



The Incentive Effectiveness Of Music Teachers In Colleges And University In Jiangxi Province, China

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Abstract

For nearly two decades, Chinese university education has completed the transformation of "elite higher education" to "mass higher education", led by the popularization of education, which has moved from the social edge to the social center. In this study, some music teachers in colleges and universities in Jiangxi Province were selected as the target. They were designed to identify the issues of encouraging music teachers in colleges and universities, and have important theoretical value and practical significance in developing the potential of music teachers in colleges and universities, stimulating their creativity of them, and building a positive human resource management model for music education in colleges and universities. This study uses quantitative analysis methods to carry out empirical research. The research results show that (1) the demand for music teachers in colleges and universities in Jiangxi province has the dominant position in terms of diversity, tendency, and spirit of music teachers. At the same time, material demand remains the main need of music teachers in colleges and universities. (2) Demand satisfaction is the key to motivation. In turn, the enthusiasm of music teachers in colleges and universities comes from the incentive power of professional development, compensation factors, and environmental factors, and the turnover rate of music teachers in colleges and universities is low and the team is stable. (3) It is the guarantee of continuous incentive for music teachers in colleges and



universities to improve the restriction of the constraints and meet the reasonable needs of music teachers in colleges and universities.

Keywords: 1. Incentive Effectiveness, 2. Music Teacher

1. Introduction

Society evolves and so does the demand for talent in all industries. As a higher education cultivates talents, how to adapt to the talent needs of society, adjust the professional orientation of higher education in time and optimize the function of higher education becomes the focus of our higher education reform. In terms of the present situation of higher music education, some of the music education management systems in colleges and universities still have many drawbacks to be solved. For example, the promotion of the title of music teacher in colleges and universities is difficult. The professional development lacks fair competition, the professional level, and teaching level are different, the evaluation mechanism of music teachers is not perfect, etc., and these problems exist in music education in colleges and universities, which in part obstruct the healthy development of music education in colleges and universities. How to build a reasonable and effective incentive mechanism for music teachers in colleges and universities is the key to ensuring the quality of music education and cultivating the excellent music talents required by society.

The irrational incentive mechanism directly affects the enthusiasm and input of music teachers in colleges and universities. Therefore, to implement effective incentives, the music department of colleges and universities must adjust the relations between the subject and the object, improve the system of competition incentive system arrangement, and seek the general rules of incentive for music teachers in colleges and universities and the practical path of establishing incentive mechanism for music teachers in colleges and universities. In addition to having common professional characteristics with other professional teachers, music teachers in colleges and universities have their special characteristics. For example, due to the presence of a large number of social music training, many music teachers in colleges and universities have more opportunities for out-of-class teaching and better economic sources. In terms of scientific research, most music teachers value skill training, neglect the cultivation of cultural learning and scientific research skills, and the scientific research has been weak for a long time. In terms of



gender, the employees of music teachers in colleges and universities are mainly women. In China's existing national situation, women teachers need to balance family and work. Most college music departments are mainly young teachers and have more pressure to live. In terms of human resources input, college music teachers have relatively much more investment in time and financial resources. Therefore, how to propose effective incentives based on the professional characteristics of music teachers in colleges and universities is the key problem to be solved in this study.

In this paper, the research of music teachers in colleges and universities in Jiangxi province is carried out in detail to find the incentive mechanism suitable for the special characteristics of its group, and thus produce actionable and effective incentive measures. We will encourage teachers of music institutions in colleges and universities in Jiangxi Province to provide a theoretical and practical references to the work of inspiring music institutions in similar provinces and promote the development of music education. The research on the specific groups of music teachers in colleges and universities not only enriches the existing motivation theory, especially the related discussion of teachers' incentive part in music teaching, but also the classical incentive theory can be carried out in the situation of China.

The era of the knowledge economy has greatly improved the position of institutions of higher learning in society. Because higher education is committed to the legacy of the old era and the mission and concept of the new era, higher education is more and more concerned with the public, and the value of teachers in colleges and universities with a large amount of knowledge and capital can be reflected and improved. However, the relative concealment, individual differences, and environmental diversity required by teachers are difficult to stimulate teachers in colleges and universities in practice. Therefore, teacher behavior research and organization management research are in a prominent position. In particular, the study on the behavior of music teachers in colleges and universities has little attention from scholars and few related results.

Based on the research of domestic and foreign incentive theory and practice, this research puts forward the propositions of "the empirical study of the incentive mechanism of Chinese music teachers", based on a large number of questionnaires, data collations, theoretical analyses, and empirical research, it aims to discuss the effectiveness of the incentive mechanism and the intrinsic incentive mechanism of the arrangement of the



music education management system in colleges and universities through the study of the need for analysis of music teachers and their influencing factors. Through the system design of vocational development and incentive compensation of music teachers in colleges and universities, further improves the professional development space of music teachers in colleges and universities and achieves the goal of continuously activating the enthusiasm of music teachers in universities and improving the management efficiency of music education in universities.

2. Literature Review

Theory of Management Science

Organizations are composed of people, and all activities in an organization are based on human participation, and people are participants in organizational activities. Therefore, the basis of building an organizational model is the behavior of the researcher. Therefore, as a research incentive, it is important to research the basic principles of how to improve the enthusiasm of people. The differences in individual motivation and incentive levels determine the differences in results achieved, currently,, there is a series of studies in relevant fields and a series of representative theories.

In the early 20th century, the view and theory of Taylor's differential piece-rate wage system emphasized the economic person and the single view and theory of incentive through monetary stimulus, representing the beginning of the study of incentive theory, including psychologists, economists, managerialisms and sociologists, studied the questions of how to inspire people from the perspective and the perspective of their respective fields, and put forward the various motivation theory based on the knowledge of their respective fields. Based on the different sides of the research incentive and the differences between the incentive and the behavior relationship, these excitation theories based on their respective fields can be summarized and summarized as the incentive theory based on the demand system, based on the incentive theory of the process system, based on the incentive theory of the behavioral correction system and the incentive theory of the comprehensive system.



Present situation of teachers' incentive research in colleges and universities. In China, the study of teachers' motivation is focused on the following two aspects. First, we will introduce and evaluate the research results of foreign scholars on motivation theory and the experience practices of foreign countries, carry out the study and research of incentive mechanism and incentive mode, and form certain theories and insights, such as Yu Wenzhao's "Chinese incentive theory" and Liu Zheng Zhou's "management incentive". Tang Ling (2017) presented the efforts of the United States to achieve a balanced development of basic education through the detailed introduction of the policy text and its specific implementation, and provided reference for the implementation and improvement of teachers' flow policy in the compulsory education stage. Liang Zheng (2019) believes that, from the perspective of ERG theory, research on the problem of teachers' incentive in colleges and universities can provide reference to the needs of teachers in colleges and universities at multiple levels, provide countermeasures and suggestions to mobilize teachers' enthusiasm in colleges and universities, and provide thinking paths to improve the incentive management of teachers in colleges and universities. On the basis of ERG theory, the author used the specific excitation factors of college teachers in different levels of need, and presents the closed-loop measures for college teachers from the perspective of ERG theory. At the same time, it enriches and extends the theoretical exploration of the research of university teachers' incentive countermeasures. At the same time, it has some practical guidance on the practical work of college teachers' incentive management. The second is to analyze and demonstrate the incentive status of teachers in colleges and universities by using the incentive theory, and make suggestions on the design of the incentive measures, means and systems of teachers. Huang Xueqiong (2019) researched H-university teachers, based on the theory of incentive distortion, carried out research on the present situation of H-university teachers' performance appraisal. From the empirical point of view, data collection is conducted through methods such as literature analysis and field investigation, and the problems existing in the performance appraisal of university teachers in H colleges and universities are discussed through statistical analysis, and the analysis of this phenomenon is focused. Chen Yu and Liu Zhaoyang (2019) analyzed the problems of teaching incentive



mechanism in China, pointed out that teachers should improve their employment system, improve their salary calculation system, reform their title evaluation system, and improve teachers' motivation system. Wang Xiaonan and Ni Ni (2019) expatiate on the real dilemma of the current school teachers' incentive mechanism, and then propose some improved paths to this based on relevant literature research and the author's years of work experience to provide reference on peer research and work development. Liu Lin (2018), based on the theory of value philosophy, uses the relevant theoretical knowledge such as science and technology management, higher education, etc., and analyzes the root cause of knowledge that causes scientific research performance evaluation. It tries to put forward a scientific and reasonable value orientation to provide a reference for constructing scientific and reasonable scientific research performance evaluation system for college teachers.

Based on the above analysis, various excitation theories have discussed the problem of excitation in depth from different angles, formed a rich theory system, revealed that the important role of "incentive" and the general rule of incentive activities are all focused on the excitation of individual motivation and the satisfaction of needs, and the goal of incentive is all pointing towards the self-consciousness and autonomy of behavioral subject. There are fewer studies by domestic scholars on the incentive problems of college teachers, and their own research focuses on the analysis and demonstration of the incentive theory for college teachers, or on the effectiveness of teachers' incentive measures and means, and suggestions on the design of incentive systems. Existing research produces a number of research results, and in some ways, innovations that are provided for reference and guidance by researchers in this paper. At the same time, we also see that in-country scholars have not yet developed a deeper system for teachers in colleges and universities, which should be further improved in the following aspects, bringing more inspiration to this study.

3. Methods

3.1 Samples

This study is intended for music education administrators and music teachers in colleges and universities in Jiangxi Province. The study divides them into three groups: representatives of government officials from the Ministry of Education in Jiangxi, teaching managers from the department of music education in universities (president or department director), and music teachers in colleges and universities. According to the data of the official website of the Ministry of Education, until July 2019, the Ministry of Education published 103 universities in Jiangxi Province, including 45 undergraduate schools, 58 specialized schools, 25 undergraduate schools with music specialties and 15 specialized schools, from which 40 universities were randomly selected for investigation as Table 1 for details of sample colleges and universities:

Table 1. Basic situation of sample colleges and universities

Number of samples	Schooling level		Category Status			Regional distribution		
	undergraduate	specialty	Teachers	synthesis class	science and engineering	Northeast Jiangxi Province	Ganzhong	Southwest Jiangxi Province
40	25	15	23	12	5	6	29	5

3.2 Data Collection

The present study is a mixed method design, mainly based on quantitative study and combining qualitative research methods. In the case of qualitative data, 40 university music departments in the sampling scheme of this study will be investigated in the field, and relevant school managers, music department managers and music teachers will be interviewed to obtain the information of qualitative research. For quantitative data, use questionnaires to collect data from 40 sample universities in Jiangxi Province. Data collection permission will be applied to relevant departments,



and data collection will be carried out in cooperation with the head of the music department in 40 universities through private relations.

3.3 Data Analysis Methods

Based on the research of domestic and foreign incentive theory and the results of practice, the paper puts forward the idea of "the empirical research on the incentive mechanism of music teachers in colleges and universities", on the basis of a large number of surveys of 40 sample universities in Jiangxi Province, data sorting, theoretical analysis and empirical research are carried out.

In the quantitative study, the researchers used descriptive statistical methods, including frequency, percentage, mean, standard deviation, etc., to analyze and interpret the individual data of the respondents. The data is encoded and entered into the software computer for calculation. Variables are examined using an inferred statistical method, including single factor variance analysis and multiple regression, and a significant level of 0.05 is used to examine assumptions. For qualitative data obtained from in-depth interviews, content analysis will be used for analysis and the results of the studies will be used to support the results of quantitative studies.

Through the analysis of music teachers and their interdependencies on influencing factors, the paper discusses the incentive effectiveness and internal incentive mechanism of college system arrangement. Through the design of music teachers' professional development, incentive compensation, etc., it further improves the development space of music teachers' professional development in colleges and universities, and achieves the goal of continuously activating the enthusiasm of music teachers and improving the management efficiency of music education in colleges and universities.

3.4 Reliability testing

Reliability measures the reliability, consistency, and stability of the tool questionnaire. The reliability itself is independent of whether the measured result is correct or not, and its purpose is to verify that the measured result is stable. The higher the reliability, the more reliable the test results are. A highly consistent questionnaire is

one that shows strong positive correlation between measurements of the same nature, type of question, and purpose. A highly stable measuring tool is a small difference in results when a group of people accept the same measuring tool at different time and time. There are a number of methods for testing reliability, mainly the method of retesting, the method of copy correlation, the method of folding half, the coefficient of Cornell Bi Qu. The most commonly used at present is Cornell's Bi Qu coefficient.

3.5 Validity test

Validity refers to the accuracy of an evaluation method. A test must be able to measure the function it wants to measure in order to be effective. Reliability is a necessary but not sufficient condition for validity. It must be reliable, but not necessarily effective. This research questionnaire refers to the content of samples of the special research questionnaire for the construction of music teachers' team in ordinary colleges and universities conducted by the State Education Commission in the year. Through literature analysis, the exchange and generalization of expert opinions have been carried out several times, and the content validity of the "music teachers' questionnaire" has been tested before formal testing of the questionnaire.

4. Results and Discussions

Music teachers need to investigate

4.1 Statistical analysis of incentive measures for music teachers

The statistical data of the incentive measure factors identified by the tested music teachers in the Music Teacher Questionnaire are shown in Table 1.

Table 1 Statistics of Incentive Factors for the Recognition of Tested Music Teachers

NO.	Incentive factors	Proportion	Cumulative proportion	Ranking
1	Increase wages, benefits and reform rigid system of personal income distribution	28.73%	28.73%	1



2	Participating in school management to form an atmosphere of respect and talent	16.02%	44.73%	4
3	A space for personal growth, career development	23.16%	67.91%	2
4	Improve housing, living conditions	15.69%	83.60%	3
5	Building a harmonious campus atmosphere of interpersonal relations	3.94%	87.54%	6
6	Break the "lifelong system" of the professional title and implement the appointment system of music teachers	7.63%	95.17%	5
7	Strengthen material incentives and appraisal constraints, and deal with the relationship between rights and obligations	3.27%	98.44%	7
8	Establish and improve the market of music teachers in colleges and universities, and allocate reasonable resources of music teachers in colleges and universities	1.56%	100%	8

Source: The tabular data is collated according to the questionnaire calculation.

After merging, the statistical data of the incentive measures recognized by the tested music teachers in Table 1 shows that the cumulative percentage of the incentive measures needed for economic factors (serial numbers 1, 4 44.42%), professional development (serial numbers 3, 23.16%), environmental factors (serial numbers 2,5, 19.96%) in the incentive measures is 87.54%.

4.2 Statistical analysis of stability factors affecting music teachers

The tested music teachers survey statistics on stability factors affecting music teachers in the Music Teacher Questionnaire, as shown in Table 2.

Table 2 Stability Factor Statistics for Tested Music Teachers

NO.	incentive (stability factor)	Proportion	cumulative proportion	ranking
1	Individual Development Expectations	16.02%	16.02%	3
2	economic treatment	22.32%	38.34%	1
3	housing condition	21.56%	59.90%	2
4	job promotion	6.13%	66.03%	5
5	operating condition	10.01%	76.04%	4
6	the policy environment	6.08%	81.12%	6
7	expatriation opportunity	4.51%	86.63%	8
8	interpersonal relationship	3.67%	90.30%	9
9	Business refresher, training opportunities	6.03%	96.33%	7
10	spouse work	3.67%	100%	10

Source: The tabular data is collated according to the questionnaire calculation.

After merging, the statistical data of the influence factors of music teachers' cognition from Table 2 has shown that the cumulative proportion of economic factors (sequence numbers 2, 3, 43.88%), professional development (sequence numbers 1, 4, 8, 9, 31.85%), environmental factors (sequence numbers 6, 7, 10.59%) in the factors affecting the stability of music teachers is 86.32%.

4.3 On-the-job Music Teachers Need Levels

The results show that the economic guarantee based on salary income and improvement of housing, the professional development based on personal development and self-realization as the primary orientation, and the environmental harmony based on policy and human environment optimization as the goal of construction are the leading needs of current university music teachers. The Music Teacher Questionnaire is presented in Table 3 for the level of music teachers tested.

Table 3 A hierarchy is required for tested music teachers in colleges and universities.



dominant need	Proportion	Sort
economic security salary income, improvement of housing	46.73% – 44.36%	1
Professional Development Personal Development, Self-actualization	33.14% – 24.53%	2
environmental harmony policy environment	19.72% – 10.38%	3

Source: The tabular data is collated according to the questionnaire calculation.

4.4 Analysis of the leading needs of music teachers

4.4.1 Survey of the causes of music teacher's flow

The main causes of music teacher movement in the School Questionnaire are shown in Table 4 and 5.

Table 4 Statistics of Main Causes of Music Teacher Flow (Transfer-in)

Serial No.	Causes of flow	First 0.60	Second position 0.30	Third place 0.10	Weighted percentage	Ranking
1	Strong subject, more opportunities for personal development	57.06%	14.59%	12.03%	39.82%	1
2	High income, good housing, good welfare	9.63%	13.34%	10.11%	10.79%	4
3	Resolve higher-level job titles	1.79%	6.52%	4.74%	3.50%	5
4	Good policy environment, school values talent	13.89%	45.48%	25.63%	24.54%	2
5	The region has advantages and the	14.12%	17.91%	17.06%	15.55%	3

	development space is large.					
6	Spouse work is solved, children can develop	3.51%	2.16%	5.65%	3.32%	6

Source: The tabular data is collated according to the questionnaire calculation.

According to the statistics of the main reasons for the transfer of music teachers in Table 4, the cumulative proportion of economic factors (sequence 2, 10.79%), professional development (sequence 1,3, 43.32%) and environmental factors (sequence 4,5, 40.09%) in the reason of the transfer of music teachers is 94.20%.

Table 5 Statistics of Main Causes of Music Teacher Flow (Transfer-out)

Serial No.	Causes of flow	First 0.60	Second position 0.30	Third place 0.10	Weighted percentage	Ranking
1	Strong subject, more opportunities for personal development	38.96%	14.35%	13.98%	29.08%	2
2	High income, good housing, good welfare	31.76%	35.84%	17.03%	31.51%	1
3	Resolve higher-level job titles	2.03%	4.72%	6.76%	3.31%	6
4	Good policy environment, school values talent	2.65%	8.31%	16.98%	5.78%	5
5	The region has advantages and the development space is large.	19.43%	29.94%	32.79%	23.92%	3



6	Spouse work is solved, children can develop	5.17%	6.84%	12.46%	6.40%	4
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Source: The tabular data is collated according to the questionnaire calculation.

According to the statistics of the main reasons called up by the music teachers in Table 5, the cumulative proportion of economic factors (sequence 2, ratio 31.51%), professional development (sequence 1,3, ratio 32.39%) and environmental factors (sequence 4,5, ratio 29.70%) in the reason of the music teachers' transfer-out was 93.60%.

4.4.2 Mobile music teachers need levels

The results of the statistical results of the project needs for music teachers in colleges and universities indicate that the economic factors of personal development and self-realization of music teachers, the economic factors of salary income, improvement of housing and welfare, and the environmental factors of policy environment, regional advantage and development space are the main factors causing the movement of music teachers in colleges and universities, and the dominant needs of music teachers to meet through their flow expectations. The main reasons for the movement of music teachers in the School Questionnaire and the needs and levels that music teachers expect to meet are shown in Table 6.

Table 6 A hierarchical table is required for floating music teachers in colleges and universities.

Reason for flow (expected need)	Proportion	Ranking	Move- in ones	Ranking	Move- out ones	Ranking
Economic factors (high income, good welfare)	19.06%	3	10.79%	March	31.51%	2
Career development (personal development, self- actualization)	38.13%	1	43.32%	1	32.39%	1

Environmental factors (ambient, regional)	36.81%	2	40.09%	2	29.70%	3
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Source: The tabular data is collated according to the questionnaire calculation.

4.4.3 Multi-regression model of motivation for music teacher's work

We make regression analysis based on the degree of working enthusiasm of music teacher as the variable, and the satisfaction required at all levels of music teacher is independent argument, so as to verify the need to meet the impact on working enthusiasm. The regression results show that both the regression equation and the significance test of the equation coefficients meet significant requirements ($P < 0.01$). The regression model results are shown in Table 7.

Table 7 Results of Multiple Regression Models for Music Teachers' Work Incentive

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.785324	0.059761	10.765813	0.000000
IDX21	0.251359	0.024962	6.981254	0.000000
IDX29	0.245873	0.236871	5.369752	0.000000
IDX49	0.176351	0.0196894	2.458268	0.000000
R-squared	0.169235	Mean dependent var		1.798356
Adjusted R-squared	0.160234	S.D. dependent var		0.735488
S.E. of regression	0.904236	Akaike info criterion		2.694375
Sum squared resid	1126.842	Schwarz criterion		2.567189
Log likelihood	-2329.135	F-statistic		35.694212
Durbin-Watson stat	1.762589	Prob (F-statistic)		0.000000

$$IDX18 = 0.785324 + 0.245873 * IDX29 + 0.251359 * IDX21 + 0.176351 * IDX49 \quad (3-1)$$

From this equation, it can be seen that all factors such as IDX29, IDX21, IDX49 and so on have a positive influence on the role of IDX18 on the role of music teacher's work, and there are obvious linear dependencies. Among them, music teachers have the highest interpretation of their own factors, which describes the development of their own career



and the inherent effectiveness of their present career to music teachers is the most important factor in the incentive of music teachers in colleges and universities. The following are the compensation satisfaction factors and the environment harmony factors in turn.

4.5 Career Selection Behavior and Career Development

4.5.1 Music teacher's willingness to flow and self-value orientation

The survey on the willingness of music teachers to flow at work in colleges and universities is based on a retest reliability of 0.836 in Question 41 of the Music Teachers Questionnaire. Based on the questionnaire data, the following table is available 8.

Table 8 Statistics of the Reason for Wishing to Flow in the Tested Music Teachers

Serial No.	reason of willingness to flow (value orientation)	Proportion	cumulative proportion	Sort
1	Strong subject and professional development	17.39%	17.39%	2
2	High income, good treatment	24.65%	42.02%	1
3	Resolve higher-level job titles	5.41%	47.45%	8
4	Good working environment	13.36%	60.81%	3
5	Housing, good welfare	11.47%	72.28%	4
6	The region has the advantage	7.08%	79.36%	7
7	School values key music teachers, high-level talents training	7.84%	87.20%	6
8	academic and interpersonal climate	9.12%	96.32%	5
9	Spouse can arrange	2.06%	98.38%	9
10	children can develop	1.62%	100%	10

Source: Tabular data collated based on questionnaire calculations

According to Table 8, the self-value orientation presented by the willingness to flow of the tested music teacher in the sample university is diverse and different among individuals, which is related to the environment where the music teacher is located, has



been motivated and individual cognition. Since this is the survey data of on-the-job music teacher, it is the psychological feeling of music teacher, which is the willingness of music teacher to flow, rather than the expression of the real motives of music teacher, but we have a clear understanding of the needs of music teacher or the unsatisfied needs of music teacher from their job choice. The main factors that music teachers consider to meet their development selection flow are focused on the areas of high income treatment, strong professional development, good working environment, good housing benefit, etc. The above factors can explain the willingness to move the music teachers under test, and can also be understood as the main aspects of lack of incentive at present time in colleges and universities where music teachers serve.

4.5.2 Real Flow and Career Development

The School Questionnaire is mainly used to investigate the basic information of mobile music teachers in colleges and universities, including the basic information of music teachers transferred from outside companies to specialized music teachers and the basic information of music teachers transferred from current companies, and the statistics year from year to year, the universities have participated in the survey to cover different categories of universities, science and technology institutions, agricultural institutions and comprehensive institutions, the eastern, central and western institutions of universities in different regions. Based on the school questionnaire, Table 9 is obtained.

Table 9 Statistics of Basic Status of Mobile Music Teachers in Colleges and Universities 2014-2019

Analysis Project	Number of samples	Modulation number	Proportion	Call-out number	Proportion
colleges and universities in the northeast of Jiangxi	1579	947	59.96%	632	40.04%
colleges and universities in	534	228	42.76%	306	57.24%



central Jiangxi province					
Colleges and Universities in the Southwest of Jiangxi Province	326	134	41.07%	192	58.93%
Total Samples	2439	1309	53.79%	1130	46.21%

Source: Tabular data collated based on questionnaire calculations

In the table, we can see that within four years, the 40 universities transferred to and from dedicated music teachers for a total of 2439 people, including 1309, 53.79% of music teachers, 1130, and 46.21% of music teachers. In people-to-people mobile music teachers, the northeast region of Jiangxi province has 1579 universities, 534 in central Jiangxi province, and 326 in the southwest region of Jiangxi province.

In the survey of reasons for the movement of music teachers in colleges and universities, it is impossible for us to ask the parties to fill in the response. During the survey, we entrust the head of personnel teachers in colleges and universities to fill in the survey. The researchers in this paper believe that whether music teachers transfer in or transfer out the head of their real intent personnel teacher's department is most clear, the conclusion of filling in the answer should be trusted. Based on the results of the questionnaire, obtain the table 10,11,12.

Table 10 Statistics on Top Reasons of Music Teachers' Flow in Colleges and Universities

Analysis Project	Number of Samples	sample ratio	Adjust in quantity	scale in quantity	Transfer-out quantity	percentage of call-out
statistical value	2439	100%	1309	100%	1130	100%
self-actualization and personal development	1142	46.82%	751	57.24%	479	42.39%

High income, good welfare	508	20.83%	129	9.83%	353	31.24%
Resolve higher- level job titles	51	2,09%	26	1.98%	29	2,57%
Good policy, good academic atmosphere	262	10.74%	197	15.02%	25	2.21%
regional advantage development space	397	16.28%	183	13.95%	186	16.46%
Spouse arrangements, child development	79	3.24%	23	1.75%	58	5.13%

Table 11 Statistics of Secondary Causes of Music Teachers' Flow in Colleges and Universities

Analysis Project	Number of Samples	sample ratio	Adjust in quantity	scale in quantity	Transfer- out quantity	percentage of call-out
statistical value	1893	100%	1072	100%	821	100%
self-actualization and personal development	276	14.58%	169	15.76%	113	13.76%
High income, good welfare	413	21.82%	137	12.78%	291	35.44%
Resolve higher- level job titles	127	6.71%	72	6.72%	32	3.90%



Good policy, good academic atmosphere	593	31.33%	473	44.12%	63	7.67%
regional advantage development space	439	23.19%	196	18.28%	276	33.62%
Spouse arrangements, child development	45	2.38%	25	2.33%	46	5.60%

Table 12 Statistics of the Third Reason for the Movement of Music Teachers in Colleges and Universities

Analysis Project	Number of Samples	sample ratio	Adjust in quantity	scale in quantity	Transfer-out quantity	percentage of call-out
statistical value	1397	100%	952	100%	445	100%
self-actualization and personal development	169	12.10%	127	13.34%	59	13.26%
High income, good welfare	157	11.24%	94	9.87%	77	17.30%
Resolve higher-level job titles	79	5.65%	56	5.88%	34	7.64%
Good policy, good academic atmosphere	257	18.40%	179	18.80%	73	16.40%
regional advantage	416	29.78%	265	27.84%	139	31.24%

development space						
Spouse arrangements, child development	321	22.98%	231	24.26%	63	14.16%

In the six university music teachers in the above design, we need to select up to three, with the importance of the flow reason listed as the primary, secondary, and third reasons. In the table, we can see that in a total of 2439 people flowing, 1142 people, nearly 50% of the music teachers listed "self-realization and personal development" as the first reason for the flow, and the second is "high income, good welfare treatment" and the third is "regional advantage, large development space", which accounts for 20.83% and 16.28% respectively. This explains from the side that the professional development of music teachers in colleges and universities will have an important influence on the incentive effectiveness and mobility of music teachers in colleges and universities. The internal logic is that if the vocational development of colleges and universities cannot generate enough incentive for music teachers in colleges and universities, the willingness of music teachers in universities will be generated. Of course, professional development must be intrinsic as the objective function of music teachers in colleges and universities.

In terms of transfer-in, during the 2439-person music teacher flow, there are 1309-person transfer-in, among which there are 751-person transfer-in of career development, 57.24%, and the third proportion of policy, academic atmosphere (15.02%) and regional advantage development space (13.95%) as the primary reason for transfer-in. In terms of transfer-out, there are 1130-person transfer-out in the 2439-person music teacher flow. There are 479 people in career development as the primary reason to call out, 42.39% in proportion to the second percentage (31.24%), and 11 percent higher in revenue as the primary reason to call out.

If the primary reason, secondary cause and third cause of music teacher's flow are examined at one level, the statistical weight coefficient of the primary reason 0.6,



secondary cause 0.3, and third cause 0.1 are given respectively, and the "self-realization and personal development" factor is still the primary cause of music teacher's flow. Of course, music teacher flow is the result of multi-factor combination, the value orientation of music teacher flow is different, we only consider the common aspect of music teacher flow.

The statistical results of the movement of music teachers in colleges and universities indicate that the primary value orientation of mobile music teachers in self-actualization and personal development is positive for the incentive of music teachers in colleges and universities. Music teachers in colleges and universities are expected to meet their needs by moving to achieve the maximization of occupational effectiveness, economic factors and environmental factors. This is determined by the characteristics of music teachers' labor and professional characteristics, and has become the thinking trend of music teachers.

4.6 Occupational Satisfaction Utility Analysis

On the analysis of vocational satisfaction of music teachers in colleges and universities, we make statistics on the following seven aspects (dimensions): "different subordinate universities (provinces, cities)", "different levels of colleges and universities (undergraduate, specialties)", "different regions of universities", "gender of music teachers", "age of music teachers", "degree of music teachers", and "professional technical title of music teachers". The first three are the overall characteristics of the school, and the latter four are the individual characteristics of music teachers in colleges and universities (demographic variables). We collect based on the data from the questionnaire and get the table 13.

Table 13 Statistics of Vocational Satisfaction of Music Teachers in Colleges and Universities

Analysis Project	Be very happy	Better	Generalization	Less willing	Be unwilling	Mean value	Standard deviation
provincial colleges and universities	37.35%	42.60%	19.15%	0.29%	0.61%	4.293	0.81
municipal colleges and universities	37.72%	41.99%	17.94%	1.84%	0.51%	4.215	0.79
undergraduate colleges and universities	42.03%	33.87%	21.48%	1.77%	0.85%	4.337	0.81
specialized colleges and universities	33.95%	40.40%	22.81%	1.59%	1.25%	4.139	0.78
colleges and universities in the northeast of Jiangxi	36.58%	43.52%	17.92%	1.24%	0.74%	4.126	0.83
colleges and universities in the central part of Jiangxi	41.45%	42.08%	14.25%	1.86%	0.36%	4.213	0.76
colleges and universities in the southwest of Jiangxi	31.73%	43.67%	22.16%	2.09%	0.35%	4.147	0.79



male music teacher	37.08%	40.54%	19.26%	2.61%	0.51%	4.236	0.79
female music teacher	36.06%	43.10%	17.93%	1.94%	0.97%	4.204	0.81
Music teachers under the age of 30	34.59%	43.38%	18.36%	3.16%	0.51%	4.136	0.77
Music teachers from 31-40 years old	33.24%	45.08%	18.79%	1.94%	0.95%	4.036	0.81
music teachers from 41-50 years old	39.38%	40.03%	19.56%	0.65%	0.38%	4.263	0.8
music teachers over 51 years old	48.03%	42.71%	7.92%	1.32%	0.02%	4.364	0.71
PhD music teacher	46.16%	37.39%	15.91%	0.48%	0.06%	4.295	0.79
music teacher of master's degree	32.94%	45.02%	20.19%	1.26%	0.59%	4.187	0.76
music teacher under bachelor's degree	38.03%	41.15%	18.21%	1.94%	0.67%	4.206	0.81
a music teacher who teaches titles	51.87%	39.91%	7.57%	0.65%	0	4.394	0.7
Associate Professor's Music Teacher	37.06%	41.07%	19.92%	1.52%	0.43%	4.152	0.82
a music teacher with a title in the instructor	32.08%	40.97%	24.93%	1.76%	0.26%	4.204	0.81



sub tutorial music teacher	38.17%	42.99%	15.86%	2.16%	0.82%	4.231	0.83
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Source: Tabular data collected based on questionnaire calculations

From the figures in the table above, we can roughly see that the "I'm happy" are about 80% of the total characteristics of the university and 20% of the remaining three options, both of which are about 20% of the individual characteristics of the music teacher. The average value of this project after statistics is 4.149, between very happy and happier, music teachers show a high satisfaction with their own professional development status, which indicates that music teachers have a high recognition of their own professional development status, and that they have a good perception of their own professional development status, and the effectiveness of their professional development can give college music teachers a good job incentive. As a result of this statistics, we can explain the assumption that if a university music teacher is not satisfied with his own career, he will choose to flow. That is, the willingness to flow will become real flow when the actual constraints are met, but this questionnaire is a survey of the university music teacher who is working on the job when the actual survey is conducted. It is the survey results of all the music teachers who have completed the flow. This paper considers the real flow of music teachers in all colleges and universities to be completed in one moment. Therefore, the music teachers actually surveyed are basically satisfied or satisfied with their own career. It is the static market survey results of music teachers, even if there are some music teachers who are willing to flow but have not completed the actual flow, they are listed in the questionnaire as 20%.

The above is the analysis of the professional development effectiveness of music teachers from the perspective of professional satisfaction. It can be seen that the professional satisfaction and cognition level of music teachers in Jiangxi Province is generally high. The investment of the professional cost of music teachers brings the satisfaction of the professional development utility level, and the vocational teacher's career and its development status brings different types of vocational incentives to music teachers in colleges and universities. There are significant differences in the cognition of



vocational satisfaction of music teachers in colleges and universities. The cognitive differences of music teachers under different universities do not meet the significant level except for gender factors, and there are significant differences between individuals in the cognitive levels of vocational satisfaction of music teachers in colleges and universities. The overall trend is the technical professional position, degree, age, etc. The higher the qualification factors of music teachers, the higher the cognitive level of vocational satisfaction. Therefore, the qualification factor plays an important role in the cognition of the professional satisfaction of music teachers. The professional incentive should consider the occupational needs of different levels of incentive objects, so as to meet the goal of maximizing the professional development utility of all levels, and avoid the loss of talent resources.

5. Discussion and Conclusions

5.1 Music teachers' needs are diverse and oriented

The investigation on the needs and levels of music teachers in colleges and universities was conducted in 40 colleges and universities in Jiangxi Province. For this reason, the study invested a great deal of time and energy. Research on the diversity of demand for music teachers shows that music teachers have not only high-level self-realization, respect, etc., but also need to seek better living conditions, economic guarantee, spouse resettlement connected with traditional and family emotions, and the need for children to enroll. In the study of the demand tendency of music teachers, two main features of music teachers in colleges and universities are found. First, the spiritual needs of music teachers are very important. Professional development is the most important value orientation of music teachers in colleges and universities, it is the choice of music teachers to achieve themselves, fully apply their own educational potential, and contribute their knowledge to society without retaining them. Second, material needs remain the main needs of college music teachers. Although the income of music teachers in colleges and universities has changed significantly in recent years, the overall income level of music teachers is not high enough compared with the social status of music teachers in colleges and universities, as well as the economic factors that include the



main content of housing and welfare improvement as the salary income are still leading the need for music teachers.

5.2 Demand fulfillment is key to incentives

The research shows that music teachers need to have a significant level of linear dependency with music teachers' work enthusiasm, and it has a positive influence, i.e. meet the needs of music teachers, and be able to mobilize music teachers. Of which, the interpretation of the music teacher's profession is the strongest in itself, and the following are the factors of satisfactory compensation and harmonious environment. Taking three factors as the argument of professional development, salary satisfaction, environmental harmony and cognition, it can predict the enthusiasm of music teachers and the incentive status of music teachers. In order to meet the needs of music teachers' three variables as the research background, it can provide insight into the whole process of music teachers' work initiative and improvement. Music teachers in colleges and universities have different professional characteristics from other industries, self-realization, professional development is the most important value orientation of music teachers. According to the research, the result of the higher average cognitive level of professional satisfaction of music teachers is 4.152. The practical effect in the career itself gives music teachers a large degree of satisfaction and incentive. The degree of cognition of the vocational satisfaction of music teachers in colleges and universities in the region is different except for gender factors. Music teachers with different qualifications have different levels of cognition for their job satisfaction. Music teachers with high professional satisfaction are more motivated than music teachers with low professional satisfaction. Music teacher's profession and its development status give college music teacher's large professional incentive. Research shows that the higher the satisfaction of revenue, the more active the music teacher. The environment is a subliminal movement, like an invisible pair of hands to manage invisibly, and the improvement of environmental factors can motivate music teachers. Research shows that professional development gives music teachers the most incentive effect, music teachers' professional development and its implicit achievement motives and psychological effects brought to music teachers by their own work play an



increasingly important role in the process of music teachers' self-excitation. The satisfaction or satisfaction of compensation directly affects the enthusiasm of music teachers, and the improvement of treatment in particular is to increase the fairness of distribution and increase the fairness of income distribution. It will bring a bigger incentive organization system for music teachers, humanization, competitive fairness, internal environment, reduce the professional development cost, professional development and economic factors of music teachers, the incentive effect of which will be greatly played by the humanization of environment harmony and organization management.

5.3 Improving constraints is a guarantee of continuous incentive

The study on the factors that bring psychological effectiveness to music teachers through jobs such as task stress, competitive stress, occupational crisis feeling, etc. shows that the task pressure and competitive stress of music teachers help the music teachers develop the career crisis feeling and the job satisfaction. The regression analysis found that there was significant linear correlation between the competition pressure and the role factor of music teacher and the professional development of music teacher, while the most effective pressure of interpreting music teacher's competition came mainly from the needs of music teacher's job promotion, self-realization and performance appraisal. The professional pressure with music teachers' achievement motivation and individual expectations, the driving force of music teachers' professional development, the competition pressure and the perceived work challenges of music teachers help music teachers' professional development.

6. Suggestions

6.1 Construction of Incentive Principles

In the management of music education in colleges and universities, how to design the appropriate incentive mechanism based on the behavior of music teachers in universities or the characteristics of different preferences makes the optimal behavior of music teachers in colleges and universities compatible with the targets of governments and schools is a problem worth researching. We first identify that a general principle must



deal with the relationship between fairness and efficiency, achieve the balance between fairness and efficiency, and reflect the "efficiency priority and equity balance" in the construction of the incentive mechanism. The specific principles of building an incentive mechanism for music teachers in colleges and universities are:

6.1.1 Principle of dynamic balance between income and input

The benefit is defined by the contribution performance, and the benefit is dynamically balanced with the investment of human capital. As a special capital participating in business, HR directly represents the economic and non-economic reward resources of income, job evaluation and employment, and directly affects the efficiency and benefit of music education management in colleges and universities. At the same time, the income of music teachers in colleges and universities cannot be lower than the opportunity cost, or the marginal income of investment in human capital of music teachers in colleges and universities cannot be lower than the social average retention effectiveness.

6.1.2 Principles of balance between humanization and institutionalization

During the construction of incentive mechanism, it is necessary to standardize the micro-level organizational system of university music teachers and the development of university music teachers through a rational system, which is the strongest incentive for music teachers. Therefore, the system design should reflect the balance between humanity care and humanization of management and institutionalization, so as to achieve the goal of effective management and mobilize all aspects of personnel at all levels. The essence of the incentive mechanism of music teachers in colleges and universities is a series of institutional arrangements that inspire and constrain the selection of the target of music teachers in colleges and universities.

6.1.3 The principle of balance between competition and cooperation

The building of incentive mechanisms must properly handle the relationship between competition and cooperation. Because competition has both incentive function and frustration function, frustration function mainly affects the cohesion of interpersonal



relationship and organization, thus influence the unification of music teachers and the collaboration of scientific research process, and increase the cost of music teachers, so it is necessary to coordinate competition with cooperation, strengthen the incentive function of competition, and use the positive attitude of cooperation to weaken the competition's frustration function.

6.2 Institutional Innovation in Career Development

6.2.1 Reform of job appointment system

(1) Establishment of post by science

The establishment of scientific post is the premise of implementing the appointment system of music teachers. Whether or not music teachers can be appointed depends on their positions as preferred, and there are no positions, even if they are qualified, they may not be employed accordingly. The post setting work is the precondition and key to applying the appointment system of music teachers. The government shall strengthen macro-control and regulate the establishment and employment of colleges and universities. Only by macro-management and micro-employment, it is beneficial to incorporate professional technical post system into the competitive fair track, and to achieve the professional incentive of music teachers through job orientation throughout the country. The school shall establish positions according to needs within the proportion of the job series structure approved by the competent authorities, in order to enhance the position consciousness, optimize the position structure within the school, facilitate the discipline, discipline and curriculum construction, help the competition between colleges and universities, and help improve the restriction of the constraints on job appraisal and employment. A certain proportion of job structure and the position of scientific setting can make it possible for colleges and universities to form a pattern of employment, fair competition among music teachers, and orderly flow of talents.

(2) Appointment System and "Life Position"

Music teachers' job appointment system is an effective means and form of using music teachers, managing music teachers, and encouraging music teachers. It goes through the whole process of inspiring music teachers from target setting, performance appraisal, reward allocation and satisfaction. The system of life-long position is different from our current system of appointment for music teachers, but it is only the system of life-long term for some music teachers, while the system of appointment for other music teachers is essentially the "life-long system of minority people" in place of the system of life for most people. As to how to avoid the slack of the work employed as a professor of life, some requirements and conditions shall be put forward in the specific employment. As a supplement to the employment system of music teachers, the system of life-long position can help the health development of colleges and universities, reduce the pressure on college students in terms of running conditions, living treatment, personnel management, etc., and concentrate on some resources to provide better living and scientific research conditions for excellent talents. It also helps to introduce competition mechanism within colleges and universities to promote the orderly and rational movement of university talents.

6.2.2 Improvement of Performance Appraisal System

(1) Quantitative and qualitative assessment

At present, colleges and universities usually adopt quantitative assessment methods for teaching and scientific research personnel. The performance assessment of music teachers in colleges and universities strengthens quantitative assessment and qualitative assessment. Most colleges and universities in the design of the index system for the evaluation of music teachers are hard indicators and the quality assessment becomes soft indicators. Put the assessment of teaching quality, scientific research level and the appraisal of organization contribution in priority position, the requirements of teaching evaluation existing quantity, and the assessment of teaching ability and effect more emphasized, through the evaluation of students, supervision and



leadership, the scientific research evaluation corresponding to different weights score, on the basis of considering the quantity, re-evaluate the quality of papers and achievements, and score the management input and contribution beyond the teaching research of music teachers according to the quality weight. Combined with the year-end examination of music teachers, it is scored based on the labor input of music teachers and the accepted degree in collective.

(2) Performance Appraisal Method

The purpose of measurement and evaluation determines the content of the appraisal. For all colleges and universities, the performance evaluation system of music teachers should be universal, at the same time, it can reflect different schools and different disciplines by adjusting the weight, and each supports different school strategies. For a university, the system of performance evaluation of music teachers in colleges and universities is designed to integrate music teacher appraisal, talent evaluation and backbone selection into one, and computer expert support system is established, which is an exploratory work of scientific and standardized management of music teachers.

6.3 Incentive Compensation Design

The purpose of any organization's salary design is to achieve a certain goal. The goal of the incentive compensation design in colleges and universities is to make the level of compensation received by faculty and staff directly proportional to their work contribution. Through performance appraisal and the influence of appraisal results on individual job promotion and career development, to guide music teachers to focus on performance improvement and influence the future work behavior of music teachers, to fully reflect the fairness, competitiveness, motivation and achievement of organizational goals. Based on this goal, the incentive compensation design for music teachers in colleges and universities should follow:

6.3.1 Internal fairness of compensation, also known as internal consistency, refers to the relationship between salary structure and organization design and work. It is the basis for the incentive compensation design of colleges and universities to evaluate

the value of a position accurately and accurately in terms of its complexity, responsibility, scope of control, knowledge and ability, and attitude.

6.3.2 External competition refers to the compensation relationship between organizations and the level of the organization's compensation compared to its opponents. The external competition of compensation requires the university to strengthen the external labor market competition elements in the salary design, determine the compensation policy level of the organization by reference to the market compensation level, and, in combination with the features of the school, attract, stabilize and inspire the talents through the rational design of the market's continuously competitive compensation level, especially the music teachers working on key and important positions, to maintain the continuous competitive advantage of human resources.

6.3.3 The incentive principle of compensation is to fully reflect the internal fairness, external competitiveness, economy and legality of compensation under the premise of performance priority and balance of fairness. By establishing the compensation system of performance oriented, capacity oriented and market oriented, the employee's internal potential will be stimulated, and the employee's work will be motivated. At the same time, the incentive compensation system should be guided by the modern salary theory, based on the employment system, based on the position performance salary, and supported by monetized social welfare, it can encourage talent innovation, fully consider the combination of short-term interests and long-term interests of employees, while focusing on the short-term interests of employees, fully focusing on the long-term interests of employees and the long-term benefits of compensation incentives. In addition, the incentive compensation system must be planned in a scientific manner to ensure effective operation of the compensation system. If management is not good, it is impossible to meet expectations. Without effective management, the world's most perfect compensation system can be useless.

The research data also showed that the number of music teachers who were called out by the sample university was very small, and most of them fired the school.



This makes it difficult for excellent music teachers to retain but not perform their duties, and then fails to adjust or dismiss them in time, becoming the "soft rib" of the construction of music teachers. Human use system is a "bottleneck" that restricts the further deepening of the reform of the university's personnel system. It is imperative to break the stable or over-stable structure of music teachers at present.

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