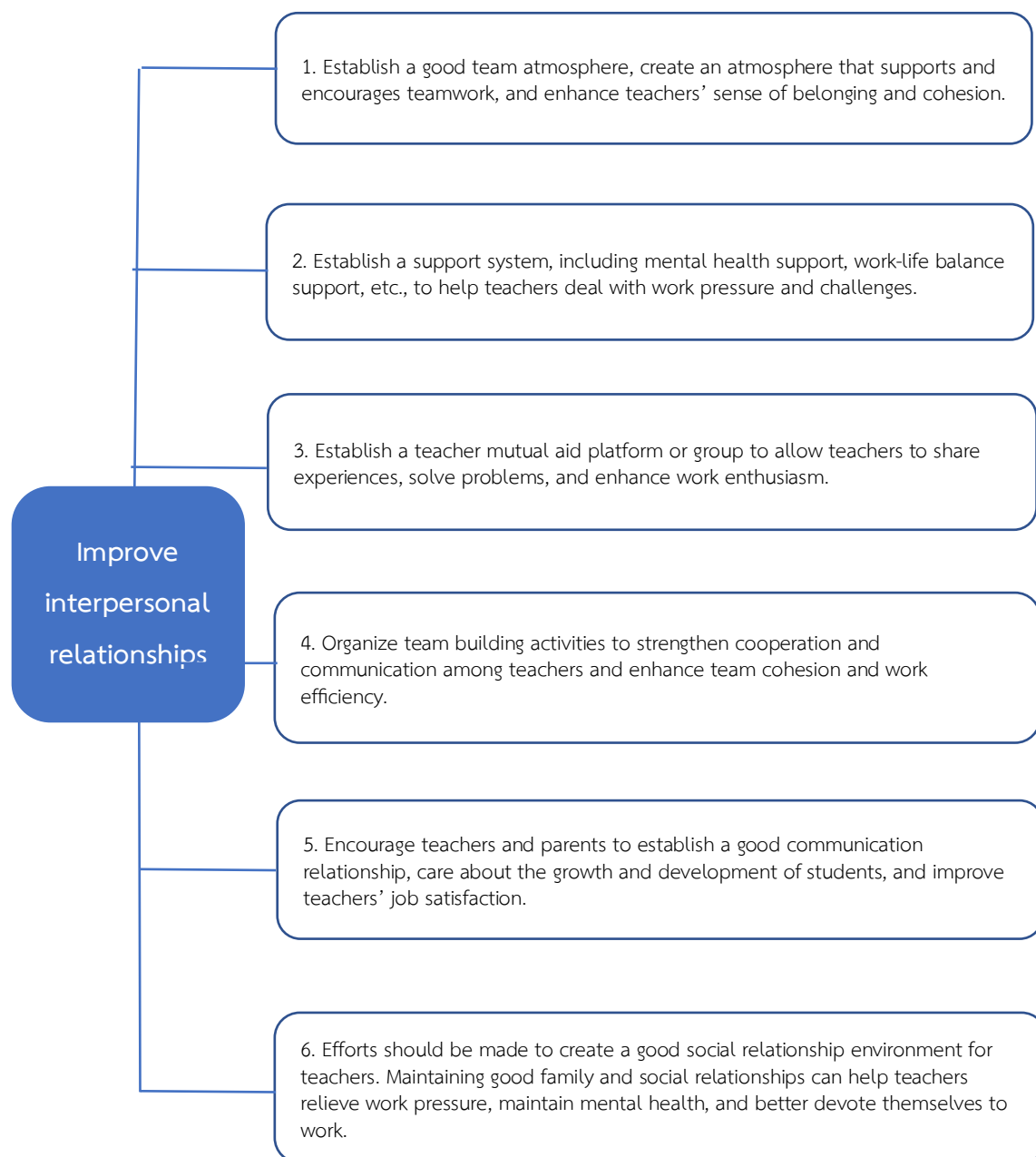


Figure 4.7 Improve interpersonal relationships

Part 4 Suitability Assessment Analysis Results

A feasibility study on the active promotion strategy for teachers in Guangxi public universities. The data average and standard deviation are presented in tabular form. The Suitability and feasibility test of the main teacher work motivation improvement strategies in five aspects: salary incentives, job stability support, honor incentives, job promotion incentives and interpersonal support.

Table 4.12 suitability and feasibility statistics means and standard deviation of upgrading strategies

(N=9)

No	Elements of Strategy	Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1	Increase salary incentives	3.92	0.88	high	3.89	0.85	high
2	Optimize job promotion incentives	3.85	0.94	high	3.90	0.91	high
3	Improve honor incentives	4.05	0.85	high	4.08	0.82	high
4	Improve work stability	3.90	1.00	high	3.98	0.88	high
5	Improve interpersonal relationships	4.13	0.78	high	4.15	0.76	high
Total		3.98	0.90	high	4.01	0.87	high

According to According to Table 4.12, the suitability and feasibility of five strategies to enhance teacher wage enthusiasm are ranked as follows: "Improve interpersonal relationships" ($\bar{x} = 4.15$) is the most applicable, followed by "Improve honor incentives" ($\bar{x} = 4.07$), then "Improve work stability" ($\bar{x} = 3.93$), next "Increase salary incentives" ($\bar{x} = 3.92$), and the lowest is "Optimize job promotion incentives" ($\bar{x} = 3.86$). The highest feasibility is "Improve interpersonal relationships" ($\bar{x} = 4.15$), followed by "Improve honor incentives" ($\bar{x} = 4.08$), then "Improve work stability" ($\bar{x} = 4.03$), next "Optimize job promotion incentives" ($\bar{x} = 3.92$), and the lowest is "Increase salary incentives" ($\bar{x} = 3.89$). The suitability and feasibility of strategies for improving teachers' work enthusiasm were at high level.

Table 4.13 Means and standard deviation of suitability and feasibility of strategies to improve teachers' work enthusiasm in Guangxi public universities.

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Increase salary incentives							
1	Administrators should increase teachers' salary levels, ensuring that salaries are commensurate with teachers' contributions and professional values, to enhance their work enthusiasm.	3.93	0.80	high	4.00	0.79	high
2	Administrators should establish classified incentive measures, diversified year-end awards, performance awards, etc., to match teachers' realization of school needs.	4.20	0.86	high	4.10	0.80	high
3	Administrators should link salary to teaching quality, student performance, and student evaluation to encourage teachers to improve work performance.	3.80	1.15	high	3.93	0.94	high
4	Administrators should implement differentiated welfare benefits, such as housing subsidies, children's education subsidies, etc., to improve teachers' quality of life and job satisfaction.	4.40	0.63	high	4.30	0.75	high

Table 4.13 (Continued)

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Increase salary incentives							
5	Provide scholarships and training opportunities based on the development needs of the school and the actual situation of teachers to encourage teachers to continue learning and improve their professional standards.	4.13	0.74	high	4.10	0.76	high
6	Ensure the fairness and transparency of incentive measures, formulate clear incentive standards and evaluation systems, avoid unfairness, and enhance teachers' trust.	3.93	0.70	high	4.07	0.64	high
7	Implement differentiated remuneration packages based on teachers' work performance, teaching quality and professional development to encourage teachers to continuously improve their own standards.	3.87	0.92	high	3.63	0.89	high

Table 4.13 (Continued)

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Increase salary incentives							
8	Administrators should provide a long-term and stable salary increase mechanism to encourage teachers to maintain their enthusiasm for work.	3.67	0.82	high	3.67	0.92	high
9	Administrators should provide flexible salary packages and corresponding incentives based on personal needs and contributions.	3.67	0.82	high	3.60	0.77	high
10	Administrators should establish a transparent and fair salary system so that teachers have a clear understanding of the salary structure and incentive standards.	3.60	1.18	high	3.57	0.97	high
11	Administrators should, based on the cost of living in the region and the status of teachers in society, reasonably determine the salary level to enhance teachers' recognition and trust in salary incentives.	3.87	0.83	high	3.80	0.85	high
Total		3.92	0.88	high	3.89	0.85	high

According to Table 4.14, there are 11 increase salary incentives that enhance the suitability and feasibility of strategies, with the highest suitability figure being "Administrators should implement differentiated welfare benefits, such as housing subsidies, children's education subsidies, etc., to improve teachers' quality of life and job satisfaction". ($\bar{x} = 4.40$), followed by "Administrators should establish classified incentive measures, diversified year-end awards, performance awards, etc., to match teachers' realization of school needs". ($\bar{x} = 4.20$), and the lowest figure was "Administrators should establish a transparent and fair salary system so that teachers have a clear understanding of the salary structure and incentive standards.". ($\bar{x} = 3.60$).

The highest feasibility figure was "Administrators should implement differentiated welfare benefits, such as housing subsidies, children's education subsidies, etc., to improve teachers' quality of life and job satisfaction". ($\bar{x} = 4.30$), followed by "Administrators should establish classified incentive measures, diversified year-end awards, performance awards, etc., to match teachers' realization of school needs.". ($\bar{x} = 4.10$), and the lowest figure was "Administrators should establish a transparent and fair salary system so that teachers have a clear understanding of the salary structure and incentive standards.". ($\bar{x} = 3.57$).

Table 4.14 Mean and standard deviation of suitability and feasibility of strategies to improve teachers' work enthusiasm in Guangxi public universities.

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Optimize job promotion incentives							
1	Administrators should develop a transparent and fair promotion system, clarify promotion standards and procedures, avoid unfairness, and increase teachers' enthusiasm.	3.73	0.88	high	3.83	0.91	high
2	Administrators should provide sufficient promotion opportunities, formulate a diversified promotion standard system according to the actual conditions of different disciplines and positions, ensure that personnel in different disciplines and positions have equal promotion opportunities, and encourage teachers to improve themselves and strengthen themselves through continuous learning.	3.60	0.83	high	3.67	0.88	high

Table 4.14 (Continued)

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
		Optimize job promotion incentives					
3	Administrators should link teacher performance evaluation with promotion to ensure objective and fair evaluation standards, encourage teachers to continuously improve their teaching and work performance, and promote their active pursuit of promotion.	3.93	0.88	high	3.93	0.83	high
4	Administrators should provide development space after promotion, establish a funding support system for teaching work and scientific research work after promotion, and increase teachers' career development motivation.	3.73	1.10	high	3.77	1.01	high
5	Administrators should advocate the concept of fairness, ensure fair distribution of promotion opportunities, avoid unfair promotion behaviors such as nepotism, and enhance teacher trust and satisfaction.	3.80	0.86	high	3.83	0.87	high

Table 4.14 (Continued)

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Optimize job promotion incentives							
6	Administrators should establish a mentor system to provide teachers with professional guidance and support to help them develop and grow better.	3.87	0.99	high	3.83	0.91	high
7	7.Administrators should provide leadership opportunities, provide teachers with opportunities to participate in school management and leadership, and enhance their sense of responsibility and accomplishment.	3.93	0.96	high	4.00	0.91	high
8	8.Administrators should support teachers to participate in innovative projects and educational research to improve their professional level and influence.	4.20	0.94	high	4.27	0.83	high

Table 4.14 (Continued)

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Optimize job promotion incentives							
9	Administrators should provide teachers with continuing education, training, and professional development opportunities so that they feel they have the opportunity to grow and develop professionally.	3.87	1.13	high	3.97	1.03	high
Total		3.85	0.94	high	3.90	0.91	high

According to Table 4.14, there are 9 optimize job promotion incentives that enhance the suitability and feasibility of strategies, with the highest suitability figure being " Administrators should support teachers to participate in innovative projects and educational research to improve their professional level and influence". (\bar{x} =4.20), followed by "Administrators should provide leadership opportunities, provide teachers with opportunities to participate in school management and leadership, and enhance their sense of responsibility and accomplishment". (\bar{x} =3.93), and the lowest figure was "Administrators should provide sufficient promotion opportunities, formulate a diversified promotion standard system according to the actual conditions of different disciplines and positions, ensure that personnel in different disciplines and positions have equal promotion opportunities, and encourage teachers to improve themselves and strengthen themselves through continuous learning". (\bar{x} =3.60).

The highest feasibility figure was " Administrators should support teachers to participate in innovative projects and educational research to improve their professional level and influence.". (\bar{x} =4.27), followed by "Administrators should provide leadership opportunities, provide teachers with opportunities to participate in school management and leadership, and enhance their sense of responsibility and accomplishment.". (\bar{x} =4.00), and the lowest figure was "Administrators should provide sufficient promotion opportunities, formulate a diversified promotion standard system according to the actual conditions of different disciplines and positions, ensure that personnel in different disciplines and positions have equal promotion opportunities, and encourage teachers to improve themselves and strengthen themselves through continuous learning. " (\bar{x} =3.67).

Table 4.15 Mean and standard deviation of suitability and feasibility of strategies to improve teachers' work enthusiasm in Guangxi public universities

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Improve honor incentives							
1	Administrators motivate teachers and encourage them to pursue excellence by conferring special honors, awards, recognitions, or titles.	3.93	1.10	high	4.00	0.98	high
2	Administrators should recognize teachers' outstanding performance, achievements or contributions at work through honor incentives, and affirm teachers' professional reputation and academic reputation, so that teachers can feel their own value and status.	3.87	0.99	high	4.07	0.83	high
3	Administrators should use honor incentives to improve teachers' pride and enthusiasm for work, encourage them to work harder and achieve excellent results for the organization.	4.07	0.80	high	3.97	0.76	high

Table 4.15 (Continued)

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Improve honor incentives							
4	Administrators can promptly commend teachers for their achievements in teaching, scientific research, etc. through regular evaluation and recognition mechanisms, including awarding honorary titles, issuing bonuses, or providing other forms of rewards.	4.40	0.63	high	4.33	0.71	high
5	Administrators encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects, provide more resources and support, and establish an effective feedback mechanism to enhance their work motivation and enthusiasm.	4.13	0.92	high	4.17	0.87	high

Table 4.15 (Continued)

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Improve honor incentives							
6	Administrators should adopt diversified honor incentive policies to satisfy different teachers' pursuit of teaching honors, academic honors and social honors, and at the same time establish a transparent and fair honor incentive system to avoid unfairness and safeguard the fair rights and interests of teachers.	4.07	0.88	high	3.97	0.85	high
7	Administrators should provide social recognition, improve social recognition of teachers, and enhance their sense of pride and honor through media publicity, award selection, etc.	4.00	0.93	high	4.07	0.87	high
8	Administrators should give teachers timely and specific recognition and feedback to let them know that their work is valued and enhance their work motivation.	3.93	0.59	high	4.10	0.71	high
Total		4.05	0.85	high	4.08	0.82	high

According to Table 4.15, there are 8 improve honor incentives that enhance the suitability and feasibility of strategies, with the highest suitability figure being "Administrators can promptly commend teachers for their achievements in teaching, scientific research, etc. through regular evaluation and recognition mechanisms, including awarding honorary titles, issuing bonuses, or providing other forms of rewards.". (\bar{x} =4.40), followed by "Administrators encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects, provide more resources and support, and establish an effective feedback mechanism to enhance their work motivation and enthusiasm". (\bar{x} =4.13), and the lowest figure was "Administrators should recognize teachers' outstanding performance, achievements or contributions at work through honor incentives, and affirm teachers' professional reputation and academic reputation, so that teachers can feel their own value and status. ". (\bar{x} =4.87).

The highest feasibility figure was "Administrators can promptly commend teachers for their achievements in teaching, scientific research, etc. through regular evaluation and recognition mechanisms, including awarding honorary titles, issuing bonuses, or providing other forms of rewards.". (\bar{x} =4.33), followed by "Administrators encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects, provide more resources and support, and establish an effective feedback mechanism to enhance their work motivation and enthusiasm. ". (\bar{x} =4.17), and the lowest figure was "Administrators should use honor incentives to improve teachers' pride and enthusiasm for work, encourage them to work harder and achieve excellent results for the organization. ". (\bar{x} =3.97).

Table 4.16 Mean and standard deviation of suitability and feasibility of strategies to improve teachers' work enthusiasm in Guangxi public universities

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Improve work stability							
1	Administrators believe that maintaining the current personnel management system is crucial to teachers' work enthusiasm. A transparent and fair management system can enhance teachers' trust and identification with the organization, thereby increasing their work enthusiasm.	3.73	1.10	high	3.97	0.89	high
2	Administrators believe that a stable teaching staff and a high social status can enhance teachers' self-confidence and sense of belonging, provide teachers with a sense of security, and thus increase their work enthusiasm.	3.80	1.01	high	4.03	0.93	high

Table 4.16 (Continued)

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Improve work stability							
3	Administrators continue to strengthen job stability and reduce career uncertainty, which will help teachers focus on teaching and research, improve work efficiency and quality, and enhance work enthusiasm.	3.87	0.99	high	3.97	0.85	high
4	Administrators provide long-term and stable jobs, attract teachers to choose the education industry as a long-term career, and provide support for their long-term career development, thereby enhancing their work enthusiasm.	3.93	1.10	high	3.87	0.94	high
5	5.Administrators avoid signing short-term contracts or temporary employment to ensure the long-term stability of teaching positions and help increase teachers' investment and enthusiasm for work.	4.00	1.07	high	3.93	0.98	high

Table 4.16 (Continued)

(N=9)							
No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Improve work stability							
6	Administrators strengthen a stable working environment to ensure teachers' teaching quality and academic research results. Striving to maintain a stable working environment will help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.	4.07	0.88	high	4.13	0.78	high
Total		3.90	1.00	high	3.98	0.88	high

According to Table 4.16, there are 6 improve work stability that enhance the suitability and feasibility of strategies, with the highest suitability figure being "Administrators strengthen a stable working environment to ensure teachers' teaching quality and academic research results. Striving to maintain a stable working environment will help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.". (\bar{x} =4.07), followed by "Administrators avoid signing short-term contracts or temporary employment to ensure the long-term stability of teaching positions and help increase teachers' investment and enthusiasm for work. ". (\bar{x} =4.00), and the lowest figure was "Administrators believe that maintaining the current personnel management system is crucial to teachers' work enthusiasm. A transparent and fair management system can enhance teachers' trust and identification with the organization, thereby increasing their work enthusiasm. ". (\bar{x} =3.73).

The highest feasibility figure was "Administrators strengthen a stable working environment to ensure teachers' teaching quality and academic research results. Striving to maintain a stable working environment will help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.". (\bar{x} =4.13), followed by "Administrators believe that a stable teaching staff and a high social status can enhance teachers' self-confidence and sense of belonging, provide teachers with a sense of security, and thus increase their work enthusiasm. ". (\bar{x} =4.03), and the lowest figure was "Administrators provide long-term and stable jobs, attract teachers to choose the education industry as a long-term career, and provide support for their long-term career development, thereby enhancing their work enthusiasm. ". (\bar{x} =3.87).

Table 4.17 Mean and standard deviation of suitability and feasibility of strategies to improve teachers' work enthusiasm in Guangxi public universities

(N=9)

No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Improve interpersonal relationships							
1	Administrators should establish a good team atmosphere, create an environment that supports and encourages teamwork, and enhance teachers' sense of belonging and cohesion.	3.93	0.88	high	4.07	0.83	high
2	Administrators should establish a support system, including mental health support, work-life balance support, etc., to help teachers deal with work pressure and challenges.	3.93	0.88	high	4.07	0.78	high
3	Administrators should establish a teacher mutual aid platform or group to allow teachers to share experiences, solve problems, and enhance work enthusiasm.	4.20	0.77	high	4.03	0.72	high
4	Administrators should organize team-building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency.	4.27	0.70	high	4.23	0.73	high

Table 4.17 (Continued)

(N=9)							
No	Strategies to improve teachers' work enthusiasm in Guangxi public universities	Suitability			Feasibility		
		\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
Improve interpersonal relationships							
5	Administrators should encourage teachers and parents to establish a good communication relationship, care about the growth and development of students, and improve teachers' job satisfaction.	4.33	0.72	high	4.40	0.77	high
6	Administrators should make efforts to create a good social relationship environment for teachers. Maintaining good family and social relationships can help teachers relieve work pressure, maintain mental health, and better devote themselves to work.	4.13	0.74	high	4.10	0.71	high
Total		4.13	0.78	high	4.15	0.76	high

According to Table 4.17, there are 8 that enhance the suitability and feasibility of strategies, with the highest suitability figure being "Administrators should encourage teachers and parents to establish a good communication relationship, care about the growth and development of students, and improve teachers' job satisfaction.". (\bar{x} =4.33), followed by "Administrators should organize team-building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency". (\bar{x} =4.27), and the lowest figure was "Administrators should establish a support system, including mental health support, work-life balance support, etc., to help teachers deal with work pressure and challenges". (\bar{x} =3.93).

The highest feasibility figure was "Administrators should encourage teachers and parents to establish a good communication relationship, care about the growth and development of students, and improve teachers' job satisfaction.". (\bar{x} =4.40), followed by "Administrators should organize team-building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency". (\bar{x} =4.23), and the lowest figure was "Administrators should establish a teacher mutual aid platform or group to allow teachers to share experiences, solve problems, and enhance work enthusiasm". (\bar{x} =4.03).

Chapter 5

Conclusion Discussion and Recommendations

The research is on strategies to improve teachers' work enthusiasm in public universities in Guangxi. The objectives of this research were: 1) To study the current situation of teachers' work enthusiasm in public universities in Guangxi. 2) To develop the strategies for improving teachers' work enthusiasm in public universities in Guangxi. 3) To evaluate the suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi. The research included 5 following aspects: 1) Increase salary incentives, 2) Optimize job promotion incentives, 3) Improve honor incentives, 4) Improve work stability, 5) Improve interpersonal relationships. The focus group included 14 senior managers. The research tools were literature analysis, questionnaires and focus group discussions. The statistics used to analyze the data are percentage, mean, and standard deviation. The conclusions, discussions and recommendations of this study are as follows:

Conclusion

Part 1: To study the current situation of teachers' work enthusiasm in public universities in Guangxi.

Part 2: To develop the strategies for improving teachers' work enthusiasm in public universities in Guangxi.

Part 3: To evaluate the suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi.

Part 1: To study the current situation of teachers' work enthusiasm in public universities in Guangxi.

The current strategies to improve teachers' work motivation are at a high level in five aspects. Taking into account the results of this study, the order of various aspects from highest to lowest levels is: the highest level is interpersonal motivation, followed by honor motivation, then job stability guarantee, then job promotion motivation, and the lowest level is salary motivation.

Interpersonal motivation was at high level. Considering the results of this study, the order from highest to lowest level is: the highest level was Administrators believe that teachers' relationships with friends and family also have significant effects on individuals' lives and work, providing emotional support and life balance, followed by Administrators believe that teachers' relationships with students and parents are also crucial, as good relationships help establish a positive teaching environment and student relations, and Administrators organize social activities and team-building activities for teachers, which have a positive impact on enhancing teachers' work enthusiasm was the lowest level.

Honor motivation was at upper-middle level. Considering the results of this study, the order from highest to lowest level is: the highest level was Administrators' formulated honor incentive policy system that is unfair can lead to a lack of work motivation among teachers, followed by Administrators' formulated honor incentives are recognition of teachers' outstanding performance, achievements, or contributions in their work, and Administrators' formulated honor incentive policies are transparent was the lowest level.

Job stability guarantee was at middle level. Considering the results of this study, the order from highest to lowest level is: the highest level was Administrators providing job positions with high stability is an important factor in attracting teachers to choose education as a career, followed by Administrators' provision of job stability has a positive impact on teachers' teaching quality and academic research output, and Administrators adjust the stability of teachers' positions based on industry changes was the lowest level.

Job promotion motivation was at lower-middle level. Considering the results of this study, the order from highest to lowest level is: the highest level was Administrators' formulated promotion system that is opaque or unfair can reduce teachers' work motivation, followed by Administrators' formulated promotion system that is sufficiently transparent helps attract and retain excellent teachers and promotes the development of schools, and Administrators' formulated promotion policies provide teachers with opportunities to advance to higher positions and corresponding benefits was the lowest level.

Salary motivation was at the lowest level. Considering the results of this study, the order from highest to lowest level is: the highest level was administrators believe that inadequate teacher salary incentives may lead teachers to choose to leave the education industry, which is a disadvantages factor for school management; followed by administrators believe that raising teacher salary levels will have a positive impact on teacher enthusiasm, helping to improve teaching quality and educational standards; and Administrators' formulated teacher salary levels reflect teachers' teaching skills and teaching quality was the lowest level.

Part 2: To development the strategies for improving teachers' work enthusiasm in public universities in Guangxi.

The strategies to improve teachers' work enthusiasm in Guangxi public universities in 5 aspects, which contain 40 measures. There are 11 measures for increase salary incentives, 9 measures for optimize job promotion incentives, 8 measures for improve honor incentives, 6 measures for improve work stability, and 6 measures for Improve interpersonal relationships.

Increase salary incentives of 11 measures : Administrators should increase teachers' salary levels, ensuring that salaries are commensurate with teachers' contributions and professional values, to enhance their work enthusiasm; Administrators should establish classified incentive measures, diversified year-end awards, performance awards, etc., to match teachers' realization of school needs; Administrators should link salary to teaching quality, student performance, and student evaluation to encourage teachers to improve work performance; Administrators should implement differentiated welfare benefits, such as housing subsidies, children's education subsidies, etc., to improve teachers' quality of life and job satisfaction; Administrators should provide scholarships and training opportunities based on the development needs of the school and the actual situation of teachers to encourage teachers to continue learning and improve their professional standards; Administrators should ensure the fairness and transparency of incentive measures, formulate clear incentive standards and evaluation systems, avoid unfairness, and enhance teachers' trust; Administrators should implement differentiated remuneration packages based on teachers' work performance, teaching quality, and professional development to

encourage teachers to continuously improve their own standards; Administrators should provide a long-term and stable salary increase mechanism to encourage teachers to maintain their enthusiasm for work; Administrators should provide flexible salary packages and corresponding incentives based on personal needs and contributions; Administrators should establish a transparent and fair salary system so that teachers have a clear understanding of the salary structure and incentive standards; Administrators should, based on the cost of living in the region and the status of teachers in society, reasonably determine the salary level to enhance teachers' recognition and trust in salary incentives.

Optimize job promotion incentives of 9 measures: Administrators should develop a transparent and fair promotion system, clarify promotion standards and procedures, avoid unfairness, and increase teachers' enthusiasm; Administrators should provide sufficient promotion opportunities, formulate a diversified promotion standard system according to the actual conditions of different disciplines and positions, ensure that personnel in different disciplines and positions have equal promotion opportunities, and encourage teachers to improve themselves and strengthen themselves through continuous learning; Administrators should link teacher performance evaluation with promotion to ensure objective and fair evaluation standards, encourage teachers to continuously improve their teaching and work performance, and promote their active pursuit of promotion; Administrators should provide development space after promotion, establish a funding support system for teaching work and scientific research work after promotion, and increase teachers' career development motivation; Administrators should advocate the concept of fairness, ensure fair distribution of promotion opportunities, avoid unfair promotion behaviors such as nepotism, and enhance teacher trust and satisfaction; Administrators should establish a mentor system to provide teachers with professional guidance and support to help them develop and grow better; Administrators should provide leadership opportunities, provide teachers with opportunities to participate in school management and leadership, and enhance their sense of responsibility and accomplishment; Administrators should support teachers to participate in innovative projects and educational research to improve their professional level and influence;

Administrators should provide teachers with continuing education, training, and professional development opportunities so that they feel they have the opportunity to grow and develop professionally.

Improve honor incentives of 8 measures: Administrators motivate teachers and encourage them to pursue excellence by conferring special honors, awards, recognitions, or titles; Administrators should recognize teachers' outstanding performance, achievements or contributions at work through honor incentives, and affirm teachers' professional reputation and academic reputation, so that teachers can feel their own value and status; Administrators should use honor incentives to improve teachers' pride and enthusiasm for work, encourage them to work harder and achieve excellent results for the organization; Administrators can promptly commend teachers for their achievements in teaching, scientific research, etc. through regular evaluation and recognition mechanisms, including awarding honorary titles, issuing bonuses, or providing other forms of rewards; Administrators encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects, provide more resources and support, and establish an effective feedback mechanism to enhance their work motivation and enthusiasm; Administrators should adopt diversified honor incentive policies to satisfy different teachers' pursuit of teaching honors, academic honors and social honors, and at the same time establish a transparent and fair honor incentive system to avoid unfairness and safeguard the fair rights and interests of teachers; Administrators should provide social recognition, improve social recognition of teachers, and enhance their sense of pride and honor through media publicity, award selection, etc.; Administrators should give teachers timely and specific recognition and feedback to let them know that their work is valued and enhance their work motivation.

Improve work stability of 6 measures: Administrators believe that maintaining the current personnel management system is crucial to teachers' work enthusiasm. A transparent and fair management system can enhance teachers' trust and identification with the organization, thereby increasing their work enthusiasm; Administrators believe that a stable teaching staff and a high social status can enhance teachers' self-confidence and sense of belonging, provide teachers with a sense of

security, and thus increase their work enthusiasm; Administrators continue to strengthen job stability and reduce career uncertainty, which will help teachers focus on teaching and research, improve work efficiency and quality, and enhance work enthusiasm; Administrators provide long-term and stable jobs, attract teachers to choose the education industry as a long-term career, and provide support for their long-term career development, thereby enhancing their work enthusiasm; Administrators avoid signing short-term contracts or temporary employment to ensure the long-term stability of teaching positions and help increase teachers' investment and enthusiasm for work; Administrators strengthen a stable working environment to ensure teachers' teaching quality and academic research results. Striving to maintain a stable working environment will help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.

Improve interpersonal relationships of 6 measures: Administrators should establish a good team atmosphere, create an environment that supports and encourages teamwork, and enhance teachers' sense of belonging and cohesion; Administrators should establish a support system, including mental health support, work-life balance support, etc., to help teachers deal with work pressure and challenges; Administrators should establish a teacher mutual aid platform or group to allow teachers to share experiences, solve problems, and enhance work enthusiasm; Administrators should organize team-building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency; Administrators should encourage teachers and parents to establish a good communication relationship, care about the growth and development of students, and improve teachers' job satisfaction; Administrators should make efforts to create a good social relationship environment for teachers. Maintaining good family and social relationships can help teachers relieve work pressure, maintain mental health, and better devote themselves to work.

Part 3: To evaluate the Suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi.

The suitability and feasibility of strategies for improving teachers' work enthusiasm in public universities in Guangxi in 5 aspects were at high level with the

values between 3.85 and 5.00, which means the strategies for improving teachers' work enthusiasm in public universities in Guangxi are Suitability and feasibility.

The suitability and feasibility of increase salary incentives was at a high level. With the highest suitability figure being " administrators should implement differentiated welfare benefits, such as housing subsidies, children's education subsidies, etc., to improve teachers' quality of life and job satisfaction". Followed by "administrators should establish classified incentive measures, diversified year-end awards, performance awards, etc., to match teachers' realization of school needs. ". And the lowest figure was "administrators should establish a transparent and fair salary system so that teachers have a clear understanding of the salary structure and incentive standards. ". The highest feasibility figure was" administrators should implement differentiated welfare benefits, such as housing subsidies, children's education subsidies, etc., to improve teachers' quality of life and job satisfaction". Followed by "administrators should establish classified incentive measures, diversified year-end awards, performance awards, etc., to match teachers' realization of school needs. ". And the lowest figure was "administrators should establish a transparent and fair salary system so that teachers have a clear understanding of the salary structure and incentive standards. "

The suitability and feasibility optimize job promotion incentives was at a high level. With the highest suitability figure being " administrators should support teachers to participate in innovative projects and educational research to improve their professional level and influence.". Followed by "administrators should provide leadership opportunities, provide teachers with opportunities to participate in school management and leadership, and enhance their sense of responsibility and accomplishment. ". And the lowest figure was "administrators should provide sufficient promotion opportunities, formulate a diversified promotion standard system according to the actual conditions of different disciplines and positions, ensure that personnel in different disciplines and positions have equal promotion opportunities, and encourage teachers to improve themselves and strengthen themselves through continuous learning. ". The highest feasibility figure was " administrators should support teachers to participate in innovative projects and educational research to improve their

professional level and influence.". Followed by "administrators should provide leadership opportunities, provide teachers with opportunities to participate in school management and leadership, and enhance their sense of responsibility and accomplishment. ". And the lowest figure was "administrators should provide sufficient promotion opportunities, formulate a diversified promotion standard system according to the actual conditions of different disciplines and positions, ensure that personnel in different disciplines and positions have equal promotion opportunities, and encourage teachers to improve themselves and strengthen themselves through continuous learning. "

The suitability and feasibility improve honor incentives was at a high level. With the highest suitability figure being " Administrators can promptly commend teachers for their achievements in teaching, scientific research, etc. through regular evaluation and recognition mechanisms, including awarding honorary titles, issuing bonuses, or providing other forms of rewards.". followed by "Administrators encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects, provide more resources and support, and establish an effective feedback mechanism to enhance their work motivation and enthusiasm. ". and the lowest figure was "Administrators should recognize teachers' outstanding performance, achievements or contributions at work through honor incentives, and affirm teachers' professional reputation and academic reputation, so that teachers can feel their own value and status. ". The highest feasibility figure was " Administrators can promptly commend teachers for their achievements in teaching, scientific research, etc. through regular evaluation and recognition mechanisms, including awarding honorary titles, issuing bonuses, or providing other forms of rewards.". followed by "Administrators encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects, provide more resources and support, and establish an effective feedback mechanism to enhance their work motivation and enthusiasm. ". and the lowest figure was "Administrators should use honor incentives to improve teachers' pride and enthusiasm for work, encourage them to work harder and achieve excellent results for the organization. ".

The suitability and feasibility improve work stability was at a high level. With the highest suitability figure being " administrators strengthen a stable working environment to ensure teachers' teaching quality and academic research results. Striving to maintain a stable working environment will help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.". Followed by "administrators avoid signing short-term contracts or temporary employment to ensure the long-term stability of teaching positions and help increase teachers' investment and enthusiasm for work.". And the lowest figure was "administrators believe that maintaining the current personnel management system is crucial to teachers' work enthusiasm. A transparent and fair management system can enhance teachers' trust and identification with the organization, thereby increasing their work enthusiasm.". The highest feasibility figure was " administrators strengthen a stable working environment to ensure teachers' teaching quality and academic research results. Striving to maintain a stable working environment will help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.". Followed by "administrators believe that a stable teaching staff and a high social status can enhance teachers' self-confidence and sense of belonging, provide teachers with a sense of security, and thus increase their work enthusiasm.". And the lowest figure was "administrators provide long-term and stable jobs, attract teachers to choose the education industry as a long-term career, and provide support for their long-term career development, thereby enhancing their work enthusiasm. ".

The suitability and feasibility improve interpersonal relationship was at a high level. With the highest suitability figure being " administrators should encourage teachers and parents to establish a good communication relationship, care about the growth and development of students, and improve teachers' job satisfaction.". Followed by "administrators should organize team-building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency". And the lowest figure was "administrators should establish a support system, including mental health support, work-life balance support, etc., to help teachers deal with work pressure and challenges". The highest feasibility figure was "

administrators should encourage teachers and parents to establish a good communication relationship, care about the growth and development of students, and improve teachers' job satisfaction.". Followed by "administrators should organize team-building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency". And the lowest figure was "administrators should establish a teacher mutual aid platform or group to allow teachers to share experiences, solve problems, and enhance work enthusiasm".

Discussion

The research in the strategies for improving teachers' work enthusiasm in public universities in Guangxi. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: To study the current situation of teachers' work enthusiasm in public i universities in Guangxi.

Part 2: To development the strategies for improving teachers' work enthusiasm in public universities in Guangxi.

Part 3: To evaluate the suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi.

Part 1: To study the current situation of teachers' work enthusiasm in public i universities in Guangxi.

The current strategies to improve teachers' work motivation are at a high level in five aspects. Taking into account the results of this study, the order of various aspects from highest to lowest levels is: the highest level is interpersonal motivation, followed by honor motivation, then job stability guarantee, then job promotion motivation, and the lowest level is salary motivation. The related to the research of Xu Yongjin, Bai Rui (2009, p.100) Incentives that meet the needs of teachers are the best way to effectively implement incentives for college teachers Grasping incentives that motivate teachers is the key to effectively implementing incentives for college teachers.

1. Interpersonal motivation was at high level. This is because 85 percent of the factors for a person's success are determined by interpersonal relationships, while factors such as knowledge, technology, and experience only account for 15 percent. The level of teachers' work enthusiasm depends first on the harmony of interpersonal relationships. The survey shows that teachers' interpersonal relationships have an important impact on their work enthusiasm. Among teachers' many interpersonal relationships, the relationship with family and friends ranks first, followed by the relationship with students, and finally the relationship with colleagues. Because teachers' family and friends can provide emotional support for teachers and help them balance work and life. The relationship with students and colleagues directly affects the working status of teachers. They will have an important impact on the working atmosphere of teachers. Related to Yao Cuiling's concept (Yao Cuiling. 2014, p.93). Chen Xiaobin & Gao Hongyuan emphasis on the importance of interpersonal relationships in educational management and the importance of mobilizing teachers' enthusiasm and creativity (Chen Xiaobin & Gao Hongyuan 2008 p.116). Fred Fiedler emphasized the importance of relationships between leaders and employees to job performance, not just skills and experience. (Fiedler 1978, p.215)

2. Honor motivation was at upper-middle level. This is because honor incentives link performance, ability, promotion, evaluation, etc., and are high-level needs for college teachers to realize their self-worth. They can also have strong influence and appeal on others, prove people's social value, and inspire teachers to work as a group. power, thus producing better excitation radiation effect. Among the variables of honor incentives, the lowest score was given to "high transparency of honor incentive policies". Honor incentives are an important recognition of teachers' work performance, academic achievements and other contributions. However, an unfair honor incentive system will weaken teachers' work enthusiasm. Related to Qin Yangmei's concept (Yangmei. 2022, p.263). Ding Bing emphasizes the role of honor incentives in educational management. It connects performance, ability, promotion and evaluation, indicating that university teachers have a high level of self-actualization needs (Ding Bing.2018, p.40). Chen Xiaobin & Gao Hongyuan believe that there is a

connection between honor incentives and performance, ability, promotion, etc., and believe that this is a high-level need for college teachers to realize their self-worth (Chen Xiaobin & Gao Hongyuan 2008 p.116). Keller, M.M., Hoy, A.W., Goetz, T., & Frenzel, A.C. discuss teacher enthusiasm as a complex variable and propose a comprehensive definition that includes the two most common conceptualizations of experiential enjoyment and expressive behavior. This suggests that teachers' pursuit of honor may be closely related to their passion and self-fulfillment (Keller, M.M., Hoy, A.W., Goetz, T., & Frenzel, A.C. 2016, p.743).

3. Job stability guarantee was at middle level. This is because at most institutions of higher education, tenure-track faculty have significantly more papers and committees served in the past two years than non-tenure-track faculty. Tenure-track faculty also have slightly more office hours than their peers. In the survey respondents' scores on the variable of job stability, managers will adjust the three items of job stability according to "industry changes, market demand and employee performance" and the scores were the lowest. This is mainly due to the super stability of teaching positions in China's public universities. Unless teachers have serious violations of professional ethics, it is difficult to be dismissed. From this perspective, the variable of job stability is unlikely to have a positive impact on teachers with strong inertia. However, for teachers who love education themselves, higher job stability allows teachers to devote themselves to the career they love. Related to Wang Zhengqing's concept (Wang Zhengqing. 2006, p.83). Huang Wei Huang Wei emphasized the importance of creating a good interpersonal atmosphere and meeting the social needs of organizational members, indirectly implying the importance of providing job stability and security. (Huang Wei 2001, p.22). Kasarak & Dayal, M. study found that tenured faculty published significantly more papers and served on committees in the past two years than non-tenured faculty, suggesting that in most higher education institutions Among them, tenured faculty have certain advantages in terms of career stability (Kasarak & Dayal, M. 2022, p.280).

4. Job promotion motivation was at lower-middle level. This is because the professional title evaluation of teachers in colleges and universities is an important measure taken by the government to stabilize the teaching team, mobilize the

enthusiasm of teachers in teaching and scientific research, improve the quality of teaching and education, and cultivate more qualified talents for the cause of social construction and modernization. The survey shows that a transparent and fair promotion system can help strengthen teachers' work enthusiasm. Insufficient promotion opportunities may cause teachers to leave their current positions or institutions. The existing "promotion policy provides teachers with promotion opportunities and corresponding benefits" was rated at the lowest level. This shows that there is still much room for improvement in the existing promotion opportunities and benefits after promotion. Related to Wang Xiping's concept (Wang Xiping. 1998, p.10) Hu Xiaoping discussed the importance of government policies in determining promotions in higher education institutions, showing that while promotions are crucial, they are also subject to government regulations that aim to stabilize the teaching workforce and improve the quality of education (Hu Xiaoping .2001, p.109). Yao Kai, Ding Tangli discussed the importance of government policies in evaluating and promoting teacher qualifications, suggesting that career promotion motivation may not be high among university faculty because it is largely influenced by external factors. (Yao Kai, Ding Tangli 2022, p.88).

5. Salary motivation was at the lowest level. This is because implementing an incentive salary system is an important means to motivate teachers to work and promote the construction of the teaching team. The survey shows that the respondents gave a low score to "the work standards reflect the teachers' personal work contribution, teaching ability, quality and scientific research ability", and managers also realized that insufficient salary incentives for teachers would affect their work enthusiasm. This shows that the main obstacle to changing this situation is difficult for managers themselves to eliminate. Managers need to consider other means to motivate teachers to work hard. Related to Zhao Decheng's concept (Zhao Decheng. 2009, p.5). Huang Wei discusses various educational management issues, showing that salary incentives are not an important focus relative to other management issues, such as administrative issues, school management, and educational supervision (Huang Wei.1999, p.22). Gao Jiadong discussed that transformational leadership focuses on motivating employees through personal charisma, idealized influence, and care,

suggesting that intrinsic motivation driven by meaningful work and personal growth is more effective than salary incentives. (Gao Jiadong 2005, p.22)

Part 2: To development the strategies for improving teachers' work enthusiasm in public universities in Guangxi.

The salary level of teachers should be increased to ensure that it matches their contribution and professional value, and to enhance work enthusiasm. And implement differentiated welfare benefits to improve quality of life and job satisfaction. This is also consistent with the current situation proposed by He Linying, Liu Ruiyue, and Xiao Shien (2022, p.126) that "the current salary incentive system has low overall teacher salary income, an unclear reward performance gap, and insufficient incentive effects." Establish diversified incentives, such as year-end bonuses and performance awards, to meet the needs of the school. This is also in line with Zhao Deping's (2015, p.942) proposal of "linking salary with teaching quality and student performance to encourage improvement of work performance. The university salary plan based on scientific assessment directly combines salary with teachers' performance, making Compensation design is simple and efficient". Provide a long-term and stable salary increase mechanism to enable teachers to maintain their enthusiasm for work. Establish flexible salary packages and incentives to meet individual needs and contributions. This is also consistent with Li Yanping and Shen Xiajue (2022, p. 89) who proposed that "diversified welfare benefits are designed based on the types and needs of teachers, and different types of teachers can flexibly choose corresponding benefits according to their own needs." Ensure incentives are fair and transparent to avoid unfairness and enhance trust. Establish a transparent and fair salary system to enhance recognition and trust. This is also in line with what Zhao Deping (2015, p.942) proposed to "ensure that the salary structure of our school is reasonably designed when compared with universities in the region or even universities in different regions, and to ensure that employees with different positions, skills and performance in the school are in the same position. The salary level of teachers should be fair and reasonable and ensure the fairness of salary."

Develop a transparent and fair promotion system, clarify standards and procedures, avoid unfairness, and improve teachers' enthusiasm. Promote the concept of fairness and avoid unfair promotion practices. Provide sufficient promotion opportunities, formulate diversified promotion standards, and ensure equal opportunities. This is also consistent with what Ling Huchangjin (2015, p.67) proposed to "design a scientific and reasonable promotion system to ensure fairness and justice in teacher promotion" and "moderately reduce the rigid indicators for teacher promotion, create diversified promotion channels, and promote "The diversified development of promotion conditions for college teachers", and Liu Hong (2015, p.17) proposed that "different disciplines and different groups of people are not considered, resulting in insufficient personalized evaluation, resulting in unreasonable, unobjective, and unreasonable promotion results. "Unscientific and unfair phenomenon". Link teacher performance evaluation with promotion to ensure objectivity and fairness. Provide development space and support after promotion to enhance career development motivation. This is also consistent with what Lei Wei and Wu Daoyou (2020, P.42) proposed to "strengthen follow-up supervision, explore continuous supervision, and stimulate teachers' enthusiasm for work after evaluation and employment." Support participation in innovative projects and educational research to improve professional standards and influence. This is also consistent with the evaluation criteria for teacher job promotion proposed by Zhang Yizhong and Li Wenxia (2022, p.89), which require "setting up scientific standards to measure the relationship between the quality and quantity of teachers' teaching and research results. "

Motivate teachers and encourage their pursuit of excellence by conferring special honors, awards, recognitions, or titles. Recognize teachers' outstanding performance, achievements or contributions at work through honor incentives, affirm teachers' professional reputation and academic reputation, and make teachers feel their own value and status. Use honor incentives to increase teachers' pride and enthusiasm for work, and encourage them to work harder and achieve excellent results for the organization. This is also consistent with what Chen Wenjiao, Xiao Yang, and Liu Qiaoqiao (2022, p.47) put forward: "Moral demonstration leads good social trends; educational innovation stimulates the vitality of educational development; inherits

culture and promotes the virtues of respecting teachers and valuing education; enhances identity, Improve teachers' social prestige". and Zhang Xiaoyu and Qi Zhanyong (2022, p.68) proposed that "it is conducive to realizing individual self-empowerment, professional group co-prosperity and public mainstream value recognition; it can stimulate the huge career yearning of the teacher group, and can significantly increase the professional aspiration through the intermediary variable of psychological capital. "Influence teachers' professional development momentum, thereby improving the overall level of high-quality teacher team construction". Through regular evaluation and recognition mechanisms, timely commend teachers for their achievements in teaching, scientific research, etc., including awarding honorary titles, issuing bonuses, or providing other forms of rewards. By setting up special funds to support teachers' scientific research projects, teachers are encouraged to continue to achieve excellent results for the organization, provide more resources and support, establish an effective feedback mechanism, and enhance teachers' work motivation and enthusiasm. This is also consistent with what Wu Xiujuan (2023, P.107) proposed: "Spiritual incentives should be the main focus, and measures should also be combined with material incentives or other incentives. Honorary commendations can be accumulated and used as faculty and staff job recruitment, professional title evaluation, It is an important reference in the selection and appointment of cadres, awards and excellence evaluation, etc., so as to strengthen the guiding role of honorary recognition in the growth and success of faculty and staff." Adopt diversified honor incentive policies to meet different teachers' pursuit of teaching honors, academic honors and social honors, and at the same time establish a transparent and fair honor incentive system to avoid unfairness and safeguard the fair rights and interests of teachers. Provide social recognition, improve teachers' social recognition and enhance teachers' sense of pride and honor through media publicity, award selection, etc. Give teachers timely and specific recognition and feedback to let them know that their work is valued and enhance their motivation. This is also in line with Qin Yangmei and Ma Tao (2022, p.264) who proposed that "the award setting should be comprehensively covered, the quantitative assessment index system should be scientifically improved, the fairness of the process should be ensured, and the process and results should be

transparent to all teacher groups, and the selection results should be used in a timely manner. Strengthen the publicity of the deeds and qualities of award-winning personnel, organize study tours, and play a typical role model role."

Maintaining the existing personnel management system is crucial to teachers' motivation. A transparent and fair management system can enhance teachers' trust and recognition of the organization and improve their work enthusiasm. This is also consistent with Jiang Mingsheng (2009, p.29) who proposed that "the design of job positions for college teachers should fully reflect the principle of relative fairness in the position." This means that the job benefits enjoyed in different positions are different, or that the same position enjoys different benefits. The job benefits are the same, which is consistent with the principle of fairness. A stable teaching staff and high social status can enhance teachers' self-confidence and sense of belonging, provide teachers with a sense of security, and enhance their work enthusiasm. Undertake more services. This is also consistent with what Ding Liang (2020, p.39) proposed: "The short-term appointment system has caused new teachers to increase their working hours, increase their work pressure, sacrifice their lives to work, reduce their organizational loyalty, become a vulnerable group, and challenge their occupational safety." consistent. Strengthening job stability and reducing career uncertainty will help teachers focus on teaching and scientific research, and improve work efficiency and quality. Provide long-term and stable jobs, attract teachers to choose the education industry as a long-term career, provide support for their long-term career development, and enhance work enthusiasm. Strengthening a stable working environment and ensuring teachers' teaching quality and academic research results are conducive to improving work enthusiasm and creativity. This is also consistent with what Wang Zhengqing and Xu Hui (2006, p.86) put forward: "In most higher education institutions, the number of papers published and the number of committees served by tenured faculty in the past two years is significantly higher than that of non-tenured faculty. In terms of office working hours, tenured teachers also have slightly more time than other peers. In terms of scientific research results, tenured teachers also have obvious advantages. Avoid signing short-term contracts or temporary employment to ensure long-term stability of teaching positions, which will help increase teachers' work input

and enthusiasm. This is also in line with Shen Dong (2023, p.39) who proposed that "the promotion-or-leave system design often generates many disputes, and even in some special circumstances becomes a seniority game for administrative resource allocation and small group operations, thereby invisibly Offset the academic enthusiasm of young teachers in colleges and universities." Consistent.

Create a good team atmosphere, create an environment that supports and encourages teamwork, and enhance teachers' sense of belonging and cohesion. Establish a support system, including mental health support, work-life balance support, etc., to help teachers cope with work pressure and challenges. Establish a teacher mutual aid platform or group to allow teachers to share experiences, solve problems, and enhance work enthusiasm. Organize team building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency. This is also consistent with what Wei Feifei (2021, p.46) proposed: "Higher levels of interpersonal relationships can improve college teachers' identification and sense of belonging to the organization, thereby improving their performance level at work. " "Provide teachers with more interpersonal relationships Support, such as organizing outdoor quality development activities, allowing teachers to increase mutual intimacy and trust through cooperation and mutual help." Encourage teachers to establish good communication relationships with parents, care about students' growth and development, and improve job satisfaction. Efforts to create a good social relationship environment for teachers and maintain good family and social relationships can help teachers relieve work pressure, maintain mental health, and better devote themselves to work. This is also consistent with what Xiang Bing and Lin Peijin (2021, p.105) proposed: "Appropriate use of positive informal groups can improve teachers' interpersonal intimacy, teachers' enthusiasm for cooperation, create a harmonious atmosphere among teachers, and ultimately improve teachers' group cohesion effect".

Part 3: To evaluate the Suitability and feasibility of the strategies for improving teachers' work enthusiasm in public institutions universities in Guangxi.

The Suitability and feasibility of the five strategies to improve the work enthusiasm of teachers in Guangxi public universities are ranked as follows. In terms of

Suitability, the order from high to low is, improving interpersonal relationships, improving honor incentives, improving job stability, increasing salary incentives, optimizing job promotion incentives; in terms of feasibility, the order from high to low is, improving interpersonal relationships, Improve honor incentives, improve job stability, optimize job promotion incentives, and increase salary incentives.

Judging from the expert ratings, in terms of Suitability and feasibility, improving interpersonal relationships and improving honor incentives are the highest rated, while increasing salary incentives and optimizing job promotion incentives are at the lowest two levels. The scoring experts all have extensive teaching and management experience. Combined with the current management status of Guangxi's public universities, the salary and job promotion system is very fixed. Changes in these two projects will also follow the specific rules and regulations of the government and schools. In recent years, these two projects have generally remained stable, with only some fine-tuning of details. Even though some schools hope to mobilize teachers' work enthusiasm through salary system adjustments or promotion standard reforms, the adjustment space given by government authorities is very limited. First, in terms of the salary system, the government's financial capacity is relatively fixed, and the funding provided to universities is also very fixed. Public universities are public welfare in nature and cannot increase the university's income by significantly increasing tuition income. If the income level of public universities does not change, it is obviously impossible to stimulate the work enthusiasm of university teachers by increasing income. Since the government has established a basic salary standard system for public university teachers, it is difficult to implement the method of reducing the income of some people to increase the income of others. And this approach may arouse strong opposition from some teachers. Second, in terms of job promotion, the government has formulated a series of basic standard conditions for the job promotion of public university teachers. These standards use quantitative indicators to examine teachers' abilities and contributions. In fact, some sharing by teachers is difficult to quantify and it is difficult to compare different contributions. However, in order to prevent universities from violating the principle of fairness during job promotions, the government clearly requires universities not to lower individual requirements at will.

To sum up, salary incentives and job promotion incentives ranked last among the five major strategies. Improving interpersonal relationships and improving honor incentives ranked highest, mainly because after the salary and job promotion systems of public universities are fixed, the motivation for teachers' work enthusiasm will be more affected by soft factors in the work environment. For example, the teacher mentioned in the interview, "Teach a lesson more carefully", which is a reflection of active work. However, it is difficult to systemize this in the existing evaluation indicators. Then whether a teacher "teaches a lesson more attentively" will be more affected by the relationship between teachers and students, relationships with colleagues, relationships with leaders, and relationships with family members. Students respect teachers, leaders, colleagues, and family members more and give teachers more support, which will encourage teachers to work more actively. Honor incentives are intuitive and open, which will bring teachers a sense of honor and make them feel recognized. Honor incentives that match teachers' work efforts can also be a good incentive for teachers to work hard.

Recommendations

Implications

The research results show that the suggestions on strategies to improve the work enthusiasm of teachers in Guangxi public universities are as follows:

1. Salary incentives administrators should be conduct market research to ensure that the university's salary levels are comparable to those in the same industry and region. Develop a transparent and fair salary policy so that teachers understand the composition and payment standards of salary. Introduce a performance evaluation mechanism, link performance evaluation with salary, and reward outstanding teachers. Provide attractive benefits, such as medical insurance, paid leave, etc., to increase teachers' satisfaction with salary and benefits.

2. Job promotion incentives administrators should be clarify promotion conditions and standards, develop a fair promotion process, and provide clear promotion channels for teachers. Provide training and development opportunities to help teachers develop the skills and qualifications required to meet promotion

requirements. Encourage internal promotions and prioritize promotion opportunities for internal faculty to inspire their loyalty and commitment.

3. Honor incentives administrators should be establish teacher honor awards, select outstanding teachers every year or every semester, and publicize and commend them on the school website or internal communications. Encourage teachers to participate in academic research, social service and other activities, and provide timely recognition and rewards. Establish a teacher exchange and sharing platform to allow outstanding teachers to share their teaching experience and achievements to increase their influence and sense of honor.

4. Work stability administrators should be offer long-term contracts or tenure-track employment to give teachers a sense of job stability and security. Provide teachers with a good working environment and support system, including office facilities, technical support, mental health services, etc. Communicate and provide feedback regularly with teachers to solve problems and difficulties they encounter at work and enhance their job satisfaction.

5. Interpersonal relationships administrators should be organize team-building activities and social gatherings to promote communication and interaction among teachers and enhance team cohesion. Encourage teachers to cooperate and support each other, establish a mechanism for sharing resources and experience, and promote teamwork and common growth. Resolve conflicts and contradictions among teachers, establish a good working atmosphere and interpersonal relationships, and improve the work efficiency and enthusiasm of the entire team. Pay timely attention to teachers' family issues and act as a coordinator.

Future Researches

1. Further study the impact of different salary incentive methods on teachers' work enthusiasm, such as the trade-off and adjustment of basic salary, bonus, performance appraisal, etc. Discuss the specific implementation methods of differentiated remuneration packages and the reward standards corresponding to different performance indicators.

2. Conduct an in-depth study of the promotion standard systems of different disciplines and positions, and explore how to ensure fairness and transparency in promotion opportunities. Analyze the impact of the promotion mechanism on teachers' work motivation and organizational performance, and how to optimize the promotion mechanism to stimulate teachers' career development.

3. In-depth study of the long-term impact of different types of honor incentives on teachers' work enthusiasm, and how to establish a sustainable honor incentive system. Discuss the combination of honor incentives and other incentives, and how to balance the effects of different types of incentives.

4. Study the impact of different types of job stability measures on teacher satisfaction and retention rates, and how to build a long-term and stable teaching team. Analyze the relationship between job stability and teacher performance, teaching quality and other indicators, and evaluate the actual effect and value of job stability measures.

5. In-depth study of the impact mechanism of teachers' internal and external interpersonal relationships on work enthusiasm, and how to optimize interpersonal management to improve teachers' work enthusiasm.

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Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

List of Specialists for IOC Verification

No	Expert	Name	Education background	Experience (year)	Work unit
1	Associate Professor	Liang Huicheng	Doctoral degree	20	He Chi University
2	Associate Professor	Lu Yugui	Doctoral degree	15	GuangXi Vocational Normal University
3	Associate Professor	Tang Juhua	Doctoral degree	16	He Chi University
4	Associate Professor	Qin Ying	Master's degree	18	He Chi University
5	Associate Professor	Xie Qiuhui	Master's degree	12	He Chi University



Ref.No. MHESI 0643.14/547

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor.Dr. Liang Huicheng, He Chi University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/548

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr.Lu Yugui, GuangXi Vocational Normal University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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Ref.No. MHESI 0643.14/549

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor.Tang Juhua, He Chi University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

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22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor.Qin Ying, He Chi University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
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22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor.Xie Qiuhui, He Chi University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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Appendix B

Questionnaire

Research Questionnaire

Title: Strategies for Improving Teacher's Work Enthusiasm In Public Universities In Guangxi

Instructions:

In order to understand the current situation of teachers' work enthusiasm in Guangxi's public colleges and universities and establish strategies to improve the work enthusiasm of teachers in Guangxi's public colleges and universities, the researchers reviewed a large number of research literature. On the basis of previous studies and combined with this study, the researchers formulated a strategy to improve the effectiveness of management teams. Guidelines. and designed this questionnaire. The questionnaire consisted of five parts.

The authenticity and completeness of the questionnaire data are crucial to the results of this study. Please read the questions carefully and select the most appropriate option. There are no right or wrong answers to the questions. Except for the "Basic Information" section, this questionnaire mainly uses a 5-point rating scale: 1- Completely Inconsistent, 2 - Somewhat Inconsistent, 3 - Neutral, 4 - Somewhat Consistent, 5 - Completely Consistent. Your responses are vital to the purpose of this research. are problems in improving the enthusiasm of teachers in colleges and universities.

Once again, thank you for taking the time to participate in this survey, This questionnaire is anonymous, and the data collected will be used solely for academic research purposes. It will not be used for commercial or any other purposes. Your answers will be aggregated and analyzed together with other respondents' answers, and will be kept strictly confidential. Please feel free to answer all the questions based on your actual situation and genuine thoughts. If you would like to receive a summary of the final research results, please provide your contact information or email, and we will provide feedback in a timely manner after the study is completed. If you have any questions, please feel free to communicate with us at any time.

Thank you again for your cooperation!

Part 1: Respondent Status (Personal Information)

1. Your place of work

- ☐ Hechi University
- ☐ Beibu Gulf University
- ☐ Wuzhou University
- ☐ Guangxi Vocational University Of Agriculture
- ☐ Guilin Normal College
- ☐ Liuzhou Vocational And Technical College

2. Your gender

- ☐ Male ☐ Female

3. Your Age

- ☐ 25-30 years old
- ☐ 31-40 years old
- ☐ 41-50 years old
- ☐ 51-60 years old

4. Your level of education

- ☐ Associate Degree and Others
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctoral Degree

5. Your Current Professional Title

- ☐ Junior and Other Titles
- ☐ Intermediate Title
- ☐ Associate Senior Title
- ☐ Full Professor

6. How many years of work experience do you have? in universities?

- ☐ Less than 5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ Over 20 years

Part 2: Questionnaire

No	Dependent Variable Name	5	4	3	2	1
	Salary incentives (The first variable)					
1	Administrators should establish monetary rewards related to teacher performance and contributions to motivate and enhance teacher work motivation and performance.					
2	Administrators are aware that salary incentives play an important role in the school management system.					
3	Administrators' formulated teacher salary incentive measures can attract and retain high-quality teachers.					
4	Administrators believe that inadequate teacher salary incentives may lead teachers to choose to leave the education industry, which is a disStrengths factor for school management.					
5	Administrators believe that raising teacher salary levels will have a positive impact on teacher enthusiasm, helping to improve teaching quality and educational standards.					
6	Administrators' formulated salary incentives cover basic wages, bonuses, and welfare benefits, among other aspects.					
7	Administrators' formulated teacher salary incentives adhere to the principle of fairness.					
8	Administrators' formulated teacher salary standards reflect individual work contributions.					
9	Administrators' formulated teacher salary levels reflect teachers' teaching skills and teaching quality.					
10	Administrators' formulated teacher salary levels reflect teachers' research abilities.					

No	Dependent Variable Name	5	4	3	2	1
	Salary incentives (The first variable)					
11	Administrators' formulated teacher salary levels reflect differences in teachers' qualifications.					
	Job promotion incentives (The second variable)					
1	Administrators' formulated promotion policies provide teachers with opportunities to advance to higher positions and corresponding benefits.					
2	Administrators' formulated promotion policies incentivize teachers to achieve better performance in their work.					
3	Administrators' formulated promotion policies motivate teachers to enhance their professional skills.					
4	Administrators' formulated promotion policies increase teachers' loyalty to the organization.					
5	Administrators' formulated promotion policies enhance teachers' career motivation and job performance.					
6	Administrators consider promotion as one of the main indicators of measuring teachers' career achievements and professional development.					
7	Administrators' formulated promotion policies incentivize teachers to focus more on improving teaching quality and producing more academic research results.					
8	Administrators' formulated promotion system that is opaque or unfair can reduce teachers' work motivation.					
9	Administrators formulated insufficient promotion opportunities can lead teachers to leave their current positions or institutions.					
10	Administrators' formulated promotion system that is sufficiently transparent helps attract and retain					

No	Dependent Variable Name	5	4	3	2	1
	excellent teachers and promotes the development of schools.					
	Honor incentive (The third variable)					
1	Administrators' formulated honor incentives include giving teachers special honors, awards, recognition, or titles.					
2	Administrators' formulated honor incentives are recognition of teachers' outstanding performance, achievements, or contributions in their work.					
3	Administrators' formulated honor incentives are an important affirmation of their professional reputation and academic prestige.					
4	Administrators' formulated honor incentive policies enhance teachers' sense of pride and work motivation.					
5	Administrators' formulated honor incentive policies can encourage teachers to continue achieving outstanding accomplishments for the organization.					
6	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining teaching honors.					
7	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining academic honors.					
8	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining social honors.					
9	Administrators' formulated honor incentive policies are transparent.					

No	Dependent Variable Name	5	4	3	2	1
10	Administrators' formulated honor incentive policy system that is unfair can lead to a lack of work motivation among teachers.					
	Job stability (The fourth variable)					
1	Administrators' formulated job policies ensure the stability of teachers' work, so they do not have to worry about losing their jobs or facing the risk of position adjustments.					
2	Administrators adjust the stability of teachers' positions based on economic conditions.					
3	Administrators adjust the stability of teachers' positions based on industry changes.					
4	Administrators adjust the stability of teachers' positions based on market demand.					
5	Administrators adjust the stability of teachers' positions based on employee performance.					
6	Administrators providing job positions with high stability is an important factor in attracting teachers to choose education as a career.					
7	Administrators providing excessively high job stability without a sound exit mechanism can lead to low work enthusiasm among teachers.					
8	Administrators providing insufficient job stability, such as being on short-term contracts or in non-permanent employment status, can lead to low work enthusiasm.					
9	Administrators' provision of job stability has a positive impact on teachers' teaching quality and academic research output.					

No	Dependent Variable Name	5	4	3	2	1
10	Administrators' provision of job stability supports teachers in dedicating more time and effort to teaching innovation and academic research.					
	Interpersonal relationships (The fifth variable)					
1	Administrators consider teachers' interpersonal relationships to include interactions, communications, and engagements with others in work, social, or family environments.					
2	Administrators believe that teachers' most important interpersonal relationships are those with colleagues, superiors, and subordinates, as these relationships directly impact work efficiency and teamwork.					
3	Administrators believe that teachers' relationships with students and parents are also crucial, as good relationships help establish a positive teaching environment and student relations.					
4	Administrators believe that teachers' relationships with friends and family also have significant effects on individuals' lives and work, providing emotional support and life balance.					
5	Administrators attach great importance to the quality and health of teachers' interpersonal relationships, as they have significant impacts on individuals' lives and work.					
6	Administrators believe that positive interactions among teachers are crucial for enhancing work motivation, requiring encouragement and promotion of good teamwork and communication.					
7	Administrators believe that good interpersonal relationships among teachers encourage them to be					

No	Dependent Variable Name	5	4	3	2	1
	more willing to share teaching experiences and research results, serving as an important support system for teachers in solving teaching and research problems.					
	Interpersonal relationships (The fifth variable)					
8	Administrators realize that teachers' interpersonal relationships are a key factor in enhancing university teachers' sense of identification and belonging to the school or institution.					
9	Administrators realize that teachers are more willing to collaborate and improve overall teaching and research quality within a good interpersonal network.					
10	Administrators organize social activities and team-building activities for teachers, which have a positive impact on enhancing teachers' work enthusiasm.					

Part Three: SWOT analysis to improve teachers' work enthusiasm in Guangxi public universities.

Please base your decision on the university's strengths and weaknesses in the five aspects of salary incentives, job stability, honor incentives, job promotion system and interpersonal relationships, the opportunities that can be developed and utilized in the external environment, and the threats that may be faced in a specific environment. fill in.

1. Strengths

.....

.....

2. Weaknesses

.....

.....

3. Opportunities

.....

.....

4. Threats

.....

.....



Ref.No. MHESI 0643.14/561

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Sir or Madam

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

No	University and College
1.	Hechi University
2.	Beibu Gulf University
3.	Wuzhou University
4.	Guangxi Vocational University Of Agriculture
5.	Guilin Normal College
6.	Liuzhou Vocational And Technical College

Appendix C
Assessment Form

Focus Group Discussion

Research Topic: Strategies to improve Teachers' Work Enthusiasm in Guangxi
Public Universities

Part 1: Focus Group Discussion List

expert	Education background	Interview Date, time	Term of office (year)
expert 1	Education: Master's degree Specialization: Educational Administration Work experience:28 years	March 10, 2024, 11:00 am GMT +8	15
expert 2	Education: Master's degree Specialization: Educational administration Work experience:15 years	March 10, 2024, 11:00 am GMT +8	10
expert 3	Education: PhD Specialization: Educational Administration Work experience:26 years	March 10, 2024, 11:00 am GMT +8	15
expert 4	Education: PhD Specialization: Educational Administration Work experience:35 years	March 10, 2024, 11:00 am GMT +8	25
expert 5	Education: PhD Specialization: Educational Administration Work experience:30 years	March 10, 2024, 11:00 am GMT +8	22
expert 6	Education: PhD Specialization: Educational Administration Work experience:32 years	March 10, 2024, 11:00 am GMT +8	20

expert	Education background	Interview Date, time	Term of office (year)
expert 7	Education: Master's degree Specialization: Educational Administration Work experience:28 years	March 10, 2024, 11:00 am GMT +8	22
expert 8	Education: PhD Specialization: Educational Administration Work experience:31 years	March 10, 2024, 11:00 am GMT +8	20
expert 9	Education: Master's degree Specialization: Educational Administration Work experience:26 years	March 10, 2024, 11:00 am GMT +8	16
expert 10	Education: Master's degree Specialization: Educational Administration Work experience:22years	March 10, 2024, 11:00 am GMT +8	11
expert 11	Education: PhD Specialization: Educational Administration Work experience:16 years	March 10, 2024, 11:00 am GMT +8	10
expert 12	Education: Master's degree Specialization: Educational Administration Work experience:19 years	March 10, 2024, 11:00 am GMT +8	12

Part 2: Summary of changes made by the focus group

Expert 1

Modification: salary incentives, (1) Increase teachers' salary levels to ensure that teachers' income is commensurate with their contributions and professional value, thereby enhancing their work motivation.

Interpersonal relationships, (3) good relationships with friends and family can provide emotional support and life balance and have a positive impact on a person's life and work. Maintaining good family and social relationships can help teachers relieve work stress, maintain mental health, and better devote themselves to work.

Supplementary:

salary incentives, based on teachers' work performance, teaching quality and professional development, differentiated salary packages are implemented to encourage teachers to continuously improve their own standards.

Expert 2

Modification:

Job stability, (6) striving to maintain a stable working environment can help improve teachers' work enthusiasm and creativity, thereby improving teaching quality and academic research results.

Interpersonal relationships, (1) good teamwork and good interactions among colleagues help build a support system that motivates teachers to work harder.

Supplementary:

salary incentives, ensure that teachers have long-term development space at work and motivate them to maintain their work enthusiasm through a salary increase mechanism.

Expert 3

Modification:

Honor incentives, (4) Administrators can motivate teachers and encourage them to pursue excellence by awarding special honors, awards, commendations, or titles.

Supplementary:

salary incentives, In addition to basic salary, a flexible salary package is provided, including bonuses, allowances, benefits, etc., and corresponding incentives are given based on personal needs and contributions.

Interpersonal relationships, encourage teachers and parents to establish good communication relationships, care about the growth and development of students, and improve teachers' job satisfaction.

Expert 4

Modification:

Job stability, (2) A stable teaching staff and a higher social status can enhance teachers' self-confidence and sense of belonging, thus improving their work enthusiasm.

Supplementary: salary incentives, establish a transparent and fair salary system to ensure that teachers have a clear understanding of the salary structure and incentive standards, and enhance their recognition and trust in salary incentives.

Interpersonal relationships, organize team building activities to strengthen cooperation and communication among teachers and enhance team cohesion and work efficiency.

Expert 5

Modification:

job promotion incentives, (4) link teacher performance evaluation with promotion to ensure that evaluation standards are objective and fair, encourage teachers to continuously improve their teaching and work performance, and promote their active pursuit of promotion.

Supplementary:

Job promotion incentives, establish a mentor system to provide teachers with professional guidance and support to help them develop and grow better.

Interpersonal relationships, establish a teacher mutual aid platform or group to allow teachers to share experiences, solve problems, and enhance work enthusiasm.

Expert 6

Modification:

Job stability, (3) continue to strengthen job stability, encourage teachers to focus on teaching and research, and reduce anxiety and distraction caused by career uncertainty. A stable working environment helps teachers focus on teaching and research and improves work efficiency and quality.

Supplementary: job promotion incentives, teachers are provided with opportunities to participate in school management and leadership, enhancing their sense of responsibility and achievement.

interpersonal relationships, Including mental health support, work-life balance support, etc. to help teachers deal with work stress and challenges.

Expert 7

Modification:

Salary incentives, (2) Establish classified incentive measures, year-end bonuses, performance rewards, etc. must be diversified and match the degree to which teaching meets the school's needs.

Supplementary:

job promotion incentives, support teachers to participate in innovative projects and educational research to improve their professionalism and influence.

honor incentive, encourage teachers to try new teaching methods and teaching resources to improve their innovation ability and work enthusiasm.

interpersonal relationships, create an atmosphere that supports and encourages teamwork and enhances teachers' sense of belonging and cohesion.

Expert 8

Modification:

Salary incentives, (4) Implement differentiated housing subsidies, children's education subsidies, etc. according to the school's talent needs to improve teachers' quality of life and job satisfaction.

Honor incentives, (5) encourage teachers to continue to achieve outstanding achievements for the organization by setting up special funds to support teachers' scientific research projects and providing more resources and support. At the same time, an effective feedback mechanism should be established to allow teachers to

understand their contributions and achievements in a timely manner and enhance their work motivation and enthusiasm.

Supplementary:

honor incentive, give teachers timely and specific recognition and feedback to let them know that their work is valued and enhance their motivation.

Expert 9

Modification:

Salary incentives, (5) are modified to provide scholarships and training opportunities based on the needs of school development and the actual situation of teachers to encourage teachers to continue learning and improve their professional standards.

Job promotion, (5) is modified to provide development space after promotion, establish a funding support system for teaching work and scientific research work after promotion, and increase teachers' career development motivation.

Supplementary: honor incentive, through media publicity, awards and selections, etc., we can increase society's recognition of teachers and enhance their sense of pride and honor.

Expert 10

Modification:

Honor incentives, (4) Managers should use honor incentives to improve teachers' pride and work enthusiasm, encourage them to work harder and achieve excellent results for the organization. Enhance faculty pride and motivation by providing professional development opportunities and supporting teaching innovation and research.

Honor incentives, (3) Managers should affirm teachers' professional reputation and academic reputation through honor incentives, and promptly commend teachers' achievements in teaching, scientific research, etc. through regular evaluation and recognition mechanisms. Including awarding honorary titles, issuing bonuses or providing other forms of rewards.

Supplementary:

job promotion incentives, provide continuing education, training and professional development opportunities for teachers so that they feel they are growing and developing professionally.

Expert 11

Modification:

Salary incentives, (3) link salary with teaching quality, student performance, student teaching evaluation, and peer evaluation to encourage teachers to improve work performance.

Job stability, (4) provide long-term and stable jobs for teachers, attract them to choose the education industry, and provide support for their long-term career development.

Supplementary:

salary incentives, based on the cost of living in the region and the status of teachers in society, the salary level is reasonably determined so that teachers feel the fairness and rationality of salary incentives.

Expert 12

Modification:

salary incentives, (6) Ensure fair and transparent incentive measures, formulate clear incentive standards and evaluation systems, avoid unfairness, and enhance teachers' trust.

Job promotion incentives, (2) Develop a diverse promotion standard system based on the actual conditions of different subject areas and different positions. Ensure that personnel in different disciplines and positions have equal opportunities for promotion.

Evaluation Form

Research Title: Strategies to improve Teachers' Work Enthusiasm in Guangxi
Public Universities

Part1: List of evaluation experts:

No	expert	Education background	Experience (year)	work unit
1	Professor	Master's degree	20	He Chi University
2	Associate Professor	Master's degree	10	Shunde Polytechnic
3	Professor	Doctoral degree	18	Guangxi Arts University
4	Professor	Doctoral degree	25	East China Normal University
5	Professor	Doctoral degree	22	Anhui Normal University
6	Professor	Doctoral degree	18	Anhui Normal University
7	Professor	Master's degree	19	He Chi University
8	Professor	Doctoral degree	15	He Chi University
9	Professor	Master's degree	12	He Chi University

Part 2: Evaluation form

[illegible]

[illegible]

[illegible]



Ref.No. MHESI 0643.14/552

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Professor Luo Changqin, He Chi University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached strategies. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/553

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Associate Professor.Luo Kui, Shunde Polytechnic

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public universities in Guangxi”

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22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Professor Dr. Tang Haiyan, Guangxi Arts University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public universities in Guangxi”

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22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Professor Dr. Pan Derong, East China Normal University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public universities in Guangxi”

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Ref.No. MHESI 0643.14/556

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Professor Dr. Guo Shuxin, Anhui Normal University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public universities in Guangxi”

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Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

22 January 2024

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Dear Professor Dr. Peng Qifu, Anhui Normal University

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Professor Jiang Hongming, He Chi University

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Associate Professor Dr. Liu Mingyuan, He Chi University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public universities in Guangxi”

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Ref.No. MHESI0643.14/560

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Associate Professor Wei Hongsi, He Chi University

Mr.Ye Shibin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Strategies for improving teacher’s work enthusiasm in public universities in Guangxi”

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Appendix D

The Results of the Quality Analysis of Research
Instruments

Strategies to improve teachers’ work enthusiasm in Guangxi public universities	For experts					IOC	proposal
	5	4	3	2	1		
I .Salary incentives							
1. Administrators should establish monetary rewards related to teacher performance and contributions to motivate and enhance teacher work motivation and performance.	1	1	0	1	1	0.8	Valid
2. Administrators are aware that salary incentives play an important role in the school management system.	1	1	1	1	0	0.8	Valid
3. Administrators' formulated teacher salary incentive measures can attract and retain high-quality teachers.	1	1	1	1	1	1	Valid
4. Administrators believe that inadequate teacher salary incentives may lead teachers to choose to leave the education industry, which is a disStrengths factor for school management.	1	1	1	1	1	1	Valid
5. Administrators believe that raising teacher salary levels will have a positive impact on teacher enthusiasm, helping to improve teaching quality and educational standards.	1	0	1	1	1	0.8	Valid
6. Administrators' formulated salary incentives cover basic wages, bonuses, and welfare benefits, among other aspects.	1	1	1	1	1	1	Valid
7. Administrators' formulated teacher salary incentives adhere to the principle of fairness.	1	1	1	1	1	1	Valid
8. Administrators' formulated teacher salary standards reflect individual work contributions.	1	0	1	1	0	0.6	Valid

Strategies to improve teachers’ work enthusiasm in Guangxi public universities	For experts					IOC	proposal
	5	4	3	2	1		
I .Salary incentives							
9. Administrators' formulated teacher salary levels reflect teachers' teaching skills and teaching quality.	1	1	1	1	1	1	Valid
10. Administrators' formulated teacher salary levels reflect teachers' research abilities.	1	1	1	1	0	0.8	Valid
11. Administrators' formulated teacher salary levels reflect differences in teachers' qualifications.	1	1	1	1	1	1	Valid
II .Job promotion incentives							
1. Administrators' formulated promotion policies provide teachers with opportunities to advance to higher positions and corresponding benefits.	1	1	1	1	1	1	Valid
2. Administrators' formulated promotion policies incentivize teachers to achieve better performance in their work.	1	0	1	1	1	0.8	Valid
3. Administrators' formulated promotion policies motivate teachers to enhance their professional skills.	1	1	0	1	1	0.8	Valid
4. Administrators' formulated promotion policies increase teachers' loyalty to the organization.	1	1	1	1	1	1	Valid
5. Administrators' formulated promotion policies enhance teachers' career motivation and job performance.	1	1	1	1	1	1	Valid

Strategies to improve teachers’ work enthusiasm in Guangxi public universities		For experts					IOC	proposal
		5	4	3	2	1		
II .Job promotion incentives								
6.	Administrators consider promotion as one of the main indicators of measuring teachers' career achievements and professional development.	1	0	1	1	1	0.8	Valid
7.	Administrators' formulated promotion policies incentivize teachers to focus more on improving teaching quality and producing more academic research results.	1	1	1	1	1	1	Valid
8.	Administrators' formulated promotion system that is opaque or unfair can reduce teachers' work motivation.	1	1	1	1	1	1	Valid
9.	Administrators formulated insufficient promotion opportunities can lead teachers to leave their current positions or institutions.	1	0	1	1	0	0.6	Valid
10.	Administrators' formulated promotion system that is sufficiently transparent helps attract and retain excellent teachers and promotes the development of schools.	1	1	1	1	1	1	Valid
III .Honor incentive								
1.	Administrators' formulated honor incentives include giving teachers special honors, awards, recognition, or titles.	1	1	1	1	1	1	Valid
2.	Administrators' formulated honor incentives are recognition of teachers' outstanding performance, achievements, or contributions in their work.	1	1	1	1	0	0.8	Valid

Strategies to improve teachers’ work enthusiasm in Guangxi public universities		For experts					IOC	proposal
		5	4	3	2	1		
III. Honor incentive								
3.	Administrators' implementation of honorary incentives is a significant affirmation of their professional reputation and academic prestige.	1	1	1	1	1	1	Valid
4.	Administrators' formulated honor incentive policies enhance teachers' sense of pride and work motivation.	1	1	1	1	1	1	Valid
5.	Administrators' formulated honor incentive policies can encourage teachers to continue achieving outstanding accomplishments for the organization.	1	1	1	1	1	1	Valid
6.	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining teaching honors.	1	1	1	0	1	0.8	Valid
7.	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining academic honors.	1	1	1	1	1	1	Valid
8.	Administrators' formulated honor incentive policies encourage teachers to focus more on obtaining social honors.	1	1	1	1	1	1	Valid
9.	Administrators' formulated honor incentive policies are transparent.	1	1	1	1	1	1	Valid
10.	Administrators' formulated honor incentive policy system that is unfair can lead to a lack of work motivation among teachers.	1	1	1	1	1	1	Valid

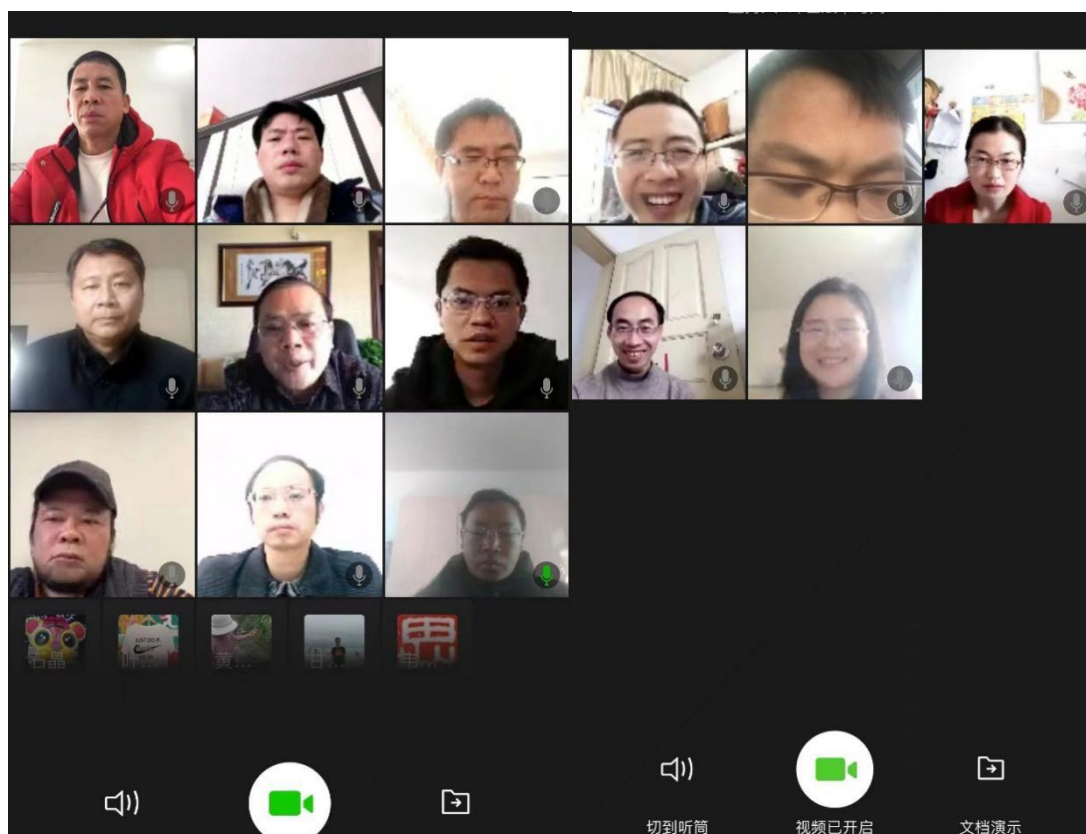
Strategies to improve teachers’ work enthusiasm in Guangxi public universities		For experts					IOC	proposal
		5	4	3	2	1		
IV. Job stability								
1.	Administrators' formulated job policies ensure the stability of teachers' work, so they do not have to worry about losing their jobs or facing the risk of position adjustments.	1	1	1	1	1	1	Valid
2.	Administrators adjust the stability of teachers' positions based on economic conditions.	1	1	0	1	1	0.8	Valid
3.	Administrators adjust the stability of teachers' positions based industry changes.	1	1	1	1	1	1	Valid
4.	Administrators adjust the stability of teachers' positions based on market demand.	1	1	1	1	1	1	Valid
5.	Administrators adjust the stability of teachers' positions based on employee performance.	1	1	1	0	1	0.8	Valid
6.	Administrators providing job positions with high stability is an important factor in attracting teachers to choose education as a career.	1	1	1	1	1	1	Valid
7.	Administrators providing excessively high job stability without a sound exit mechanism can lead to low work enthusiasm among teachers.	1	1	1	1	1	1	Valid
8.	Administrators providing insufficient job stability, such as being on short-term contracts or in non-permanent employment status, can lead to low work enthusiasm.	1	1	1	1	1	1	Valid

Strategies to improve teachers’ work enthusiasm in Guangxi public universities	For experts					IOC	proposal
	5	4	3	2	1		
IV. Job stability							
9. Administrators' provision of job stability has a positive impact on teachers' teaching quality and academic research output.	1	0	0	1	1	0.6	Valid
10. Administrators' provision of job stability supports teachers in dedicating more time and effort to teaching innovation and academic research.	1	1	1	1	1	1	Valid
V. interpersonal relationships							
1. Administrators consider teachers' interpersonal relationships to include interactions, communications, and engagements with others in work, social, or family environments.	1	1	1	1	1	1	Valid
2. Administrators believe that teachers' most important interpersonal relationships are those with colleagues, superiors, and subordinates, as these relationships directly impact work efficiency and teamwork.	1	1	1	1	1	1	Valid
3. Administrators believe that teachers' relationships with students and parents are also crucial, as good relationships help establish a positive teaching environment and student relations.	1	1	1	1	0	0.8	Valid
4. Administrators believe that teachers' relationships with friends and family also have significant effects on individuals' lives and work, providing emotional support and life balance.	1	1	1	1	1	1	Valid

Strategies to improve teachers’ work enthusiasm in Guangxi public universities		For experts					IOC	proposal
		5	4	3	2	1		
V . interpersonal relationships								
5.	Administrators attach great importance to the quality and health of teachers' interpersonal relationships, as they have significant impacts on individuals' lives and work.	1	1	1	1	1	1	Valid
6.	Administrators believe that positive interactions among teachers are crucial for enhancing work motivation, requiring encouragement and promotion of good teamwork and communication.	1	1	1	1	1	1	Valid
7.	Administrators believe that strong interpersonal relationships among teachers enhance their willingness to share insights and solve educational and research issues.	1	1	1	1	1	1	Valid
8.	Administrators realize that teachers' interpersonal relationships are a key factor in enhancing university teachers' sense of identification and belonging to the school or institution.	1	1	1	1	1	1	Valid
9.	Administrators realize that teachers are more willing to collaborate and improve overall teaching and research quality within a good interpersonal network.	1	1	1	0	1	0.8	Valid
10.	Administrators organize social activities and team-building activities for teachers, which have a positive impact on enhancing teachers' work enthusiasm.	1	1	1	1	1	1	Valid

Appendix E

Photos of Focus group



Appendix F
Certificate of English



This is to certify that

Mr. Ye Shibin

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 22nd August 2021

A handwritten signature in blue ink, which appears to read 'K. A.', is positioned above the name of the official.

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix G

The Document for Accept Research



มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๓/๕-๓๔๒๔๙๔ โทรสาร ๐๓/๕-๓๔๕๖๒

อว.๘๐๒๓ / ๑๑๓

๘ พฤษภาคม ๒๕๖๓

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน นายเย่ ชีอปิน

ตามที่ นายเย่ ชีอปิน และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ และรองศาสตราจารย์ ดร.จิตติวิสุทธิ วิมุตติปัญญา ได้ส่งบทความวิจัยเรื่อง “กลยุทธ์ในการปรับปรุงความกระตือรือร้นในการทำงานของครูในมหาวิทยาลัยสาธารณะในกว้างชิง” เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ. ๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๓/ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๖ (มิถุนายน ๒๕๖๓) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

๒/๕๖๓

(นางสาวปัญญาดา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครทรรศน์

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Research Profile

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