

Incentive Mechanism And Teacher Professional Development In Educational Management

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ABSTRACT

The study showed the effects of institutional support on Chinese educational management and teacher professional development. The main goal of the research article was to know if institutional structures support incentive mechanisms like awards, job growth, performance reviews and training. Using a random sample of 649 respondents using SPSS 25 for data analysis, the study used a quantitative design. The infallibility of the data and the association between variables were assessed using factor analysis, KMO, Bartlett's tests as well as ANOVA. The output showed that instructors' motivation, involvement in professional development and dedication to high-quality education were significantly shaped by institutional support. Teachers were able to build greater professional abilities in schools that had established clear promotion procedures, regular performance reviews, and well-planned training opportunities. Nevertheless, the research also indicated that the efficacy of incentive systems had historically been constrained by a lack of funding, inconsistent policy execution and inadequate administrative capability. Many incentive programs were meaningless due to uneven or poorly managed institutional support systems. The study said that institutional support had made educational management better by making it easier for groups to work together, make choices and talk to teachers. The ANOVA demonstrated a statistically significant association between institutional support and educational management, supporting the alternative hypothesis. The study found that Chinese teacher professional development has profited from stable institutional support, suitable resource distribution and successful management. To turn incentive systems into a teacher development and educational progress mechanism, strong institutional support was required. .

Keywords: *Incentive Mechanism; Teacher Professional Development; Institutional Support; Educational Management; Knowledge...*

1. INTRODUCTION:

At the basis of all educational reform measures is teacher professional development. It is a key factor for achieving success in both school development and educational management. Additionally, it is the focal point for all the programs that are trying to make schools better. Teacher professional development includes activities that help teachers learn new things on their own and become better teachers by taking part in several types of further education in the education field. The objective is to promote teamwork and a passion for service while also ensuring that educators maintain current knowledge, abilities, and attitudes in the classroom. Teacher professional development is primarily accomplished via qualifying education, professional skill training and education that takes place while working. There are a number of educators who are of the opinion that training

is the only mechanism by which professional development may be attained (Isa et al., 2024). Teachers are a remarkable subset of society. So, they possess several highly different qualities. In particular, young educators possess an extremely elevated level of education and most of them have either a master's or a doctoral degree. The faculty members who work at a university constitute the primary human resources and the primary body of the institution. It is without a doubt that if a person does not have any drive, then their performance can only reach 20 to 30 percent of their capabilities. They are capable of demonstrating that they possess 80 to 90 percent of the necessary skills when they are motivated to do so. The instructional activities, scientific investigations, personnel training, and building of campus culture that take place at universities and colleges cannot be separated from the imaginative contributions of instructors. As a result, the development of colleges and universities depends heavily on the building of a good and scientific teacher management incentive mechanism (Yan, 2024).

1. BACKGROUND OF THE STUDY

Chinese educational institutions and universities are particularly important parts of the educational management system in the People's Republic of China, and they are also substantial contributors to the national educational system. Favourable policies, given by the Chinese government at the national level have provided backing for their swift development and advancement, which has in turn garnered recognition and support from the general population of China. Teachers are the backbone of many colleges in China, and they are vital to the continued prosperity of these institutions in a competitive talent environment. A well-executed human resource management strategy seeks to galvanise the excitement of the institution's teachers and staff. According to the Chinese law a methodical wage plan, equitable performance reviews, transparent competition agencies and a scientific incentive mechanism have been introduced for the benefit of the teachers and professors (Wang & Sutthisai, 2024). However, the in-service teacher education management in mainland China has been challenged due to its inability to increase students' academic achievement and the teaching abilities of instructors. According to the data there were around 12 million teachers in China as of the year 2016. Additionally, every educator working in China is expected to participate in teacher professional development programs for a total of 240 hours every five years. It was also observed that instructors are expected to participate in programs for professional development, but they are confronted with obstacles that include a deficiency of resources, conflicts with their schedules, and insufficient organisation. It was also discovered that the lack of teacher professional development in some schools in China might be attributed to the insufficient resources that are accessible to instructors. Based on Chinese instructors' education techniques, they tend to mature naturally (Adarkwah et al., 2021).

2. PURPOSE OF THE RESEARCH

The aim of this research article was to look into how institutional support affects the professional growth and efficiency of Chinese teachers in terms of bounty systems. The main purpose of the article was to look at how different rewards for teachers have changed over time, been used and been managed in order to improve their purpose and skills. Those could be gifts, chances to move up in the company, training programs and methods for evaluating performance. This research article sought to answer the issue of whether or not current institutional frameworks sufficiently support educators in their pursuit of professional development opportunities and in addressing the always evolving requirements of their pupils. The research paper also aimed to evaluate how teachers' desire to innovate in the classroom, their dedication to teaching quality and their involvement in professional development activities were influenced by effective institutional support. This study sought to demonstrate how national policies, school-level management practices and cultural expectations interacted

to either increase or decrease the effect of incentive mechanisms by concentrating on the Chinese educational system. Finding out how institutional support helped create a long-lasting, excellent teaching workforce and suggesting changes for future educational management were the ultimate goals.

3. LITERATURE REVIEW

Incentives are also important in the management of faculty members in addition to the other performance mechanisms. In addition, the creation of a sensible mechanism for teacher incentives and the complete mobilisation of instructors' initiative, enthusiasm, and creativity are essential in the effort to enhance the level of educating and research accomplishments in higher education (Gao & Xu, 2021). The teacher incentive mechanism which is a component of human resource management is helpful in identifying the primary issues that are present within the school with respect to teacher management and incentives. It also assists in the future development of an incentive mechanism that will be advantageous to the teachers. The overarching concept of the measures is that fulfilling the fundamental requirements of teachers is the primary necessity for the development of the whole incentive mechanism. Educational management should provide a comprehensive set of incentives for higher education instructors (Yao et al., 2022). Teacher professional development is defined as the activities that promote selfeducation among educators, as well as the process of learning that leads to the development of educators through participation in a variety of additional education programs that are relevant to the field of education. These programs are undertaken in order to enable teachers to regularly refresh their knowledge, abilities, and attitudes in relation to the fundamental information, teaching, administration, collab The following is a list of the proper components of teacher professional development: knowledge and abilities related to the subject matter, which includes knowledge as well as skills associated with the curriculum, teaching materials, and activity content; expertise, which includes knowledge and capabilities related to educational technologies, class monitoring, student counselling, updated knowledge of education, projects and research; general knowledge and abilities, which includes philosophy about life and interpersonal communication skills, as well as leisure activities; and professional attitudes, which includes a passion for service, dedication to teaching, and aspirations for teaching (Karacabey, 2021). Furthermore, a number of the teacher education and training programs are conducted in a superficial manner and the majority of the training places an emphasis on technical and operational knowledge training, which only pay concentration to methods and teaching skills, disregarding the significance of practical skill in the context of teaching. As a result of the fact that such training has only a limited impact on the enhancement of professional growth for educators, it has led to the emergence of some adverse problems associated with the professional growth of teachers (Faikhamta, 2022).

4. RESEARCH QUESTION

- How does Institutional Support influence Educational Management?

5. RESEARCH METHODOLOGY

6.1 Research Design

The study used a quantitative research analysis approach. To analyse the quantitative data, the researcher used SPSS 25. The researcher used a 95% confidence interval and the odds ratio to assess the exposure and potential of the statistical association. A statistically significant p-value is less than 0.05. Descriptive analysis was used to better understand the natural composition of the data.

6.2 Sampling

For this study, the researcher used a random sample technique. To calculate the overall sample size for the study, the researcher used the Rao-soft program. In order to collect sample data for the research, 720 questionnaires were sent out. A total of 682 people completed and submitted the questionnaires in order to take part in the research. However, out of the collected sets, 33 sets of incomplete questionnaires were eliminated. Consequently, 649 was the final sample size.

6.3 Data and Measurement

The study collected data using quantitative analysis. The surveys asked people to rate their selections on a fivepoint Likert scale so that they could have identifiable statistics. The researcher collected secondary data mostly from online sources.

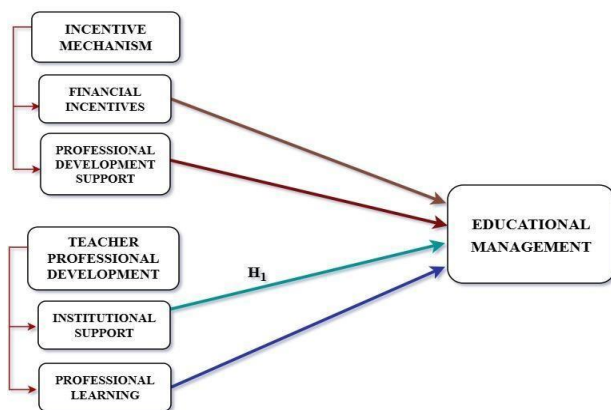
6.4 Statistical Software

The researcher used Microsoft Excel and SPSS 25 for the statistical analysis.

6.5 Statistical Tools

Descriptive statistics were analysed to provide information on the different programs' level-specific and demographic features. Numerous techniques are used in inductive statistical investigations to calculate odds ratios with 95% confidence intervals, assess the validity and dependability of theoretical frameworks, and apply other statistical tools.

6. CONCEPTUAL FRAMEWORK



7. RESULT •

Factor Analysis

One common application for verifying the fundamental constituent structure of a set of data is factor analysis (FA). It is believed that invisible forces have a direct influence on the values of the variables being studied. A model-based approach is the reliability evaluation. This branch of research aims to identify connections between overt occurrences, their hidden causes, and measuring mistakes. To determine if the data is appropriate for factor analysis, the Kaiser-Meyer-Olkin (KMO) Method may be used. Researchers determine if the sample is sufficient for every component of the model and for each element separately. Statistics may be used to determine the proportion of common variance among several variables. Data sets with smaller percentages are more suited for factor analysis.

Kaiser considers that these values are suitable. According to the rules of Kaiser, the following requirements must be met to be approved:

An appalling 0.050 to 0.059, much lower than the typical range of 0.60 to 0.69. For middle grades, the usual range is 0.70 to 0.79.

A quality point rating in the range of 0.80 to 0.89. They are astounded at the range of 0.90 to 1.00.

Table 1: Examination of KMO and Bartlett's Sampling Adequacy

According to the Kaiser-Meyer-Olkin scale: 0.988

The results of Bartlett's test of Sphericity are as follows:

7315.249 is the approximate chi-square value 190

is degrees of freedom (df); sig = 0.000.

Table 1: KMO and Bartlett's Test

| KMO and Bartlett's Test ^a | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .988 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 7315.249 |
| | df | 190 |
| | Sig. | .000 |
| a. Based on Correlations | | |

Researchers discovered a significant correlation between the matrix topologies using Bartlett's sphericity test. Kaiser-Meyer-Olkin shows that the sample adequacy level is 0.988. A p-value of 0.00 was obtained by the researchers using Bartlett's sphericity test. The connection matrix was incorrect, according to researchers who used Bartlett's sphericity analysis.

❖ INDEPENDENT VARIABLE • Teacher Professional Development

It is of the utmost importance to focus on the professional growth of teachers to enhance the results achieved by students. This is because professional development is a multifaceted structure that varies during the course of a teacher's career. Due to the fact that there has been a rapid shift in the educational environment a desire for high pedagogical standards and a need for high-quality education expectations for teacher abilities and professionalism have increased. Even so teachers now

have higher standards of themselves because of new ways of thought that are becoming more deeply embedded and educational breakthroughs in the information society. Without a doubt teachers must be lifelong learners. It is important to take into consideration that in order to engage in this process of continuous development they must be able to get access to new possibilities, come into contact with new areas of knowledge and receive robust support. Professional development for teachers often leads to improvements in student learning and accomplishment (Sancar et al., 2021).

❖ FACTOR • Institutional Support

In order to improve the outcomes that students get it is essential to concentrate on the professional improvement of teachers. Because the concept of professional development includes a diverse framework that is diverse and undergoes modifications during the course of a teacher's professional life. Without a doubt, it is necessary for educators to be lifelong learners. Please take into consideration that in order to conduct this process of continual development, they must be exposed to new areas of knowledge, to get significant assistance and to have the means to access novel prospects with the help of Schools and other educational organisations. A number of policies have been implemented to motivate teacher training institutions and other educational organisations that participate in the training of teachers to enhance the current knowledge and practices of teachers. The objective of these policies is to increase the quality of schools and the results for students. These policies have been implemented to make these circumstances easier to manage (Falola et al., 2020).

❖ DEPENDENT VARIABLE • Educational Management

The underlying basic premise that governs the structure of educational institutions is the idea of educational management. In the real world, the practice of educational management necessitates the process of delegation, which requires the assignment of responsibilities, the acceptance of these responsibilities and the fulfilment of the obligation to ensure the correct operation of a system within which other individuals engage in an educational organisation. This process also presupposes the existence of a hierarchical organisational structure. Institutions may reap numerous benefits from educational management, but there are also some drawbacks. The misunderstanding between leadership and management in practice is the root cause of the unfavourable perception of educational management. Leadership occurs when those whose job it is to make sure a system works engage with others in a way that is based on that job. That is why it is problematic when people in charge lack creativity (Bhaskar et al., 2021).

• Relationship between Institutional Support and Educational Management

Institutional support is a crucial instrument in the enhancement of educational management in that it

provides educational institutions with the tools, structures and leadership that are necessary for them to operate effectively. Schools that get robust institutional support have access to a variety of resources, including funding, training, policy frameworks and administrative tools that may help leaders organise courses, maintain discipline, and promote student development. When educational institutions are able to give their teachers chances for continuous professional growth, clear regulations and enough infrastructure support, the school administrations are better equipped to implement educational programs, monitor performance and address issues that arise. This support has resulted in a variety of positive results, including a greater sense of responsibility across the system, more effective decision-making as well as an increase in teacher collaboration. It is essential to have sustained institutional support that is in line with goals, resources and practices to achieve overall effective educational management (Korechikov, 2021).

After studying the above discussion, the researcher reached at the following hypothesis to examine the role of the Institutional Support on Educational Management:

- ***“H₀₁: There is no significant relationship between Institutional Support and Educational Management.”***
- ***“H₁: There is a significant relationship between Institutional Support and Educational Management.”***

Table 2: H₁ ANOVA Test

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|---------|------|
| Sum | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 79943.245 | 266 | 303.967 | 119.250 | .000 |
| Within Groups | 973.698 | 382 | 2.549 | | |
| Total | 80916.943 | 648 | | | |

Significant results have occurred from the study. With a p-value lower than 0.05, an F-value of 119.250 is considered statistically significant. This indicates that the ***“H₁: There is a significant relationship between Institutional Support and Educational Management”*** is accepted, and the null hypothesis is rejected.

8. DISCUSSION

The main point of the study was to investigate China's reward programs that influenced teachers' drive, their willingness to participate in training and their job growth. The results showed that strong educational management that made sure things were fair, clear and permanent was best for supporting rewards. Schools with transparent promotion processes, reliable evaluations of teacher performance and convenient chances for professional development were more likely to have instructors who worked hard to enhance their abilities. This was a controversial topic, but it did show that institutional support at the school and area levels was a problem for many reward systems. There were times when school leaders could not keep long-term growth goals, when training tools were not enough, or when rewards were not used regularly. Teachers were less likely to fully participate in professional growth and had less faith in

rewards because of these differences. The research article emphasised how important institutional support was for incentive systems to work. Without adequate incentive, rewards might only be symbolic and not really change things. Additionally, how schools used incentives was impacted by national education changes and societal norms. Teacher development programs were more cohesive and more in line with national standards in environments where administrators were closely supervised by educational management. The debate concluded that well-designed incentives, reliable institutional support, fair resource distribution and capable educational management were essential for successful teacher professional development in China. A long-term setting that really boosted teachers' development and raised educational standards might have been established by such alignment.

9. CONCLUSION

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This paper found that significant institutional support was key to the success of teacher growth in China. Well-designed reward systems, like performance-based incentives, job advancement opportunities and planned training, have only worked when they were backed by clear rules, enough resources and skilled school leadership. The study showed that long-term reward programs did not have much of an impact and that teachers were less driven because institutional support was either insufficient or irregular. According to the research article, in order to effectively conduct long-term professional growth, it is necessary to have an institutional support structure and an incentives system that support stability, equality, and transparency. Due to the risen significance on policy direction, the improvement of administrative ability and the establishment of equal resource distribution, Chinese educational managements were able to develop a teaching staff that was more devoted, competent and inventive.