

**Construction of 4D Incentive Mechanism Model of
College Teachers in China Based on Multiple
Management Theories**



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Abstract

To build a first-class higher education institution, in addition to sufficient financial and policy support, advanced software and hardware teaching facilities, management models, and a good student source, a high-level faculty is the key and fundamental dependence of university development, and incentives are the core content of management work of university. In reality, there are many problems in encouraging college teachers. On the one hand, it is difficult for conventional material incentives to fully and effectively arouse teachers' work enthusiasm. On the other hand, teachers in colleges and universities urgently need emotional and practical support to increase work autonomy and personal sense of accomplishment and work desire.

This paper firstly sorts out the characteristics of college teachers in 21st century, and analyzes the weakness of the material incentive method for college teachers' incentives based on X theory claiming the reason as the mismatch between the use of theory in 19th century and contemporary issues in 21st century. Then, in order to tackle the contemporary issue, on the basis of psychological contract theory and management incentive theory, it proposes the 4D incentive mechanism model of college teachers in China based on psychological contract theory and management incentive theory, elaborating the basic theory and implementation measures of the comprehensive incentive system for teachers in 21st century with the core processes of psychological contract formation and amendment mechanism, psychological contract fulfillment and incentive mechanism, psychological contract breach and intervention mechanism and psychological contract specification and restraint mechanism.

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1Introduction

1.1Research background

Building a first-class institution of higher learning should not only be a loud slogan, but also an arduous and strenuous process. To achieve this goal, in addition to having sufficient financial and policy support, advanced software and hardware teaching facilities, management models, and a good student source, scientifically constructing a teacher incentive mechanism that effectively motivates teachers' enthusiasm, initiative and creativity is the key for universities to gain advantages and achieve scientific development in competition (Guest, 2014).

1.2Research issues and problems

1.2.1Research issues

In reality, there are many issues in encouraging college teachers.

On the one hand, it is difficult for conventional material incentives to fully and effectively arouse teachers' work enthusiasm. The management form of colleges and universities is relatively loose. The responsibilities and obligations shared, paid, and undertaken by each teacher are usually implicit and unstable (Morrison and Robinson, 1997). The high degree of autonomy in teacher work makes it difficult to fully intervene and supervise every aspect of teacher work. The high professionalism of teachers' work requires teachers to continuously acquire and update knowledge through learning, further education, communication, and the personal status of teachers has an important impact on the realization of organizational goals. Some outstanding teachers are more important in promoting the development of the college. It is difficult to simply quantify the statistics of the quantity and quality of the output of talent training and scientific research. So the motivation of teachers often comes from the pleasant psychological experience (Weiner, 2013).

On the other hand, college teachers urgently need emotional and practical support to increase work autonomy, improve personal sense of accomplishment and job performance desire (Skaalvik and Skaalvik, 2018). University teachers need to assume

the multiple roles of knowledge imparters, student learning promoters, scientific research explorers, social service providers, and even university administrative leaders, so the work pressure is greater. In recent years, surveys on teachers' occupational stress and mental health have shown that 86% of the surveyed teachers have some job burnout, 49.7% of the teachers have significant emotional exhaustion, and 68.2% of the teachers think that their sense of accomplishment is low (Skaalvik and Skaalvik, 2016).

1.2.2 Research problems

Why the issues above occur?

How to fully motivate teachers, unearth the potential of teachers, so that they can feel at ease in the university, love and dedicate themselves wholeheartedly to higher education? Can we establish a theoretical model to guide the managerial practice in 21st century?

1.3 Research content

This paper firstly sorts out the characteristics of college teachers in 21st century, and analyzes the weakness of the material incentive method for college teachers' incentives based on X theory claiming the reason as the mismatch between theory X in 19th century and contemporary issues in 21st century. Then, in order to tackle the contemporary issue, on the basis of psychological contract theory and management incentive theory, it proposes the 4D incentive mechanism model of college teachers in China based on psychological contract theory and management incentive theory, elaborating the basic theory and implementation measures of the comprehensive incentive system for teachers in 21st century with the core processes of psychological contract formation and amendment mechanism, psychological contract fulfillment and incentive mechanism, psychological contract breach and intervention mechanism and psychological contract specification and restraint mechanism.

2Why- issues cause analysis from the perspective of X theory

2.1Characteristics of college teachers' psychology and behavior in 21st century

Compared with non-knowledge employees, college teachers in 21st century as knowledge employees have many changing particularities in terms of personal qualities, psychological needs, values and working methods.

2.1.1High personal quality and professional knowledge

Most college teachers as knowledge employees have received higher education, so their personal qualities are relatively high (Thompson and Heron, 2012). College teachers always have strong learning ability. They have a strong desire for knowledge about the outside world, which drives them to continuously increase their knowledge, broaden their horizons, and improve their overall quality. At the same time, most college teachers have received systematic professional both theoretical knowledge and practical experience (Morrison and Robinson, 1997).

2.1.2Strong demand for self-realization

Because college teachers as knowledge employees have professional knowledge, they have the ability to accept various new jobs and challenges, so their work requirements are much higher than those required by non-knowledge employees. In addition, they hope that work can provide opportunities for personal growth and development space, allowing them to complete challenging and creative work behaviors to show his personal talents to the society and others, to meet the needs of self-realization. So traditional incentives such as money and promotion cannot achieve the best results (O'Neill and Adya, 2016).

2.1.3Strong work autonomy and weak bureaucracy control

College teachers knowledge employees are mostly engaged in creative work. They are faced with a rapidly changing internal and external environment. Only by relying on

their own professional knowledge, through the analysis of various information to make judgments, and timely implementation of the decisions can make the work went smoothly (O'Neill and Adya, 2016). At the same time, college teachers usually respect knowledge, pursue truth, do not fear power and don't need to clap, so they will not be controlled by the traditional bureaucracy, so that both subjectively and objectively college teachers require a relaxed working environment, and can conduct self-direction and self-management at work, and creatively work independently (Payne et al., 2008).

2.1.4Difficult process monitoring and result measurement

Traditional non-knowledge employees are engaged in simple repetitive work, so they can compare their work processes and steps with standard processes and steps, so as to monitor their work processes. And then through the quality and quantity of products, the inspection can easily evaluate the results. However, college teachers knowledge employees are engaged in creative work in an uncertain environment, and there is no fixed pattern to follow (Rousseau and Tijoriwala, 1998). Sometimes new knowledge is not even produced at work locations and working hours. At the same time, the work results of college teachers are often new ideas, technological inventions and management innovations (Sutherland and Jordaan, 2014). The economic benefits of these results are not immediately apparent. In addition, the current college teachers usually work in teams, which makes the monitoring of the working process and achievements of employees more difficult (Turnley and Feldman, 1999).

2.2Theory introduction- X theory in 19th century

2.2.1Content

Theory X and Theory Y were proposed by Douglas McGregor(1957), and they are two very different opinions about the attitudes of enterprise managers to employees. Theory X is a traditional assumption about people. Managers mainly control employees to obtain satisfactory performance. Theory Y uses a more humane and supportive method to manage employees (Henrich et al., 2012). Under this assumption, the task of

managers is to discover the potential of employees and help them release their potential, so as to achieve the common goal of both parties. Theory X is opposite to Theory Y. Based on the "economic man" 's humanity hypothesis, the humanity hypothesis is the theory of aversion to work and evasion of responsibility. American behavior scientist McGregor (1957) put forward in the article "The Human Aspects of Enterprises".

2.2.2 Humanity hypothesis

- A. Employees are naturally disliked to work, and they will evade work whenever possible.
- B. Because employees do not like work, they must take coercive measures or punishments to force them to achieve their organizational goals.
- C. Whenever possible, employees will evade responsibilities and settle in with the status quo.
- D. Most employees like ease and no ambition. (Mcgregor,1957)

2.2.3 Incentive method

Taking economic interests as the main incentive to make people's actions conform to organizational requirements as much as possible (Mcgregor,1957). If the employee's behavior and work results do not meet the organization's expectations, adopt a severe punishment system. That is the incentive and punishment means of "carrot and stick". In order to encourage people to work hard in management, a strict management system should be adopted, such as clarifying everyone's tasks and responsibilities, conducting command, control, and supervision, emphasizing discipline, establishing a strict performance appraisal system and a performance-related compensation system (Rabin, 2017; Thaler, 2015).

2.3 Issues cause analysis- mismatch between theory X in 19th century and contemporary issues in 21st century

According to theory X in 19th century, due to the characteristics of college teachers in 21st century as knowledge-based employees in terms of their personal qualities, psychological needs, and behavior, traditional material incentives will encounter various problems in operation.

2.3.1 Mismatch between incentive content and teacher work needs

Traditional material incentives are a kind of " carrot and stick " incentive mechanism, which is not necessarily applicable to college teachers with high personal qualities and professional knowledge. Most of the traditional material incentives are faced with employees with lower academic qualifications and no expertise (Cullinane and Dundon, 2016). Their work requires less knowledge and easier to learn, which makes their work very replaceable, so they can only meet the most basic survival and safety needs work, then the traditional "carrot and stick" policy is very useful. However teachers in colleges and universities have higher academic qualifications and at the same time have rich professional knowledge and less work substitutability. Their hope for work is to meet the high-level needs of socialization and self-realization. "It is not a motivating factor for college teachers, at most it is only a health factor, and the" big stick "is disgusted by college teachers. Therefore, traditional material incentives cannot play the desired role for college teachers (Ng and Feldman, 2008).

2.3.2 Mismatch between fixed incentive and flexible needs

Traditional material incentives are relatively fixed, but this fixed form of contract may not be suitable for college teachers who are more autonomous and creative in their work. The work of traditional employees is relatively simple and mostly repetitive, so it is possible to formulate a clear working specification and reflect the fixed characteristics of this working specification in material incentives. But the work of college teachers has dynamic characteristics, then the changes of the corresponding contract are

changing at any time, but the constant signing of traditional material incentive fishing is unrealistic, and the cost is high (Skaalvik and Skaalvik, 2018). At the same time, the original material incentives are usually ordered by leadership, but now college teachers rely on their professional knowledge to challenge the traditional leadership version. They hope that organizations can respond flexibly to their contributions instead of based on the fixed contract previously signed fixed (O'Neill and Adya, 2016).

2.3.3 Mismatch between simple measurement and complex work

Traditional material incentives can better monitor employees by stipulating the working rules of non-knowledge employees, and it is also easier to measure. However, the monitoring and evaluation of college teachers are not complete. For non-knowledge employees, they are mainly engaged in simple transactional work. These jobs can clearly describe work tasks and work specifications. Therefore, during the evaluation, it is only necessary to compare the tasks and specifications to reward and punish employees fairly. College teachers have greater flexibility in their work and cannot determine strict work processes, so they cannot simply provide complete material incentives (O'Neill and Adya, 2016).

It can be seen that the traditional material incentives from X-theory perspective lack the incentive and restraining effect on college teachers in 21st century, so new incentive models need to be explored.

3 How- issues tackle analysis from the perspective of psychological contract theory and incentive theory

3.1 Theory introduction- psychological contract theory

3.1.1 Theory development

"Psychological contract" research is a hot research topic in the fields of psychology, management, and organizational behavior. In the 1920s, George E. Myao the founder of interpersonal relationship theory, through the study of organizational atmosphere,

interpersonal relationships, humane care and other non-material factors, revealed the prelude and prelude to the study of "psychological contract" (Robinson and Wolfe Morrison, 2015). In the 1960s, organizational psychologist Chris Argyris introduced the concept of "psychological contract" to the field of management for the first time, advocating that a "psychological work contract" may be formed between organizations and employees "if the foreman guarantees and respects the norms in the workers' informal culture (for example, letting the workers do their own work without too much interference; guaranteeing their wages and income; providing stable job security), the workers will remain very high productivity and few complaints, because these are exactly what the workers need " (Anderson and Schalk, 1998).

3.1.2 Concept definition of psychological contract

Subsequently, the research on "psychological contract" is flourishing day by day. "Father of Psychological Contract" Kotter (1973) emphasized that "psychological contract" is "the sum of implicit and undisclosed mutual expectations between organizations and employees." Organizational psychologist Herriot, Manning and Kidd (1997) believes that the concept of "psychological contract" means that there is always some unwritten relationship between each member of an organization and its various managers and others Expectations play a role, " (Robinson, 1996) it is an implicit model of the exchange relationship between employers and employees. In a narrow sense, the advocate of the theory of "psychological contract" Robinson, Kraatz and Rousseau (1994) believe that in addition to the expected nature, "psychological contract" still has "commitment and reciprocity to obligations", emphasizing that "psychological contract" is the individual employee 's belief in the content and terms of the agreement between the two parties in the context of the interaction of organization with employees. There are two points to be emphasized here: first, the individual employee believes that both parties have made a commitment; second, as an interactive process, the reciprocal responsibility closely links the employer and the employee together. "Robinson and Rousseau (1994) and Rousseau (1998) also pointed out that "psychological contract" is "employees' understanding and belief in reciprocal responsibility between themselves

and the organization. This understanding is based on the employee's perceived commitment from the organization. " (Rousseau, 2016) As can be seen from the above, the problem explored by the theory of" psychological contract "is a deep-rooted common problem existing in the organization. However, the academic community has a basic consensus on its essential connotation, that is, "psychological contract" is an unwritten, implicit contract or mutual responsibility and obligation between the organization and employees.

3.1.3 Concept definition of psychological contract between universities and teachers

Specific to universities and teachers, "psychological contract" is "a series of mutual expectations between universities and teachers, as well as a commitment and reciprocity of responsibility and obligation between the two sides. Although the growth of the university and the conditions for teacher development are satisfied, both parties can find the greatest common divisor of their respective focal points. " (Shore and Tetrick, 1994)

3.2 Analysis of the applicability of psychological contract theory to teacher incentive-from the perspective of incentive theory

Motivation theory is a doctrine that studies how to excite engines (Cofer and Appley, 1964). It strives for the tasks and goals mainly referring to inspiring people's motivations, inducing people's behaviors, tapping people's potential, mobilizing people's enthusiasm, initiative and creativity according to their needs. Since the 1950s, incentive theory has gradually emerged. There are mainly Maslow (1971) Hierarchy Theory, McClelland (1987) Achievement Need Theory, Herzberg (2017) Incentive-Health Care Factor Theory, House and Mitchell (1975) Goal Setting Theory, Vroom (1964) Expectation Theory, Skinner (1965) Reinforcement Theory, Hackman and Oldham (1980) working characteristic theory, Drucker (1995) goal management theory, Adams (1965) fairness theory and House (Robert House) comprehensive incentive

theory, etc.

Incentive, as the core element of the incentive theory, refers to the specific behavior process- organization creates conditions that meet the various needs of the members of the organization, determines certain behavioral norms and rewards and punishment measures, uses positive or negative reinforcement information feedback to stimulate, guide, maintain and naturalize the organization, in order to effectively achieve the organizational goals and individual goals of members. In short, motivation is a dynamic process of stimulating needs, motivating behavior, encouraging behaviors, satisfying needs, and achieving goals (Herzberg, 1968). Its distinctive features are intrinsic drive and voluntariness. Motivation mechanism design and optimization urgently need to solve two major problems: one is to provide enough incentives to meet the needs of the incentive object, letting it integrate into the organization or establish a good contract relationship; two is to solve the problem of interest compatibility, that is, to ensure that the incentive mechanism enables both the subject and object of the incentive to obtain satisfactory results and achieve mutual benefit and win-win results (Locke and Latham, 1990).

As a psychological model for adjusting the relationship between individual teachers and university organizations, teacher psychological contract has a high degree of relevance to teacher motivation. The suitability of the two can be understood from both positive and negative aspects (Baron and Kenny, 1986).

As far as the positive aspect is concerned, although the psychological contract has not been stated by a paper contract, as an intangible internal constraint, it guides the teacher's behavior in spirit and philosophy, pays attention to the teacher's behavioral motivation, stimulates the teacher's internal motivation, and mobilizes the teacher's enthusiasm , initiative and creativity, strive to promote the joint realization of the expected behavior goals of individual teachers and college organizations. If both parties to the contract can act according to the contract, regulate behavior, restrain each other, and actively interact, the incentive effect of the "psychological contract" must be fully highlighted. In other words, a good psychological contract can make both parties clear their respective rights, responsibilities and obligations, and understand each other's

behavior norms and bottom line, which is not only conducive to dissolving teachers' anxiety and insecurity, but also conducive to reaching a high degree of recognition and trust between college organizations and individual teachers and will ultimately create an environment and provide motivation for the improvement of individual teacher performance and university organizational performance (Bies, Shapiro and Cummings, 1988).

On the negative side, psychological contract violations can easily lead to emotional reactions such as dissatisfaction, disappointment, anger, work failure, resignation or even betrayal of teachers, and have a significant negative impact on teachers' work attitudes and behaviors, leading to serious negative incentive effects or even Failure (Bunderson, 2016).

From the above analysis, it can be seen that the construction and maintenance of a good "psychological contract" between colleges and teachers can effectively stimulate teachers' sense of identity, belonging and loyalty to college organizations, improve teachers' enthusiasm, initiative and creativity, and promote the improvement of individual performance of teachers and organizational performance of colleges and universities to achieve win-win and development of both (Castaing, 2016).

Exploring the optimization of college teachers incentive mechanism based on the "psychological contract" theory is conducive to the formation of a good incentive cycle process (Figure1), taking good psychological contract between universities and teachers as the starting spot, taking the optimization strategy of teachers' incentive mechanism based on psychological contract theory as the path, taking the collaboration between teachers and universities and achievement of the incentive effect as the goal. As a result, it contributes both theoretical significance and practical value (Coyle-Shapiro and Kessler, 2015).

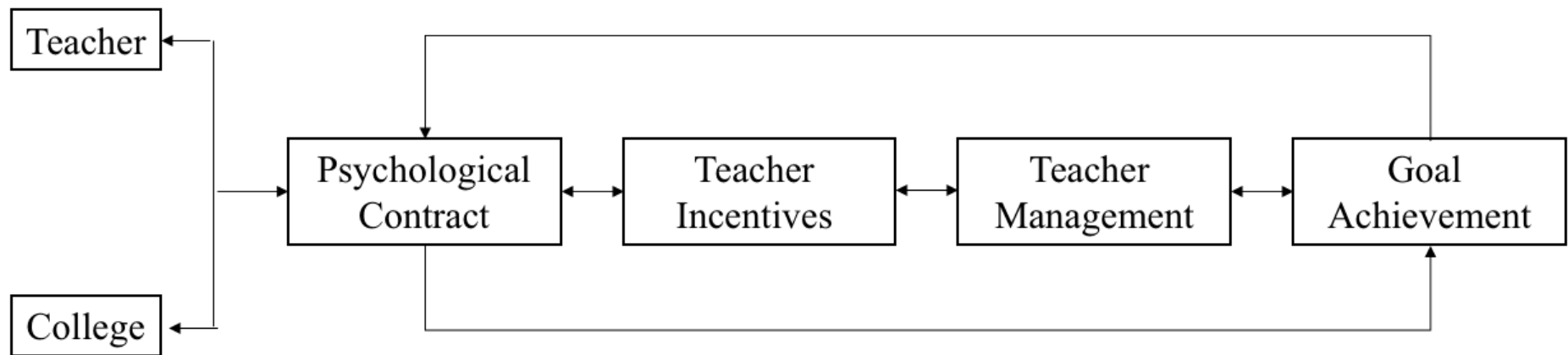


Figure 1The appropriateness of psychological contract to teacher incentives

3.3Issues tackle analysis-construction of 4D incentive mechanism model of college teachers in China

Based on the psychological contract theory and management incentive theory, this paper proposes a construction of 4D incentive mechanism model of college teachers in China based on psychological contract theory. This model aims to achieve the dynamic balance of the psychological contract with the organizational goals as the core, and maximize the common development of the organization and the teachers. Meanwhile it takes psychological contract fulfillment as the main line, combining psychological contract and textual contract, combining process incentives and content incentives, combining incentives and constraints, and integrating people-oriented, two-way interaction, cultural influence, and integrity management (Figure 2).

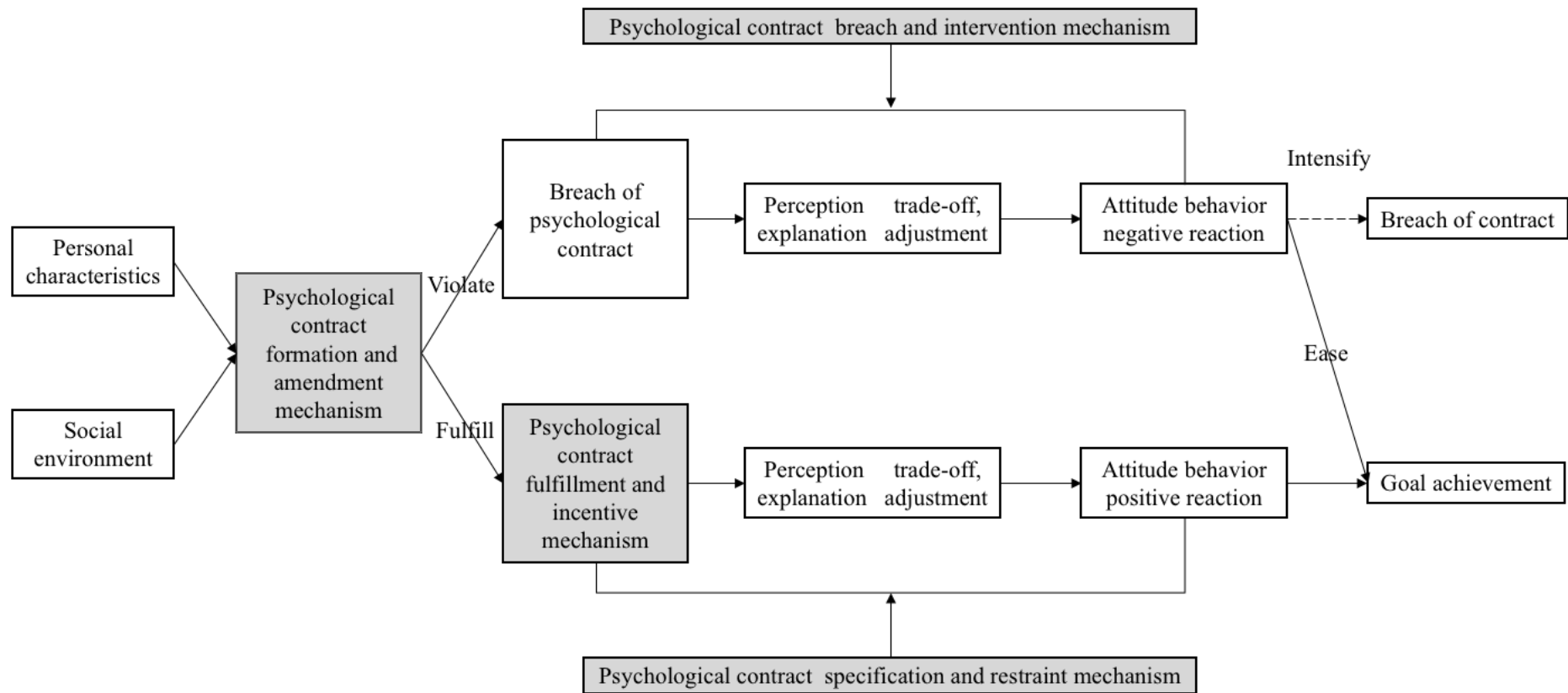


Figure 2Construction of 4D incentive mechanism model of college teachers in China

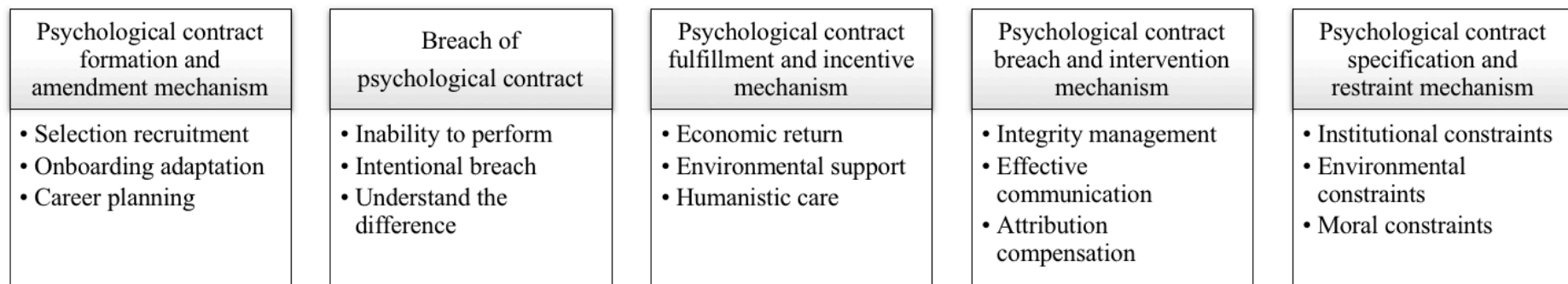


Figure 3Core mechanisms

The main line of this model is to achieve the unity of organizational goals and individual goals based on the formation and fulfillment of psychological contracts in order to form a new psychological contract cycle. It is guaranteed by the violation intervention compensation mechanism and the contract norm constraint mechanism. It is a dynamic, integral and cyclic system. Among them, from the perspective of university management, it is composed of four core mechanisms (As shown in the gray background part in Figure 2 and in Figure 3).

3.3.1 Psychological contract formation and amendment mechanism

The formation of psychological contract is the basis of incentives. The content of the psychological contract directly determines the way and effect of the incentive. The psychological contract is influenced by the social environment, organizational information and personal characteristics, and is formed by the internal psychological coding of the individual. As a university, a comprehensive understanding of the social environment, correct provision of organizational information, and accurate judgment of personal characteristics are the first step in the formation of a benign psychological contract, and this step begins before the teacher enters the job (Coyle-Shapiro and Kessler, 2015). After entering the work position, through observation, feeling and understanding of the organizational environment, the psychological contract is in a state of constant revision. Keeping the psychological contract in a relatively stable and good state is always the basis of effective incentives.

1. Selection and recruitment and initial contract construction

Factors influencing the formation of teachers' psychological contract include external factors and internal factors. External factors include environmental factors (consisting of social culture, social norms, social ethics, and laws) and the subjective impressions and explanations made by recruiters on the school (through recruitment commitment statement, school policy description, school social reputation, and other school personnel Communication and other channels). The internal factors refer to the career characteristics (such as education background, work experience, working years, etc.)

and personality factors (such as career motivation, sense of responsibility, etc.) of the individual recruited (de Lange et al., 2011).

Generally speaking, in the actual recruitment process, both recruiters and applicants try their best to present a positive signal, intentionally or unintentionally concealing all kinds of information that is harmful to them. As a result, both parties are likely to have too high expectations of the other party, and then lay the potential root cause of psychological contract management. Therefore, as a university, in the recruitment process, it is necessary to using scientific process to organize reasonable recruitment teams, maintain fair recruitment procedures, provide true organizational information, and comprehensively understand the status of the applicant teachers, so as to lay the foundation for establishing a stable and realistic psychological contract (Guest and Conway, 1997).

2. Onboarding adaptation and contract modification

The formation of psychological contract can be divided into different stages or periods. Its characteristics are characterized by the initial "honeymoon period", the subsequent "crisis period" and the final "stability period". That is, when they first joined the job, both parties showed a positive state, whether in work performance or in interpersonal communication. However, after a period of time, as the two parties have deepened their understanding of each other, the disadvantages and shortcomings of the two sides are gradually exposed, and the expectation and return are in contrast. Then the contract breach will occur. At this time, both parties will re-examine and adjust the level of expectations and requirements for themselves. If the psychological contrast gradually increases, both parties will fall into a psychological crisis caused by a sense of loss (Kangasharju and Nikko, 2018).

University administrators must have a full and rational understanding of this, establish a good mechanism, and handle the ups and downs of teachers' "honeymoon period" and "crisis period" with a stable mindset. On the one hand, university administrators should organize scientific onboarding training to enhance the sense of belonging of new teachers to the school and allow them to adapt to the new environment of the school as

soon as possible. On the other hand, university administrators should track the psychological changes of teachers in a timely manner, control and mitigate negative psychological and behavioral responses, help new teachers understand the expectations and promises contained in the organizational culture as soon as possible, and promote the stability of psychological contracts.

3. Establish a career plan

Teacher's career planning refers to the design of teachers' work and professional development, coordination of teachers' personal internal needs and long-term goals of the school, so as to achieve the common growth and development of individuals and schools. Effective planning of a teacher's career is the responsibility of both the school and the individual teacher. Both schools and teachers must undertake certain obligations to jointly complete the planning of their careers and achieve a win-win situation for schools and teachers. It is of great significance to formulate a scientific career plan for adjusting the content of the psychological contract between teachers and schools, ascertaining the cognition of expectations and responsibilities, achieving the unity of school goals and teachers' personal goals, and maximizing the interests of all parties (Kangasharju and Nikko, 2018; Lee, 2010).

3.3.2 Psychological contract fulfillment and incentive mechanism

The essence of psychological contract fulfillment is teacher motivation. Contract fulfillment means that both parties fulfill their respective responsibilities and obligations, meet each other's expectations and requirements, so that both parties can feel a fair commitment and gain, and maximize the balance of benefits for employees and organizations (Lee and Liu, 2018). From the perspective of school management, the fulfillment of psychological contracts is the school's impartial evaluation of teachers' work. That is, to meet the diverse needs of teachers through economic security, environmental support and humanistic care, to strengthen teachers' positive behaviors, to enhance the level of teachers' needs, and to achieve the psychological balance at the level of the integration of university goals and personal goals.

1. Economic returns

For teachers as knowledge workers, economic income is not only to meet people's primary needs, it has risen to the needs of the spiritual level, and has become an important scale and coordinate to measure self-worth. As far as China's current development stage is concerned, the main manifestation of economic needs is salary, and mainly refers to external salary, that is, material factors that can indeed bring benefits to people (de Lange et al., 2011).

Judging from the amount of salary, the incentive is not reflected in the absolute amount of salary itself, but in the fairness of comparison. On the one hand, it is external fairness, that is, the comparison with the salaries received by employees in other industries and other units engaged in the same work. On the other hand, it is internal fairness, that is, the comparison between the salary received by employees of different types and different levels of work within the unit and the salary received by employees within the unit who do the same work. Salary can only have an incentive effect if it feels fair in the comparison. And the incentive for internal fairness is more direct (Guest and Conway, 1997).

From the perspective of salary structure, the current salary content includes health care salary and incentive salary. On the one hand, health care remuneration is also called basic remuneration or fixed remuneration, including basic salary, fixed allowance, social compulsory welfare and uniform welfare items within the school. Health care remuneration is relatively fixed, relatively transparent, and rigid. It provides teachers with a basic life guarantee. If the amount of health care salaries is small, teachers are dissatisfied and it is easy to cause their negative reactions; if the amount of health care salaries is large, teachers will think they deserve it, but this will not or less have an incentive effect (Makin and Cooper, 1999). On the other hand, incentive compensation includes workload (or class hours) salary, performance salary, dynamic job allowance and various bonuses. Incentive compensation is not fixed and flexible. It is a dynamic reflection of the quality and quantity of teachers' work. It is the main aspect of the internal fairness comparison of teachers and has a significant incentive effect. From the

perspective of the salary structure of Chinese universities, on the one hand, the proportion of health care salaries in most universities is significantly higher than the proportion of incentive salaries, and the effect of salary incentives is weak. On the other hand, in order to avoid contradictions or easy operation, universities will pay incentives on average or fixedly, which further weakens the role of salary incentives (Meckler, Drake and Levinson, 2017).

It can be seen that the key to the incentive effect of economic returns lies in the comparison of teacher salaries and salary structure. Therefore, university administrators must first increase the total amount of teachers' salaries and provide competitive salary levels; secondly, they should also focus on designing a reasonable teacher's salary structure. I believe that a reasonable teacher salary structure should be composed of four parts: salary, allowances, bonuses and benefits, of which salary is the main body of teacher salary. Salary includes basic salary, hourly salary and performance salary (Flood et al., 2016). Among them, the basic salary is the salary of the teacher's professional technical rank, which reflects the principle of fixedness and increment, which is determined according to my actual business ability, comprehensive quality and evaluation results over the years; the hourly wage is the main part of the salary, reflecting the principle of remuneration according to work ; Performance salary reflects the principle of focusing on performance and high quality and excellent remuneration. The allowance reflects the principle of difference in ability and the principle of increasing school age. It consists of job allowance, school age allowance and special allowance. Bonuses reflect the principles of fair competition and key incentives, and are divided into semester comprehensive awards and individual awards. Welfare embodies the principles of security and humanism, including social insurance, living allowances, training subsidies, etc. (Morrison and Robinson, 1997)

2. Environmental support

In today's era, the expectations of any member of an organization, especially university teachers as knowledge workers, are not limited to economic returns. As an organization, only by further providing environmental support for the emotional belonging and value

realization of the members of the organization, strengthening mutual awareness of responsibility and fulfilling responsibilities, paying more attention to the convergence of values of both parties and future responsibilities and obligations, and forming internal incentives, can university administrators mobilize the enthusiasm of teachers more effectively. This is also the core of the psychological contract management concept (Moye, 2017).

The environmental support responsibility of the university psychological contract is centered on work, which points to two aspects: one is the interpersonal environment, and the other is the development environment. The interpersonal environment is that university administrators should create an equal, harmonious, enterprising, upward interpersonal relationship and teamwork working atmosphere for teachers, so that teachers can maintain a good mental outlook. The development environment is that university administrators must meet the needs of teachers' career development and success, so that teachers can get a sense of accomplishment and satisfaction from their work. Here, I believe that university administrators should help teachers focus on the following four aspects: the relationship between interpersonal harmony and teamwork, the relationship between internal competition and collective cohesion, the relationship between career management and training guidance, working conditions and resources configuration relationship (Moye, 2017).

3. Humanistic care

Humanistic care is to pay attention to people's survival and development, based on human dignity, independence and free personality. It aims to improve people's quality of life and enhance the meaning and value of life (Guzzo, Noonan and Elron, 1994). In recent years, various survey results on the survival status of teachers have shown that teachers are generally facing greater pressure, their job burnout is more serious, their mental health is poor, their job satisfaction is low, and extreme events occur from time to time. . Because teachers have high expectations for humanistic care, in this paper, I will put the school's humanistic responsibilities as a separate dimension (Robbins and Everitt, 1996).

The core of humanistic care is caring for life. The life of a teacher is not only a natural life that exists as an organism, but also a realistic, holistic, and developmental life that exists as a person who is the sum of all social relationships. On the one hand, college administrators should respect the diverse needs of teachers, pay attention to the physical and psychological needs of teachers, and follow the laws of teacher professional development, and provide necessary support and guidance in the process of teacher development in a timely manner. On the other hand, college administrators should ensure the economic and social status of teachers, consciously provide teachers with a relaxed public opinion environment, take a rational attitude to problems arising in education, reduce teachers' mental pressure, and provide teachers with self-development, self-reflection and self-surpassing good social environment (Guest and Conway, 2017).

Universities should build an atmosphere of humane care. First, when formulating a management system, university administrators should ensure that the workload of teachers is controlled within a reasonable range. Second, in the implementation of management, university administrators should ensure that both principle and flexibility are given equal attention to the differences between teachers. Third, university administrators should organize teachers' collective activities in a timely manner, care about teachers' personal lives and ideological dynamics, and create a good atmosphere for human relations. Finally, university administrators should guide teachers' self-humanistic care and make teachers realize that teachers need to consciously give humanistic care to themselves and feel the care for themselves from the care for others (Robinson and Morrison, 1995).

3.3.3 Psychological contract breach and intervention mechanism

The psychological contract is different from the economic contract. It is not an invariable stable product, nor does it have specific regulations and manifestations. Implicitness and dynamics are its important characteristics. Due to the widespread differences and dynamics among individual teachers, groups and organizations, psychological contract violations are inevitable in any organization. However,

psychological contract violations are controllable. Therefore, there must be a complete contract violation intervention compensation mechanism. University administrators must guide teachers from the contract formation stage to avoid intentional breach of contract, let the two parties reach a consensus as far as possible, do a good job of communication and coordination that cannot be fully implemented, control or mitigate negative behaviors response, to avoid the breach of contract caused by the intensification of contradictions, maximize psychological balance. In fact, the intervention of violation of psychological contract is itself an incentive, and it is also integrated with the content and process of the incentive (Payne et al., 2008).

1. Integrity management

The psychological contract is based on the trust of both parties. Only when the two parties trust each other, do their due diligence, and implement honest management, can they fundamentally avoid or reduce contract violations, and can they ensure a healthy balance of psychological contracts. Integrity management means that in the management process, the organization's behavior is based on sincerity, which is consistent with the connotation of honesty, trustworthiness, integrity and sincerity. Honesty requires the organization to tell the truth by seeking truth from facts and to publish true and comprehensive information, focusing on the words and behavior norms and requirements of the actors. To keep faith is to have words and to have faith, to say what you must do is to grasp the consistency of behavior. It requires that behavior must be highly consistent with speech (commitment). Sincerely demanding fairness and impartiality in doing things, and unwavering conduct, that is, words and actions must conform to the principles of fairness, openness, and impartiality. Sincerity is the act of requiring integrity and perseverance. It is a guarantee of the consistency and sustainability of behavior (Robbins and Everitt, 1996; Robinson and Morrison, 1995; Rousseau, 1989).

2. Effective communication

The behavior process of management is also the behavior process of communication.

The main and core work of management is communication. In teacher management, communication is the process by which school administrators and teachers exchange information and communicate to reach a consensus and form an effective way to achieve a unified goal. It is a strong guarantee to bring the school into an optimized group and achieve the school management goals. From the perspective of psychological contract, because the psychological contract is always in a state of constant change and revision, schools and teachers need to constantly adjust the expectations that both parties have. Only through extensive communication and exchanges can teachers and administrators understand each other's spirits, ideas and pursuits in detail, so as to continuously adjust their respective cognitions and interests, produce behaviors that meet each other's needs and pace, and establish stable and balanced psychological contract (Bunderson, 2016; de Lange et al., 2011).

3. Attribution compensation

From the perspective of the psychological contract violation mechanism, it is necessary to go through a very complicated psychological process, starting from the teacher's perception of the difference between the ideal expectation (commitment) and the actual gain, to trigger a negative behavioral response. Not all differences in perception can be understood as contract violations, nor all violations will cause negative behavioral responses. This depends on the fair comparison of teachers' psychology of differences, attribution, and psychological mediation. This process is often affected by many external factors. This also provides the possibility for organizational intervention. Under such circumstances, schools should pay attention to fair decision-making, reasonable attribution, psychological mediation, and balance compensation to minimize negative behavioral reactions. Even if the irreversible contract breaks, employee turnover and other negative situations cannot be recovered, the organization should take appropriate measures to reduce the negative impact (Rousseau, 2016).

3.3.4 Psychological contract specification and restraint mechanism

Teacher management motivation is a proactive behavior with the core of organizational goals, not passive adaptation. Teachers' mental and behavioral activities in schools are based on personal needs and values to make judgments and choices, so there must be a gap between the expectations and reality of both universities and teachers. Therefore, first of all, university administrators must adhere to the guiding principle, build a complete and clear constraint mechanism, and standardize teachers' behavior. Secondly, university administrators can take necessary disciplinary measures when necessary to protect the fundamental interests of school organizations and teachers. Finally, university administrators need to guide the development of psychological contracts in a benign direction to maximize the benefits of organizations and individuals.

1. Institutional constraints

Institutions are frameworks created by people to restrict people's interactions (Weiner, 2017). The first constraint for teachers to go to school is school rules and regulations. No rules, no standards. If the school does not set up a system, teachers' bad behavior cannot be restrained, and there are no rules and regulations for rewards and punishments. At the same time, the system constrained by the school system should include the following aspects: defining division of labor and cooperation, stipulating procedures and methods, regulating speech and behavior, and defining rewards and punishments.

2. Environmental constraints

Environmental constraints mainly include team environmental constraints, public opinion environmental constraints and material environmental constraints, mainly involving values constraints, social ethics norm constraints, moral belief constraints, work life habits constraints and public opinion atmosphere constraints. Environmental constraints have lasting vitality and are passed on from generation to generation, and are part of the campus culture. It can not only play an incentive effect, but also achieve the purpose of restraint. In the environmental constraints, ideology is at the core. In school management, the role of environmental constraints is greater, while the role of

formal institutional constraints is limited. Psychological contract management itself is a management of people's psychological expectations, which is achieved through the impact on people's inner perception. (Cullinane and Dundon, 2016) Therefore, psychological contract management is an environmental management.

3. Moral constraints

People tend to be glorious and avoid humiliation; Especially for teachers, noble morality is the basic norm of their professional requirements, and some teachers even regard reputation as their second life. Therefore, university administrators should pay attention to the restraint and standardization of social morality and professional ethics on teachers' behavior. Universities need to correctly guide teachers to abide by the general norms of social ethics, professional ethics and family virtues, create a certain atmosphere of public opinion, and effectively play the role of moral constraints. Moral restraint is not an indispensable decoration, but the indispensable spiritual power of the school in the process of sustainable development (Guest, 2018; Weiner, 2013).

4Conclusion

The competition between universities can ultimately be attributed to the competition of high-level faculty. The enthusiasm, initiative and creativity of college teachers are directly related to the realization of college talent training, scientific research, social services, cultural inheritance and innovation and the improvement of management level and performance. Based on X theory, this paper analyzes the reasons why traditional incentives are weak for college teachers 'incentives claiming the reason as the mismatch between the use of theory in 19th century and contemporary issues in 21st century. it proposes the 4D incentive mechanism model of college teachers in China. Essentially, it is based on the actual needs of college teachers and multi-level expectations, with "psychological contract" formation, revision, performance incentives, violation of intervention, normative constraints as the core, to build a "four-dimensional drive" teacher incentive model to achieve the interaction with each other, and finally achieve

the synergy and win-win of individual teacher growth and scientific development of colleges and universities. This effort has two meanings and values. On the one hand, discussing the issue of college teacher motivation from the perspective of psychological contract can add new content to the enrichment and development of teacher motivation theory and make it more effective; on the other hand, constructing a college teacher motivation mechanism based on psychological contract theory and motivation theory can not only provide new ideas and countermeasures for current college teachers' incentives and incentive mechanism design, but also provide theoretical support and direction for Chinese college teachers' incentive mechanism reform.

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