

Construction of Incentive Paths for Dance Teachers in Colleges and Universities-An Empirical Study from Hunan, China

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Abstract

College teachers play an irreplaceable role in higher education. The issue of university teachers' motivation has always been a research hotspot in academia. This research focuses on the mobilization of the enthusiasm and initiative of dance teachers in colleges and universities. It is very important for the sustainable development of school dance discipline. This article uses incentive theory to design questionnaires and conducts empirical research through survey data. The research tries to find out the relevant factors that affect the job satisfaction and job performance of dance teachers in colleges and universities. The study found that salary packages, promotion opportunities and work environments are related positively to work performance. Job satisfaction has a positive and significant impact on job performance. At the same time, the factors affecting teacher job satisfaction are more complicated. Combined with targeted interviews, the thesis tries to construct an incentive path and system for college dance teachers through a reasonable salary system, a scientific training model, a complete evaluation system and an effective competition mechanism.

Keywords: Career Incentive, Incentive Path, Dance Teachers

Introduction

The quality of education directly determines the quality of talents. The teacher's work enthusiasm and work attitude directly affect the quality of education. The construction of a high-level innovative teacher team is a key issue for the development of higher education. The rapid development of China's higher education entrusts college teachers with great responsibilities. The second half of the 20th century was an unusual period of expansion and qualitative change in the history of China's higher education development. The society's demand for high-level professionals is growing rapidly. Individuals urgently need the opportunity to receive higher education. They have promoted the development of higher education at an unprecedented speed, from "elite education" to "popular education". At present, China has built the largest higher education system in the world. In 2018, the gross enrollment rate of China's higher education reached

48.1%, which will soon move from the "higher education massification stage" to the "higher education popularization stage".

At the same time, the rapid expansion of higher dance education in China has put forward new and higher requirements for dance teachers. Due to the particularity of their profession, college dance teachers need to bear more pressure and challenges. In comprehensive universities, dance teachers are in a disadvantaged position in the promotion of academic qualifications, professional title evaluation, scientific research assessment, and performance distribution. Dance disciplines also tend to become minor disciplines. Dance teachers have also become a disadvantaged group.

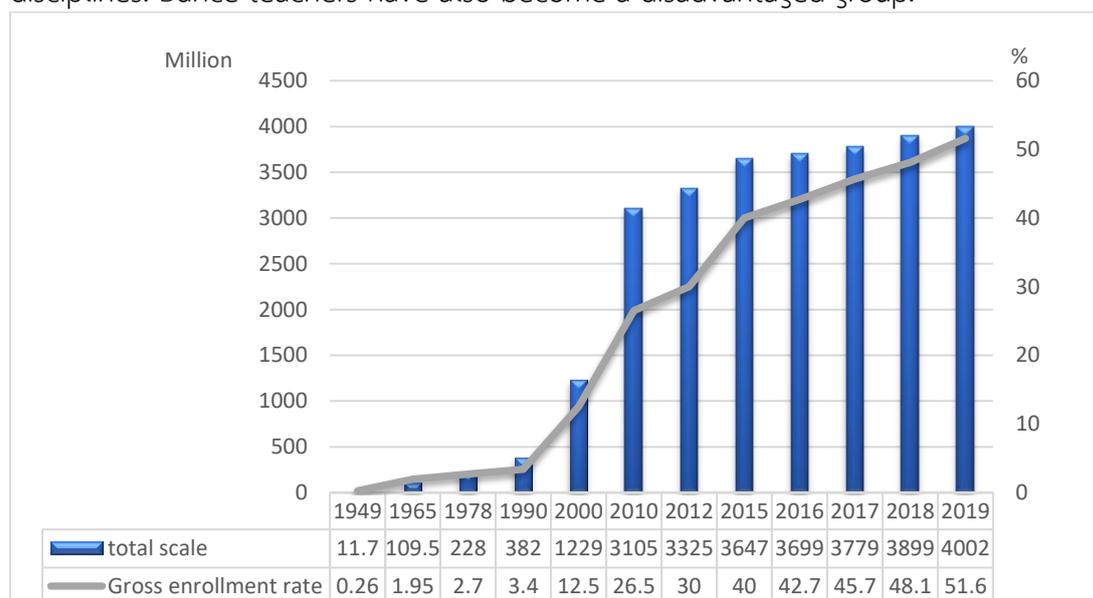


Figure 1 The scale of higher education and gross enrollment rate in China

In the field of university dance, there is the reality of difficult career development, low career achievement and poor career environment. Many dance teachers choose other behaviors that maximize their utility goals when their job satisfaction is low. The training before the college entrance examination and the dance training for children have lowered teachers' expectations of professional self-realization. Career development also loses its appeal. For this reason, Chinese colleges and universities have carried out many reforms and attempts in the dance teacher's incentive system. Will the various incentive practices born in the West become unsuitable when they are introduced into Chinese universities? What factors are involved in the job satisfaction of dance teachers in colleges and universities? What are the factors that affect the individual performance of dance teachers in colleges and universities? How to set up the work incentive way for dance teachers in colleges and universities? The answers to these questions require us to conduct more and more in-depth research on the motivation of dance teachers in colleges and universities.

This paper collects relevant data that affect job satisfaction and job performance through questionnaire surveys and in-depth interviews with dance teachers in colleges and

universities in Hunan Province. Using statistical analysis methods, the research explores the status of college dance teachers' motivational practice and attempts to reveal the impact of these influencing factors on job performance. We hope to provide guidance for improving the incentive mechanism of dance teachers in Chinese universities.

Research Methodology

Sample situation

In the quantitative research, the population of this study is all the dance teachers with dance majors in colleges and universities in Hunan Province. The total number is estimated to be around 300. It can be known from the calculation formula of Yamane sample size that the valid sample size was 169. This research adopts a simple random sampling based on the number of dance teachers in different universities. The study distributed 200 questionnaires. A total of 189 valid questionnaires were collected.

The demographic profiles of the respondents shows that the number of females in the survey sample is three times that of males. Most of the educational level is master's degree, accounting for 58.2%, and doctoral degree is the least, accounting for 7.9%. The professional level is mostly lecturer, accounting for 50.8%, and professor is the least, accounting for 3.7%. This is basically in line with reality.

Research variable measurement

Based on previous research, the research developed the conceptual framework. Independent variables are career development, salary and welfare, and work environment. Intermediate variable is job satisfaction. Dependent variable is individual performance. Investigating the main factors that influence the current occupational satisfaction of dance teachers in universities in Hunan Province. From the factors of career development, salary and welfare and working environment, this study aims to find out the factors that affect the enthusiasm of dance teachers in universities in Hunan province. Based on the needs of university dance teachers in Hunan Province, the limitations of existing policy systems will be analyzed to explore incentive paths in this study.

This study uses a semi-structured questionnaire to collect quantitative data from the sample. There are 5 parts in the questionnaire. The first part is the basic personal profile of the sample, which contains a total of 8 questions. The second part is the work performance scale. There are 9 questions related to teacher performance. It is the main issue that this research focuses on work performance. The third part is the job satisfaction scale. There are 9 questions related to teacher satisfaction, which are the intermediary variables that this research attempts to verify. The fourth part is the scale of incentive influencing factors. Questions related to the motivation of dance teachers can be divided into six dimensions, including promotion of professional titles, promotion of academic

qualifications, further training, salary and benefits, working environment and academic atmosphere, totaling 32 questions in total. The last part contains several open-ended questions. It mainly records the specific suggestions of the interviewees. It should be noted that the questions in Part 2 to Part 4 are measured according to the 5 scales of the Likert scale. A score of 1 to 5 means "strongly disagree" to "strongly agree".

Results and analysis

The table of descriptive analysis of the questionnaire shows that the average value of the scale is between 3.1- 4.3. The Cronbach alpha coefficient in the thesis is between 0.776-0.886. It shows that the scale is high reliability. The KMO value of this study was 0.908, and the $P < 0.05$. The data reached a significant level, indicating that it is very suitable for factor analysis.

Table 1 Descriptive statistics of the scale

scale	average value	standard deviation	Cronbach α
Job satisfaction scale (9 Questions)	3.1-4.2	0.61-0.89	0.886
Job performance scale (9 Questions)	3.2-4.3	0.65-0.93	0.776
Professional Title Promotion scale (5 Questions)	3.2-4.3	<1	0.866
Academic promotion scale (5 Questions)			0.820
Further training scale (5 Questions)			0.777
Salary and welfare scale (5 Questions)			0.834
New Working Environment scale (6 Questions)			0.820

In factor analysis, the four dimensions after dimensionality reduction are X1 academic promotion, X2 working environment, X3 salary and welfare, X4 promotion opportunity.

The gravel graph is a graph showing how much information the factor covers in the factor analysis. From the results, when the extracted factors exceed 4, the data can basically cover all the information of the original variables. However, the final number of factor dimensions must be combined with the total variance explanation.

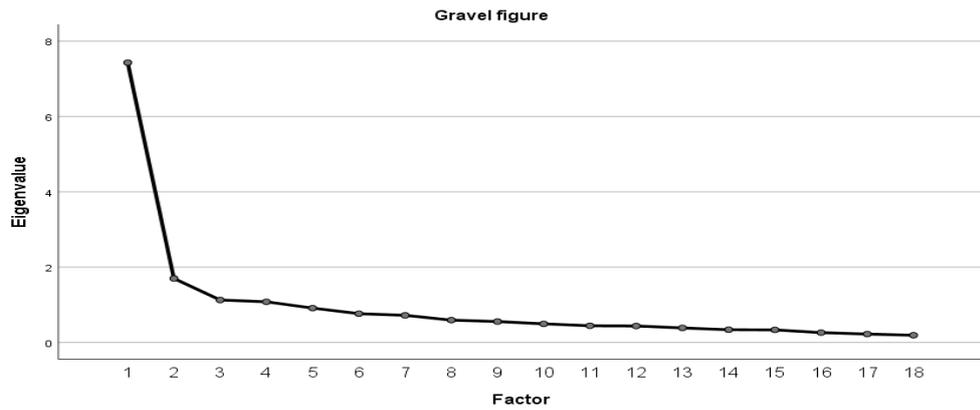


Figure 3 the Gravel figure of factors

From the explained variance graph, the eigenvalues of the 4 dimensions extracted after rotation are 3.334, 3.109, 2.463, and 2.429. The explanation strength of the 4 dimensions to the variation is 18.524%, 17.274%, 13.681% and 13.497%. The cumulative explanatory power reached 62.976%, which was greater than 60%. This shows that the construction validity of the 4 dimensions is very high.

Table 2 Total variance explained of scale factors

Total variance explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
	.428	1.267	1.267	.428	1.267	1.267	.334	8.524	8.524
	.700	.442	0.709	.700	.442	0.709	.109	7.274	5.798
	.128	.266	6.975	.128	.266	6.975	.463	3.681	9.479
	.080	.001	2.976	.080	.001	2.976	.429	3.497	2.976
Extraction method: principal component analysis									

Through correlation analysis, the research got the relationship between various variables.

Table 3 Correlations of Influencing Factors Scale

		X influencing factors	X1 Promotion opportunities	X2 work environment	X3 Salary package	X4 Promotion opportunities
	Pearson	1	.885*	.821*	.783*	.790*
	Correlati		.000	.000	.000	.000
		189	189	189	189	189
1	Pearson	.885*	1	.605*	.515*	.650*
	Correlati	.000		.000	.000	.000
		189	189	189	189	189
2	Pearson	.821*	.605*	1	.667*	.492*
	Correlati					
		.000	.000		.000	.000
3	Pearson	.783*	.515*	.667*	1	.484*
	Correlati	.000	.000	.000		.000
		189	189	189	189	189
4	Pearson	.790*	.650*	.492*	.484*	1
	Correlati	.000	.000	.000	.000	
		189	189	189	189	189
**. at the 0.01 level (2-tailed), the correlation is significant.						

Table 4 Correlations of job performance, job satisfaction and influencing factors

		y1 job satisfaction	y2 job performance	X influencing factors	X1 Promotion opportunities	X2 work environment	X3 Salary package	X4 Promotion opportunities
y1	Pearson Correlation	1	.377**	-.015	-.064	.071	-.064	.040
	Sig. (2- tailed)		.000	.838	.382	.335	.385	.582
	N	189	189	189	189	189	189	189
y2	Pearson Correlation	.377**	1	.616**	.447**	.663**	.509**	.461**
	Sig. (2- tailed)	.000		.000	.000	.000	.000	.000
	N	189	189	189	189	189	189	189

** . at the 0.01 level (2-tailed), the correlation is significant.

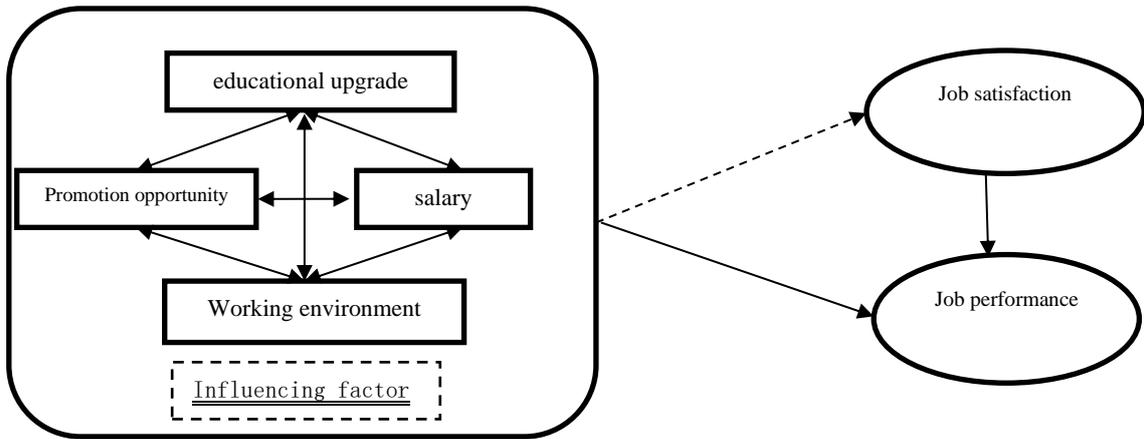


Figure 4 Relationship between various variables

The following conclusions can be seen from the figure and table.

- (1) The four elements of independent variables have a moderate correlation with each other.
- (2) Independent variables and intermediate variables (job satisfaction) are highly correlated with dependent variable (individual performance).
- (3) Independent variables cannot indirectly affect dependent variable (individual performance) through intermediate variable (job satisfaction).

Table 5 Regression coefficients

model	Unstandardized coefficient		Standardized coefficient	t	significance	
	B	se	Beta			
	(consta	1.	.1		1	.0
	X2	.5	.0	.66	1	.0
	(consta	1.	.2		4.	.0
	X2	.4	.0	.63	1	.0
	v1	.2	.0	.33	6.	.0
	(consta	7.	.2		3	.0
	X2	4.	.0	.55	9	.0
	v1	2.	.0	.33	6.	.0
	X4	1.	.0	.17	3	.0
	(consta	.9	.2		3.	.0
	X2	.4	.0	.53	9.	.0
	v1	.2	.0	.30	6.	.0
	X4	1.	.0	.21	3	.0
	VAR08	-.	.0	-.13	-	.0
	(consta	8.	.2		3	.0
	X2	3.	.0	.45	6.	.0
	v1	.2	.0	.31	6.	.0
	X4	.1	.0	.18	3.	.0
	VAR08	-.	.0	-.12	-	.0
	X3	.1	.0	.13	2.	.0
a. Dependent variable: y2 y1: job satisfaction y2: job performance X1: Promotion opportunities X2: work environment X3: Salary package X4: Promotion opportunities						

From the results of the regression coefficients, the best regression equation is as follows.

$$y_2 = 0.801 + 0.353X_2 + 0.280Y_1 + 0.145X_4 - 0.057Var08 + 0.103X_3$$

From the equation, we can get the following conclusions.

(1) the work environment, promotion opportunity and job satisfaction are the biggest variables that affect individual performance.

(2) The salary and welfare affect individual performance at the 5% percent significance level.

In summary, the research has reached the verification results of hypotheses.

(1) The salary and welfare, promotion opportunities, work environment and job satisfaction have a positive and significant impact on individual performance.

(2) There is no positive correlation between independent variables and job satisfaction. The improvement of academic qualifications has no positive correlation with individual performance.

Conclusion and discussion

Research Summary

The empirical research verifies the positive and significant impact of college dance teachers' job satisfaction on job performance, which is consistent with previous research conclusions on college teachers. But the study also found that the influencing factors of job satisfaction and job performance of dance teachers in colleges and universities are different from the whole group of college teachers. Specifically, among the influencing factors of work performance, the work environment indicators have a greater impact, while the promotion opportunities and salary and benefits indicators have less impact. Among the influencing factors of job satisfaction, there are significant differences in the motivational influencing factors of different teaching years and different ages. There is no positive correlation between promotion opportunities, academic qualifications, salary and working environment and the job satisfaction of art dance teachers. In reality, the personal family burden of teachers has a significant impact on income sensitivity and career acquisition. Empirical research has also verified that the number of family members has significant differences in the impact of dance teachers' job performance and satisfaction. At the same time, there is no positive correlation between the improvement of academic qualifications and work performance.

Discussion and Interpretation of Results

According to the conclusions of empirical research, we need to re-understand the role of the incentive mechanism of art teachers including dance majors and the influencing factors of different dimensions. Different from the traditional concept, the influencing factors of different dimensions are not consistent in the weighting performance of the whole university teachers and the dance teacher group. This not only reflects the significant differences between individuals and groups, but also means that policies and measures in management practice must be more targeted. Specific incentive measures must fully consider the particularity of the profession and the particularity of the dance art education teacher group. Empirical research shows that for the group of college dance teachers, there are other factors that affect job satisfaction.

Therefore, in order to ensure the effectiveness and long-term effectiveness of the incentive system for art teachers, colleges and universities should proceed from the existing conditions and adopt a method of combining material and spiritual incentives, so as to not only enhance the enthusiasm of teachers for work. It is particularly worth noting

that spiritual incentives can play a huge role in art colleges, but it is also the easiest point for many colleges to ignore. Too much emphasis on material incentives will not only increase funding pressure for colleges and universities but may also gradually reduce the effect of incentives. Based on this, higher art academies should proceed from the basic laws of material development to ensure that every professional teacher can get equal pay during the work process. At the same time, the school must strive to build a harmonious and relaxed teaching environment for all art teachers, at the same time, through strengthening management, gradually improve the artistic creativity of art teachers, and provide them with sufficient work autonomy and broad development space to achieve effective incentives.

Management Recommendations

Based on the conclusions of the empirical research and the conclusions of the in-depth interviews, this research puts forward the following management suggestions on the incentive mechanism of dance art teachers.

(1) Establish a reasonable salary system to truly reflect the distribution according to work. At present, the performance distribution salary system of colleges and universities is mainly divided into two parts. One part is the basic post and salary grade salary according to the individual's rank and length of service as stipulated by the state. Moreover, the other part is the corresponding manifestation of work performance. The establishment of a more reasonable salary system is of great significance to the improvement of college dance teachers' ability and the stability of the teaching staff.

(2) Establish a scientific talent training model to achieve the personal development of teachers. Most dance teachers have corresponding pursuits for their own future planning and long-term development. We can promote the improvement of teachers' academic qualifications and professional skills through training, learning, lectures, exchanges, performances, and competitions. The school should give full play to the leading role of subject leaders and organize creative teams and scientific research teams. In addition, the college should create and provide more preferential, advanced and humane treatment in terms of scientific research conditions and working environment.

(3) Establish a complete evaluation system to promote the continuous improvement of teachers. A scientific and reasonable evaluation system can reflect the teaching quality of teachers relatively accurately and comprehensively. It can not only affirm the teacher's performance, but also detect the teacher's deficiencies. However, the more important purpose is to achieve the purpose of learning from each other through the evaluation system. Establishing a complete evaluation system can not only put pressure on teachers to a certain extent, but also stimulate teachers' motivation, thereby

motivating teachers to play their abilities, innovate and maximize their enthusiasm for teaching.

(4) Establish a reasonable competition mechanism. The temptation of high returns in the market, teachers' self-contentedness, laziness, and unpredictable negative habits are all factors that affect teachers' active teaching in schools. To change this phenomenon, the flexible employment mechanism can be used to introduce excellent talents in many aspects, such as school-enterprise exchanges, and the introduction of famous talents. At the same time, it can also break the lifetime and stability system of employment, and the last elimination system, competition for posts and awards.

Research Contributions, Shortcomings and Prospects

This research makes up for the lack of teacher motivation in the research group of dance teachers in colleges and universities. At the theoretical level, it sorted out the development context of motivation theory, tested the adaptability of motivational factors in the dance teacher groups in Chinese universities, and put forward a reasonable salary system based on a scientific training model, a sound evaluation system, and reasonable competition. The incentive system of Chinese college dance teachers in the four aspects of the mechanism.

Of course, there are some shortcomings in the research. The empirical research data is obtained by relying on subjective scales. The research conclusions still have certain challenges in terms of universality. Dance education has its particularity. In future research, the construction of the incentive system can be deeply studied and thought in terms of diversified goal setting, personalized performance appraisal, and multiple promotion methods.

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Conflicts of Interest

These no potential competing interests in our paper. And all authors have seen the manuscript and approved to submit to your journal. We confirm that the content of the manuscript has not been published or submitted for publication elsewhere.

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